



Access & Equity for All Students: Students with Disabilities and LGBT Students

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One of the priorities for the California Postsecondary Education Commission is to ensure that all students have equal opportunities in higher education. In March 2008, Commissioners raised the concern that the needs of some groups of students — namely, students with disabilities, and Lesbian, Gay, Bisexual, and Transgender (LGBT) students — have not been sufficiently addressed. These groups, while facing different issues constitute sizable proportions of the general population and of postsecondary student bodies. However, the focus on their needs has generally been less than on non-White or socio-economically disadvantaged students. In a time of tight resources, it may be challenging to focus more resources on better understanding and meeting their needs, but this work is necessary.

Based on the work done by the Commission so far, it is clear that both of these student groups face barriers to entering and persisting in college. Anecdotal evidence shows that many wish for better accommodation to their needs. However, the Commission found that it has little data with which to assess the need for policy recommendations. Commission staff assembled a group of representatives from educational segments and advocacy groups to discuss what external data they collect or know of, the issues of concern to them, and suggestions they have for the future. The Access and Equity for All Students Advisory Committee met for the first time on July 21, 2008.

This report summarizes some of the situations and issues facing these groups of students; the data that the Commission and other sources have on their performance in higher education; programs that exist to assist these students; and future actions that can be taken. As committee members stressed, the issues of these groups of students are separate and distinct, although both fall under the umbrella of the Commission's commitment to access and equity for all students.

Students with Disabilities

The difficulties potentially facing college students with disabilities vary, and depend on the type of disability. Specific disabilities can impair a student's mobility, hearing, vision, and so on. Therefore, these difficulties would play out differently in a student's need for reasonable accommodations on campus: some require good wheelchair access, while others might need Braille reading materials, note takers, or sign language interpreters. Increasingly, students with various types of disabilities, ranging from Attention Deficit Hyperactive Disorder to cancer, are placed in an "other" reporting category, which may make it more difficult to understand what needs they have. While campus-wide disabled students programs often provide some needed services, they may not address every student's particular disability. Also, students must self-identify in order to receive services. For example, the California State University's Services to Students with Disabilities Advisory Committee, in its current policy review, is expected to recommend expansion of disability reporting categories.

There are other issues for which data and services may be unavailable. Students with disabilities may face discrimination in hiring and in social situations. Hate crimes against them often go unreported, according to one University of California researcher. Veterans of the wars in Iraq and Afghanistan may have disabilities due to head injuries or hearing loss. Some may choose not to self-identify or may be less likely to seek out services, which should be taken into consideration when developing appropriate outreach and education programs at colleges and universities. This situation may soon increase with the 21st Century GI Bill. When the bill becomes effective in August 2009, it will expand access for veterans to higher education, and will especially affect veterans of the wars in Iraq and Afghanistan, who have

reported high rates of post-traumatic stress and brain injury. Further consideration of the specific disability issues associated with military service, especially combat service, is important in looking at the issue of students with disabilities, but is beyond the scope of this paper.

Recently, the House of Representatives voted to update the Americans with Disabilities Act, extending disability accommodations to students who have difficulty thinking or concentrating. Additions to the bill to reauthorize the Higher Education Act would provide scholarship opportunities and new services to students with cognitive disabilities. Such efforts may help students with disabilities, but without better data systems, it may be difficult to gauge their impact.

Data on Students with Disabilities

The Commission currently collects unitary enrollment and completion data from UC, CSU, and the community colleges. Each record identifies a student's institution of attendance, gender, ethnicity, student level, discipline, and other characteristics. These data also include specific types of disabilities, if the student provides that information.

These data are available online for Commission staff and the public:

- Custom Data Reports
www.cpec.ca.gov/onlinedata/onlinedata.asp
Year, gender, ethnicity, degree level, disability type, enrollment by disability, degrees by disability.
- Diversity and Distribution
www.cpec.ca.gov/studentdata/diversitydistribution.asp
Enrollment by disability, degrees by disability.

CSU data on persistence and six-year graduation rates show that students with disabilities are roughly comparable to the general student population. Data do not show that students with disabilities face significantly different outcomes compared to other students. UC data for recent years show that undergraduates in programs for students with disabilities have cumulative GPAs that are nearly identical to the general undergraduate population.

