

**CHANCELLOR'S ADVISORY COMMITTEE ON
LESBIAN, GAY, BISEXUAL, AND TRANSGENDER
ISSUES**

1997 CAMPUS CLIMATE REPORT

An Update to the 1995 Campus Climate Report

University of California, San Diego

May 1997

**CHANCELLOR'S ADVISORY COMMITTEE ON LESBIAN, GAY,
BISEXUAL, AND TRANSGENDER ISSUES (CACLGBTI)**

Sarah Archibald *	Kevin Milligan
Richard Belmontez, Co-Chair, 1996/97 *	Milton Phegley
Francesco Carusi *	Jennifer Pournelle, Co-Chair, 1996/97 *
Patrick Dowd *	Karin Swann *
Sam Dunlap *	Tom Thomas
Jorge Favela	Jon Welch *
James Forcier *	John White, Co-Chair, 1996/97 *
Mark Freeman *	Jon Windhauser
Paul Harris *	Gail Wise
Scott Heath *	Tony Zampella
Gerald Lowell	Richard Zoehrer
Zoe Martinez	

* CACLGBTI members who contributed to this report.

TABLE OF CONTENTS

[Introduction](#) [iv]

[I. University Nondiscrimination Policy](#) [1]

[II. Harassment](#) [2]

[III. Domestic Partner Benefits](#) [6]

[IV. Psychological and Counseling Services \(P&CS\)](#) [9]

[V. Education and Assistance Support](#) [10]

[VI. Ethnic Lesbian, Gay, and Bisexual Issues](#) [14]

[VII. Special Issues at the UCSD Medical Center \(UCSDMC\)](#) [16]

[VIII. HIV/AIDS Resources/Activities on Campus](#) [20]

[IX. UCSD Libraries](#) [22]

[X. Curriculum](#) [24]

[XI. University's Interaction with Outside Agencies](#) [27]

[XII. Campus Climate from the Students' Perspective](#) [29]

[XIII. Establishment of a LGBT Resource Center](#) [36]

[XIV. Summary of Recommendations by Chapter Heading](#) [38]

[XV. Appendices](#) [41]

1. [Chancellor Chang-Lin Tien's E-Mail, August 1995, "Re: Berkeley Domestic Partner Statement"](#) [42]
2. [Chancellor Laurel L. Wilkening's Letter of January 13, 1997, \(regarding benefits to domestic partners\)](#) [43]
3. [Dennis Shimek's Letter of September 30, 1994, "Re: Domestic Partnership"](#) [44]
4. [Chancellor Dynes Letter of 24 February 1997 to Dr. Richard Atkinson](#) [45]
5. [Letter to Interim Chancellor Caserio, 9/24/96, "Re: Domestic Partnership Access to UCSD Services"](#) [46]
6. [Letter to Chancellor Dynes, January 17, 1997, "Re: Domestic Partner Benefits Policy Statement"](#) [48]
7. [UC Riverside General Catalogue, 1996/97 Interdisciplinary Minor \(Lesbian, Gay, and Bisexual Studies\)](#) [49]
8. [Q Cal, Spring 1997 Berkeley's Lesbian, Gay, Bisexual, Transgender \(LGBT\) Studies Minor Program](#) [50]

9. [The "Safe Zone" Program at Porter Residence Hall, UC Santa Cruz, as Described by a UCSC Staff Employee](#) [52]
10. ["Gay Bashing Has No Place in Religion," *The UCSD Guardian*](#) [55]
11. ["Homosexuality Article \(sic\) Misused Bible," *The UCSD Guardian*](#) [57]
12. [Letter to Chancellor Dynes, March 28, 1997, "Re: Request for Establishment of a Lesbian, Gay, Bisexual, Transgender Resource Center](#) [59]
13. [UC Riverside General Catalogue, 1996/97 Lesbian, Gay, Bisexual and Transgender Resource Center](#) [61]
14. [UC Davis General Catalogue, 1996/97 Lesbian, Gay, and Bisexual Resource Center](#) [62]
15. [UC Irvine General Catalogue, 1996/9 Lesbian, Gay, and Bisexual Resource Center](#) [63]
16. [Addendum: Chapter IV. Psychological and Counseling Services \(PCS\)](#) [64]

(NOTE: Numbers in brackets following each entry correspond to the page numbers in original document.)