Independent colleges and universities do not provide disability data. The Commission collects a description of available services, a URL for the disability services web page and a phone number for the disability department at each public and independent campus. This information is available on campus pages in the Guide to Colleges and Universities at www.cpec.ca.gov/collegeguide/collegeguide.asp.

Programs for students with disabilities

In 1987, Assembly Bill 746 outlined the accommodations that all students with disabilities should be able to receive at public postsecondary institutions in California. This statute supplies guiding language for postsecondary institutions on services to be provided, allows for state funding to support services, and requires public postsecondary systems to periodically evaluate student satisfaction with those services and data on student outcomes. The Commission's last comprehensive report was published in 1993 and included separate reports from each system. Members of the Advisory Committee provided the Commission recent information.

The following briefly describes current practices in each of the state's public systems. Because there is no central information available from the Association of Independent California Colleges and Universi-

Categories of disability in the Commission's data system

Psychological impairment
Developmentally delayed
Mobility impaired
Multiple disabilities
Acquired brain injury
Learning disabled
Speech/language impaired
No known disability
Hearing impaired
Visually impaired
Other physical impairment
Unknown/unspecified

ties, an overview is not included. Many independent universities provide disability services and may keep their own data; additional information may be able to be developed for future Commission reports.

California State University. CSU's website www.calstate.edu/sas/sswd.shtml shows enrollment data and persistence of students with disabilities. Data tracking the six-year completion rate of entering freshmen and transfer students from fall 1998 through fall 2000 show that students with disabilities have comparable success to the general student population. Individual classrooms may have note-takers and interpreters, and all campuses have a program addressing students with disabilities.

CSU has a Memorandum of Understanding (MOU) on file with the Department of Rehabilitation (DOR), outlining their intent to work together to assess a student's disability status and ensure that all students with disabilities receive the accommodations they need. The memorandum, included as Appendix A, also discusses what accommodations are appropriate, and the procedures to implement them.

University of California. UC administers an annual survey known as the UC Undergraduate Experience Survey, or UCUES. In 2006, the survey asked whether a student needed or used disability services. Of those responding, only about 5% indicated they needed or used these services, a response which does not necessarily correspond with disability. For example, some students with disabilities may not need services, some may not choose to self-identify as disabled, and a few may access those services on behalf of a friend. However, the data show that students who reported that they needed or used disability services also reported high school and university grades, satisfaction with their experiences, and sense of belonging that were roughly comparable to the general university population.

As with CSU, all UC campuses have offices to assist students with disabilities. UC also has a Memorandum of Understanding with DOR outlining the procedures to determine students' disability status and to receive appropriate accommodations. Like CSU's MOU, it outlines the way in which the institutions will work together to provide services to students who need them.

California Community Colleges. The California Community Colleges have maintained Disabled Students Program and Services (DSP&S) offices since 1976 in response to the ADA and other legislation. Each campus has its own office. The program provides many services for students with disabilities, including test accommodations, parking, and classroom assistance. In 2006, it served 88,500 students. The system has a Memorandum of Understanding with DOR to determine student eligibility. As with MOUs for CSU, UC, and the California Department of Education, the document describes why students with disabilities need accommodations, how they are to be referred and their disabilities verified, and the sorts of services for which they will be eligible.

The community colleges publishes a biennial report outlining the success rates of community college students participating in DSP&S. The December 2007 report concludes that, although students with disabilities are underrepresented in community colleges compared to their share of the general population, they have comparable achievement rates. However, it also found that they were far less likely than their peers to transfer to four-year institutions.

California Department of Education. The California Department of Education and DOR have a MOU, highlighting the role that K-12 institutions play in preparing students with disabilities for higher education. Agencies such as California Association for Postsecondary Education and Disability and Disability Rights Education and Defense Fund, both members of the Advisory Committee, work with K-12 educators and parents. The Special Education program at Los Angeles Unified School District sometimes contacts students who have moved into postsecondary education, and they point out that the transition is often difficult.

LGBT Students

Many LGBT students surveyed reported being the victims of harassment on campus, and some had been physically assaulted. Many fear disclosing their sexual orientation or gender identity. LGBT students stand at an elevated risk of suicide: one survey found that gay and bisexual men had a three-fold increase in suicide risk compared to the general population, and another showed that one-third of transgender people had attempted suicide.

Related issues face transgender students, in addition to challenges such as single-gender restroom facilities. LGBT advocates point out the need for culturally competent services on campuses addressing these and other issues. Health services are another sector of education that may need to improve their awareness of and response to LGBT students' needs.

Due to societal and campus climates that do not support people being open about their sexual orientation and gender identity, there is very little formal research on LGBT students. Campus groups may serve the student population, but not all students may self-identify or participate in these groups.

Data on LGBT students

The Commission does not currently collect LGBT data. Generally, the small snippets that are available are insufficient to develop a complete understanding about the extent of the issues students face at a campus or system level. Although there are some data from student surveys, not all LGBT students participate due to privacy concerns or fear.

The only data the Commission collects addressing LGBT concerns are campus crime statistics, available on the Diversity and Distribution web page www.cpec.ca.gov/studentdata/diversitydistribution.asp. The crime statistics include hate crimes, but does not include disaggregated data on hate crimes directed specifically toward LGBT students.

A national survey conducted in 2003 by Dr. Susan R. Rankin of Pennsylvania State University showed that 36% of LGBT college students experienced harassment on campus, and 51% reported that they had concealed their sexual orientation to avoid discrimination. A separate survey from 2004 found that 33% of LGBT students had dropped out due to harassment, and that fewer than 10% of colleges included "sexual orientation" in their nondiscrimination policies.

Campus Climate Index, a website run by the organization Campus Pride, offers a 50-question survey annually to colleges and universities nationwide. Starting in fall 2008, community colleges will be able to participate. Participating colleges are ranked on a five-star scale indicating their commitment to LGBT student and faculty inclusion. The survey evaluates the kinds of LGBT-themed programs, classes, and activities that colleges might offer, their nondiscrimination policies, physical accommodations such as gender-neutral restroom facilities, and housing options. The most recent survey shows results for 14 California campuses.

2007 Campus Climate Index

UC Berkeley	5/5
Univ. of Southern California	5/5
Cal Poly Pomona	4.5/5
UCLA	4.5/5
UC Riverside	4.5/5
UC San Diego	4/5
CSU Long Beach	3.5/5
University of Redlands	3.5/5
UC Davis	3.5/5
UC Santa Barbara	3.5/5
University of the Pacific	3.5/5
Cal Poly SLO	3/5
CSU San Marcos	2.5/5
Fielding Graduate University	2/5

Scores on the Index do not specifically reflect a hostile atmosphere, but reflect the presence or lack of specialized services or other accommodations for LGBT students.

Programs for LGBT students

California State University. CSU has a nondiscrimination policy that includes sexual orientation. Other student services, such as campus-wide LGBT or “Pride” Centers are available (see Appendix B). Participation in these is voluntary. Because many students may not be comfortable making their sexual orientation public, or may not feel the need to join an organization of this nature, these groups do not necessarily serve the entire LGBT campus community. Various research projects are putting together information to assist families of LGBT elementary students. Also, many campuses conduct annual Campus Climate surveys, and these individual data sources can be contacted.

University of California. All UC campuses except the newly-founded UC Merced have LGBT or “Pride” Centers. UC has provided both a list of these centers and a summary of their missions (see Appendix C). UC’s Undergraduate Experience Survey (UCUES) showed results for students who needed or used LGBT services. The 2006 data show that students who self-identified as having needed or used LGBT services reported comparable high school and UC GPAs, and nearly identical rates of satisfaction with their experiences. The 2008 Undergraduate Experience Survey, which was only recently administered, offered students the opportunity to explain why they may not have used LGBT services. The answers to this question may help clear up whether some students feel uncomfortable self-identifying as LGBT, but still need outreach. Additionally, the 2008 survey allowed students to select gender options other than “male” and “female,” which will offer more visibility to the transgender student community. If available, data from the 2008 UCUES survey will be presented at the September 2008 Commission meeting.

Community Colleges. Community colleges may have individual LGBT centers and services, but Commission staff has been unable to determine how many campuses provide these services. The system office did not provide a listing. A campus-by-campus survey would be required to confirm the availability of services and centers.

Independent Universities and Colleges. The Association of Independent California Colleges and Universities does not record which campuses provide services to LGBT students, but it is likely that many do. It may be possible to develop a survey to gauge the extent of these programs at individual campuses.