INTRODUCTION

When UCSD's Chancellor's Advisory Committee for Lesbian, Gay, and Bisexual Issues was established in June of 1994 (the committee's title was later expanded to include Transgender, thus the acronym CACLGBTI), one of the first agenda items for the committee was to document the climate for lesbians, gays, bisexuals, and transgenders (LGBTs) within the UCSD community. This effort resulted in a *Campus Climate Report* published in October 1995. The report investigated a variety of issues and concluded each issue with recommendations to correct the identified negative situations and to support and reinforce the positive ones.

During the summer of 1995 when the report was under production, The Regents of the University of California approved Resolutions SP-1 and SP-2 which prohibit the use of race, religion, sex, color, ethnicity, or national origin as criteria in University admissions, employment, and contracting practices. In the Fall of 1996, California voters approved Proposition 209, the California Civil Rights Initiative, which prohibits the state from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. As of this writing, the constitutionality of the proposition is being appealed through the court system.

As a result of these measures and their impact on the methods by which UCSD had attempted to diversify its campus community, newly appointed UCSD Chancellor Dynes directed his advisory committees and staff associations to review their charges and programs for the purpose of evaluating effectiveness in diversifying the campus community. CACLGBTI decided that in addition to addressing the Chancellor's specific

request, it would be an appropriate time to reassess the campus climate for LGBTs at UCSD and to include an update to the original 1995 *Campus Climate Report* as part of CACLGBTI's response to the Chancellor.

In preparing this report, chapter titles from the previous climate report have been reintroduced into this update. Each chapter begins with a section titled "Recommendations from the 1995 *Campus Climate Report*" and is immediately followed by a section that briefly describes the actions taken to meet those recommendations ("1997 Update on Recommendations"). Other information has been added as necessary to each chapter to document the current campus climate. Two new chapters have been added to this update: one chapter to capture the campus climate from the students' perspective and another to address the proposal to establish a LGBT Resource Center on campus.

In general, there has been progress -- some policies have changed. It is anticipated that the issue of benefits for domestic partners of University employees will soon be presented to The Regents, and several programs focusing on LGBT issues have been (and will continue to be) presented on campus. However, some areas still require improvement -- there is considerable need for a LGBT Resource Center, and there continue to be instances of harassment based on sexual orientation. In many respects, LGBTs still feel unsafe and threatened by being themselves, an indicator that the campus can be hostile to people.

CACLGBTI is pleased to present this report to Chancellor Dynes and to the UCSD campus community to provide insight into the nature of diversity and to help the campus reach its goal of providing a working and learning environment for all who support a climate of fairness, cooperation, and professionalism.

I. UNIVERSITY NONDISCRIMINATION POLICY

RECOMMENDATION FROM 1995 *CAMPUS CLIMATE REPORT*

- The University's nondiscrimination statement should be amended to prohibit both discrimination and harassment based on sexual orientation.

1997 UPDATE ON RECOMMENDATION

- Effective July 25, 1996, the University's nondiscrimination policy was modified so that both discrimination and harassment are prohibited based on a variety of factors including sexual orientation.
-

II. HARASSMENT

RECOMMENDATIONS FROM 1995 *CAMPUS CLIMATE REPORT*

- Funding should be provided to conduct a campus-wide survey on harassment and violence towards LGB students, staff, and faculty. Such a survey could be designed with assistance of the UCSD community.
- Campus Administration and Student Affairs personnel should be cognizant of the potential for violence and harassment towards LGB persons on campus and pursue all violations to the fullest extent of the law and campus regulations.
- Campus police should maintain hate crime statistics with capabilities of readily identifying those cases based on sexual orientation.
- Campus police, and any other appropriate campus units, should advertise self-defense classes they offer to the LGB community.
- LGB organizations and individuals need to actively encourage survivors of violence or harassment to report the abuse to the proper authorities, including the Police Department.