The K-12 System. Agencies such as Project 10 at LAUSD and school-wide Gay-Straight Alliances serve LGBT K-12 students, and may be helpful links to postsecondary education. Members of the Advisory Committee agreed that this link could be stronger.

The Global View

As with all issues of equity and access in postsecondary institutions, the key to understanding the issues of students with disabilities and of LGBT students lies in sufficient data and qualitative information. The evidence gathered so far indicates that equity and access issues clearly exist, but there are inadequate data and other information available to assess the magnitude of those issues or the adequacy of public institutional responses to them. There are also cost barriers to adding data elements to existing instruments or devising new instruments and then compiling and analyzing the data.

More data are available on students with disabilities, and more services and resources are available specifically for them than for LGBT students (a discrepancy that arises not from the willingness of the campuses to provide services, but from the history of policy and resource attention paid to disability access at the federal and state levels). The size of the population with disabilities, and its complexity in the number and type of disabilities, make it likely that less data is available than what is needed. The resources and information available to students with disabilities may not match the students’ needs. The lack of disaggregated data that look at a greater number of variables, like specific lists of disability types, means the data are probably not refined enough to fully understand the issues.

The transition of special education students in K-12 systems, who represent some but not all of the students with disabilities, is a process that may or may not sufficiently assist students who want to attend college. In some cases, data may be available but are not compiled and analyzed. In other cases, data may not even be collected. Students must self-identify to receive services and accommodations.

Data on LGBT students are extremely limited and based primarily on voluntary surveys. Data collection strategies should be considered in order to address whether their needs are being met. The 2008 UCUES survey results may add to the sum of information available, at least with regard to UC. But there would still be a void in accumulating data to help understand outcomes for, and the experience of, LGBT college students. Campus-wide surveys may be limited in ways that are more significant in the LGBT community. Not all LGBT students will identify as such for two main reasons. First, people may fear identifying themselves even in a confidential survey because of the societal climate of homophobia. Second, people come to understand their sexual orientation and gender identity at different points in their lives, which may or may not coincide with the timing of the surveys.

Advocacy organizations and research institutions may provide assistance in understanding how students with disabilities and LGBT students are doing in the state's postsecondary institutions. As the Commission moves forward on seeking information and identifying possible policy options, it will work with external organizations, each public postsecondary system, and representatives of the independent institutions, to paint a more complete picture of these access and equity concerns.

Next Steps

As Commission staff continues to work with the Access and Equity for All Students Advisory Committee, it will continue to evaluate the issues of student groups on separate tracks, under the overall rubric of looking at outcomes for and satisfaction of groups of students with the state's postsecondary systems. Commission staff will also continue to compile data and narrative information provided by the systems on their policies and services, and will incorporate that information in future work products that are targeted to specific student populations as appropriate. The first steps will be:

- Schedule a follow-up meeting with the Advisory Committee as soon as possible after the September 2008 Commission meeting to consider a more refined set of goals for future work
- Add student representatives to the Advisory Committee to help in identifying issues and solutions and reaching out to student populations
- Develop a plan of action for further research and reports that the Commission will pursue to the extent possible within limited resources.

After the Advisory Committee meeting, the following steps may be taken:

- Schedule a panel discussion by some of the advocacy groups for the December 2008 Commission meeting to offer insight into student needs
- Narrow the focus of research to specific questions that would lead to recommendations for policy and practice
- Develop strategies to identify best practices and to catalog effective programs and resources for students with disabilities and LGBT students
- Explore more fully the transition from high school to postsecondary education in hopes of identifying good program connections and K-12 practices that may contribute to postsecondary success for these groups of students
- Conduct focus groups, additional surveys, and expansion of existing surveys to improve available data on students with disabilities and LGBT students, including data from independent colleges and universities
- Review the 2008 UCUES survey and incorporate its findings into ongoing research.

Appendix A — Agreements between the Systems and the California Department of Rehabilitation

As an example, the CSU agreement is included here. The University of California, the California Community Colleges, and the California Department of Education have similar agreements with the Department of Rehabilitation.

MEMORANDUM OF UNDERSTANDING BETWEEN THE CALIFORNIA STATE UNIVERSITY AND THE CALIFORNIA DEPARTMENT OF REHABILITATION

Introduction

This Memorandum of Understanding (MOU) expresses the commitment of the California State University (CSU) and the California Department of Rehabilitation (DOR) to work cooperatively to provide services to eligible CSU students/DOR consumers with disabilities.

The CSU and the DOR wish to ensure that no qualified persons with a disability be denied reasonable educational accommodations or support services by a CSU campus toward their efforts to create a successful educational experience nor support by the DOR in their efforts toward successful employment outcomes. The CSU and the DOR agree to the following collaborative efforts.

Referral

The CSU campuses will refer appropriate students to the DOR for eligibility determination and, if qualified, services. DOR will refer appropriate consumers to the CSU as part of the consumer's Individual Plan of Employment (IPE). Time is of the essence to determine eligibility in order that eligible students are provided the services needed for a successful educational experience at the CSU.

Note: The DOR has up to 60 days to determine student/consumer eligibility unless an extension is needed and agreed upon by the student/consumer and counselor.

Verification and Assessment

Consistent with CSU policy, a CSU campus representative will have the ultimate authority to determine the disability status of students, within the guidelines as established by all applicable federal and state laws and CSU policy (i.e. the current CSU Policy on Services to Students with Disabilities). CSU campuses may elect to offer specialized diagnostic assessment to verify specific disabilities.

CSU campuses must also have verification that the impairment causes an education limitation that prevents the student from fully benefiting from the educational experience offered to non-disabled students. Besides determining that the consumer has a physical or mental impairment, the DOR must also determine that the consumer's impairment constitutes or results in a substantial impediment to employment, and must determine that the consumer requires vocational rehabilitation services to prepare for, secure, retain, or regain employment.

Confidentiality

Information will be exchanged to the extent permitted by the respective rules and regulations of both the CSU and DOR in compliance with the Family Educational Rights and Privacy Act (FERPA) and all other applicable federal and state laws. Appropriate steps will be taken to secure appropriate releases of information from students/consumers and to protect confidential information of persons with disabilities.

Accommodations

The CSU campuses will provide reasonable accommodations and educational support services to all qualified and eligible CSU students with disabilities who request accommodations or services, in accordance with federal and state law and CSU policy. The CSU campuses are responsible for providing accommodations directly associated with classroom and instructional activities.

CSU Services

Accommodations, support services, and programs that are available to qualified CSU students. Services may include, but are not limited to:

1. Activities to coordinate and administer specialized services, including consultation with faculty for students with special academic needs associated with their disabilities.
2. Disability-related counseling and advising, including specialized academic, vocational, and peer counseling.
3. Liaisons with campus and community agencies, including referral and follow-up services to these agencies on behalf of students with disabilities.
4. Adaptive technologies (e.g. TTY, CCTV, assistive listening devices, adaptive computer hardware or software) including new devices that may become available with emerging technology.
5. Oral and sign language interpreters.
6. Note takers for writing, note taking, and manual manipulation for classroom and academic activities.
7. On-campus mobility assistance to and from college courses and related educational activities (provided by campuses where topography and activities require such accommodation).
8. Readers.
9. Real-time captioners.
10. Registration assistance, including priority enrollment, assistance with applications for financial aid, and related college services.
11. Transcription services, including, but not limited to, the provision of taped, large print, and Braille materials.
12. Special parking, including on-campus parking registration, temporary parking permit arrangements, and application assistance for students who do not have state Department of Motor Vehicles (DMV) Disabled Person Parking Placards or Plates. Students in the possession of a DMV Placard or Plates, and with substantial financial need, may apply for a waiver of parking fees. Supplemental specialized orientation to acquaint students with the campus environment.
13. Test-taking facilitation including extended time, adapting (the mode or presentation but not changing the tests content, scope, or depth) tests for, and proctoring test taking by students with disabilities.
14. Campuses may elect to offer specialized tutoring or diagnostic assessment that is not otherwise provided by the campus.
15. Additional accommodations, support services, and programs may be provided as determined by the needs of students with disabilities.

Department of Rehabilitation Services

The Department of Rehabilitation will provide services to all eligible consumers who can be served under DOR's Order of Selection (OOS). DOR is responsible for services and support needed by consumers to complete their IPE and enter into employment. These services may include, but need not be limited to the following:

1. Reader services, including the coordination and provision of services for the blind in the instructional setting.

Note: DOR can provide reader services for blind students who are not DOR consumers, providing there are sufficient funds. Funding for such reader services must be requested through the local DOR office in accordance with California Code of Regulations, Article 4 (7271 & 7273). DOR will not provide interpreter or notetaker services for CSU students/DOR consumers for classroom, instructional, or required co-curricular activities.