1997 UPDATE ON RECOMMENDATIONS

- A campus-wide survey on harassment and violence towards LGBT students, staff, and faculty is still warranted and is under consideration by CACLGBTI.
- When acts of violence or harassment become known to CACLGBTI members, some form of action is taken including encouraging the victim of the harassment to report the incident to the proper authorities. Please see below for specific incidences and responses.
- UCSD Police Department periodically distributes a crime report by month which indicates date of offense, case number, type of offense, location of offense, and value of a stolen/damaged object. "Threatening phone call" is one form of harassment noted in the crime reports. During a breakfast meeting hosted by the Assistant Vice Chancellor-Human Resources, a CACLGBTI member suggested that this police report should be more widely distributed to the campus.
- Since the previous climate report, the UCSD Police Department has made an effort to send notices to LGBT groups, in particular the officially recognized staff association for LGBTs, the Umbrella Group, announcing such measures as Pepper Spray training.

HARASSMENT INCIDENTS SINCE THE 1995 *CAMPUS CLIMATE REPORT*

Harassment of Staff Employee Involving Sexual Orientation

A staff employee on campus recently reported to a CACLGBTI member that she has been involved in a long term sexual harassment situation involving her sexual orientation. She claims she addressed this situation with her supervisor, with the supervisor of the

alleged harassing employees, and with the Department Director, but the situation remained unresolved. The issue was later referred to the Office Of Sexual Harassment Prevention & Policy (OSHPP) and its former director, June Terpstra, who made recommendations. However, according to the harassed employee, the actions continued to occur in a less direct and more covert way. The Assistant Vice Chancellor and the Vice Chancellor who oversee this functional area were later advised of the situation; and as of the writing of this report, the situation is currently under their review. The harassed employee feels the former Director of OSHPP performed professionally, compassionately, and was a strong advocate in her defense and regrets her resignation. The employee also feels her supervisor and the supervisor's supervisor also rose to her defense and acted compassionately but were unable to have any effect on the situation beyond a certain point. Because the situation has continued for so long with ill effect, the employee has been placed on stress leave at the advice of her physician. She is now considering the possibility of legal action.

LGBT History Program at the Women's Center

A panel discussion titled *History of the Lesbian/Gay/Bisexual/Transgender Movement* was presented at the Women's Center in February 1997. The Director of the Women's Center publicized the program by sending a flyer out via the student-flyer's mail list. She reported that her office received hate mail in response to the announcement of this presentation.

Same Sex Marriage Program at Thurgood Marshall College

In March 1997, Thurgood Marshall College (TMC) and The Hewlett Diversity and Unity Project sponsored a forum titled *Same Sex Marriages: The Law, Male Couples and Theology* at the Cross Cultural Center. Panelists included an individual from the Western School of Law, two UCSD School of Medicine Professors and authors of *The Male Couple*, and a representative from the Campus Crusade for Christ. Individuals at TMC responsible for this program reported that they received e-mail and phone calls protesting the event. One anonymous phone caller complained, "Now my tax money is being used to support these perverts." (2)

Graffiti

In October 1996, a CACLGBTI member noticed the word "FAG" had been written in chalk behind a car parked in one of the reserved faculty spaces in the Faculty Club parking lot. In the parking space next to it, which was a disabled parking space with the wheelchair symbol, was written also in chalk, "and Jane His Wife." The incident was reported to campus police to be documented. The campus police did record the incident and reported that no other incidences had been reported to suggest a trend of such graffiti. The incident was also reported to Parking and Transportation Services who quickly dispatched someone to remove the chalk graffiti.

Flyer: Gay Awareness Week

>
>
>And we have a sense of humor, too!
>
>

The Office of Sexual Harassment Prevention and Policy was able to implement some checks in the Student Flyer List to prevent occurrences of this type from happening again. No apology was issued, however, regarding the e-mail.