2. Assistive technology and/or rehabilitation engineering services.

The provision of any service is always individualized to the need of the consumer based on their disability and functional limitation.

DOR will provide telecommunication, sensory and other technological aids and devices needed by DOR consumers to complete their IPE. Purchase of personal assistive technology, such as personal computers/laptops, Braille note takers, adaptive software, individual memberships to Readers for the Blind and Dyslexic (RFB&D), and/or reading devices, etc. may be provided for homework or study, if after an individual assessment of disability related needs, such devices are needed to complete training required in the IPE.

Counseling and Guidance

CSU campuses may provide disability-related counseling and advising, including specialized academic, vocational, and peer counseling services, specifically for students with disabilities, if available on the specific campus.

DOR shall provide counseling, guidance, referral, and personal adjustment counseling services, as relevant to the CSU student's/DOR consumer's IPE. Counseling and guidance are the core services from which all other vocational rehabilitation services are identified, justified, and provided. In accordance with the 1998 Amendments to the Rehabilitation Act, CSU staff, advocates, or others selected by the consumer/student may assist the consumer with the development of the IPE.

Financial Aid

DOR supports a CSU student's/DOR consumer's choice to attend the institution of higher education that best meets his or her individualized needs. DOR has a responsibility under the Rehabilitation Act, Code of Federal Regulations, and California Code of Regulations to provide the consumer the necessary training to achieve the goal of the IPE at the most efficient cost. This includes payment of a CSU student/DOR consumer's tuition, fees, books and other educational costs consistent with the DOR's "comparable benefits" practices.

Note: No training or training services may be paid with DOR funds unless maximum efforts have been made by DOR and the student/consumer to secure financial assistance, from other sources to pay for the training. DOR does not require consumers to apply for or secure loans or scholarships.

In the CSU, the financial aid package for students who qualify for both financial aid and vocational rehabilitation funds should initially be determined exclusive of both the costs associated with the student's disability and the anticipated vocational rehabilitation assistance. This will ensure that the student with disabilities is offered a package comparable to students without disabilities. Subsequently, the CSU

campus and the DOR must coordinate the additional costs recognized for the student and include vocational rehabilitation funds as resources, ensuring that there is no over award to the student/consumer and that policies with respect to awards designated for the payment of fees are observed. The amount of assistance from the vocational rehabilitation agency must be documented in the student's file at both the CSU and the DOR.

WorkAbility IV

The WorkAbility IV (WA IV) program, initiated in 1992 and administered at some CSU campuses based on local need, was designed to provide a new pattern of rehabilitation services derived from combined resources available to students/consumers of the CSU and DOR. The WA IV program combines DOR and CSU resources and enhances the services to mutual CSU students/DOR consumers to provide employment-related services for transition to career options and employment opportunities after graduation from a CSU campus.

Collaboration and Communication

Local CSU campuses and DOR offices will consider this agreement in facilitating closer working relationships for the benefit of shared students/consumers. Local CSU campuses and DOR offices are urged to meet periodically to ensure close collaboration and cooperation between the two agencies. The California State University and the California Department of Rehabilitation agree to the provisions in this Memorandum of Understanding.

This MOU shall serve as a vehicle for both the CSU and the DOR to cooperate in providing services to eligible disabled students beginning on the date that this agreement is signed by both parties and continuing until superseded or revised. This document may be superseded or revised by written mutual consent between the California State University and the California Department of Rehabilitation. The Department of Rehabilitation reserves the right to terminate this agreement subject to 30 days written notice to the California State University.

By: *original signature on file*

Date: 1/15/08

Charles Reed, Chancellor
The California State University

By: *original signature on file*

Date: 1/15/08

Anthony "Tony" P. Sauer, Director
Department of Rehabilitation

Appendix B

California State University – LGBT and Pride Centers

CSU Channel Islands

Multicultural and Women’s & Gender Student Center

Coordinator/Director: Kirsten Moss-Frye
805/437-3156
kirsten.moss@csuci.edu

Chico State University

Office of Diversity

530/898-4764
Coordinator/Director: Travon Robinson
530/898-4764
trobinson@csuchico.edu

CSU Fullerton

Multicultural Leadership Center

Coordinator/Director: Carmen Curiel
714-278-7444
ccuriel@fullerton.edu

CSU Long Beach

LGBT Resource Center

Coordinator/Director: Matt Cabrera
562/985-4966
mcabrera@csulb.edu

CSU Los Angeles

Cross Cultural Center – Gender and Sexuality Resource Center

Coordinator/Director: Frederick Smith
323/343-5001
fsmith@cslanet.calstatela.edu

CSU Northridge

Center for Sex Research, College of Social & Behavioral Sciences

Coordinator/Director: Jacob Hale
818/677-2059
sex.research@csun.edu

Cal Poly Pomona

The Pride Center

Coordinator/Director: Dora Lee
909/869-3601
doralee@csupomona.edu

CSU Sacramento

The Pride Center

916/278-8720
pride@csus.edu

CSU San Bernardino

University Diversity Committee

Coordinator/Director: Milton Clark
919/537-5032
mclark@csusb.edu

Santos Manuel Student Union – Pride Center

Coordinator/Director: Judi Cruz
909/537-5963
jcruz@csusb.edu

San Diego State University

Intercultural Relations/Cross-Cultural Center

Coordinator/Director: Dr. Tanis Starck
619/594-7057
tstarck@mail.sdsu.edu

San Francisco State University

EROS – Educational & Referral Organization for Sexuality

AIDS Coordinating Committee

415/817-4525

National Sexuality Resource Center

Coordinator/Director: Dr. Gilbert Herdt

San José State University

LGBT and Women’s Resource Center

Cal Poly San Luis Obispo

The Pride Center

805/756-7733
pride@calpoly.edu

CSU San Marcos

The Pride Center

Coordinator/Director: Roger D’Andréas
760/750-3077
rdandrea@csusm.edu
lgbtq@csusm.edu

Sonoma State University

Center for Culture, Gender and Sexuality

707/664-2710
ccgs@sonoma.edu

Appendix C

University of California – LGBT Services Council of UC LGBT Resource Directors

UC Berkeley

Gender Equity Resource Center

Billy Curtis, Director
202 Cesar Chavez Student Center #2440
Berkeley, CA 94720-2440
billyc@berkeley.edu
510/643-0788
geneq.berkeley.edu

UC Davis

LGBT Resource Center

Sheri Atkinson, Director
University House Annex
One Shields Avenue
Davis, CA 95616
slatkinson@ucdavis.edu
530/752-2452
lgbtcenter.ucdavis.edu

UC Irvine

LGBT Resource Center

David Bishop, Director
106 Gateway Commons
Irvine, CA 92697
debishop@uci.edu
949/824-3277
www.lgbtrc.uci.edu

UC Los Angeles

LGBT Campus Resource Center

Ronni Sanlo, Director
220 Westwood Plaza
Suite B36, Box 951579
Los Angeles, CA 90095-1579
RSanlo@saonet.ucla.edu
310/206-3628
www.lgbt.ucla.edu

UC Riverside

LGBT Resource Center

Nancy Tubbs, Director
245 Costo Hall
Riverside, CA 92521
nancy.tubbs@ucr.edu
951/827-2267
out.ucr.edu

UC San Diego

LGBT Resource Office Center

Shaun Travers, Center Director
9500 Gilman Drive MC 0023
La Jolla, CA 92093-0023
stravers@ucsd.edu
858/822-3493
lgbt.ucsd.edu

UC San Francisco

LGBTI Resources

Center for Gender Equity

Shane Snowdon, Director
Woods Building, Ground Floor
100 Medical Center Way
San Francisco, CA 94143-0909
ssnowdon@genderequity.ucsf.edu
415/502-5593
www.ucsf.edu/cge/lgbtr

UC Santa Barbara

Resource Center for Sexual and Gender Diversity

Samuel Santos, Director of LGBT Resources
3112 Student Resource Building
Santa Barbara, CA 93106-7195
samuel.santos@sa.ucsb.edu
805/893-5847
www.sa.ucsb.edu/sgd

UC Merced

Does not yet support an LGBT Resource Center

UC Santa Cruz

Lionel Cantú GLBTI Resource Center

Deb Abbott, Director
1156 High Street
Santa Cruz, CA 95064
dabbott@cats.ucsc.edu
831/459-2468
www.queer.ucsc.edu