Student Experiences With Harassment

Students have reported disturbing instances of harassment. Please see ["Chapter XII. Campus Climate from the Students' Perspective."](#)

RECOMMENDATION

- Sexual harassment of any kind, including that based on sexual orientation should not be tolerated on campus.

Notes for Chapter

1. CACLGBTI notes two distinct forms of harassment:

1. "Quid pro quo," i.e., one thing in return for another, and
2. Hostile Environment: Sexually offensive, unwelcome, verbal, visual and/or physical conduct that permeates the workplace, classroom, or academic department, making it difficult for employees or students to do their work. The conduct is continuous, frequent, repetitive, and part of an overall pattern, rather than one event or several isolated incidents.

In addition to the State Civil Codes covering sexual discrimination, the Hate Harassment Law (Ralph Act) prohibits intimidation and threats directed to individuals, including those who are lesbian, gay, or bisexual.

2. One individual objected to the presence of a representative from the Campus Crusade for Christ on the basis that this organization is opposed to the right for gays and lesbians to exist. The individual felt that the presence of such a representative would be an insult to the gay and lesbian community. By analogy, the individual explained, it would be like inviting the Grand Wizard of the KKK to participate in a discussion of Proposition 209 (California Civil Rights Initiative) which was done at Cal State Northridge but for political show, not for education. A spokesperson for Thurgood Marshall College explained that the decision to include this representative was based on the notion that Campus Crusade for Christ did not represent any particular denomination but was viewed as being "generic" and that programs financially supported by The Hewlett Diversity and Unity Project are intended to provide a full spectrum of opinions, causes, solutions, actions, and reactions.

The exchange of opinions in this event raises the issue of free speech and the emotions behind personal opinions. It may be noted that other campuses have had to address this situation. For example, at Pennsylvania State University, students petitioned to form a campus organization called Students Reinforcing Adherence In General Heterosexual Tradition (STRAIGHT). The Undergraduate Student Government Supreme Court refused to formally recognize the group on the basis that the group's purpose is to oppose homosexuality. The student court felt STRAIGHT would not be a benefit to the University (one of the requirements for group recognition); and with the exception of Students Against Drunk Driving, no other campus group has defined its opposition to another group in its mission statement. An appeals board, however, reversed the student court's ruling on the basis of the campus' discrimination policy. Recognition of STRAIGHT permits the group to use university letterhead and to meet in university buildings. STRAIGHT indicated that it would not discriminate in selecting its members including the consideration of one's sexual orientation.

In a similar vein, it is possible, considering the recent challenges to affirmative action, that "White Student Clubs" could surface and petition for formal campus recognition just as organizations have formed to support women and minority recognition. While no such clubs are known to the authors of this Climate Report, this hypothetical scenario has been the subject of a discussion by affirmative action and diversity officers across the country. The authors of this Climate Report mention these situations because

they involve the same basic issues involved in Thurgood Marshall College's hosting of a controversial program and pose an interesting challenge to issues of free speech, diversity, and campus climate.

III. DOMESTIC PARTNER BENEFITS

RECOMMENDATIONS FROM 1995 *CAMPUS CLIMATE REPORT*

- Health and retirement benefits should be extended to domestic partners of UC employees and to their children.
- A campus-wide domestic partner benefits policy, allowing all campus units to provide equivalent benefits to legal spouses, family members (with family not being legally defined), and domestic partners, is recommended. This would necessarily exclude those areas, such as health benefits, which are under control by The Regents or Office of the President at this time. A written document to this effect would eliminate departmental and staff variations, and reiterate the University's support of the nondiscrimination policy based on sexual orientation.
- The term "family," when used in campus policies covering family illness, catastrophic leave, and/or bereavement, should be broadened to include domestic partners.
- Campus family housing and married student housing should be available to domestic partners.
- Transportation and Parking Services should ensure that its policy in issuing supplementary permits be administered equitably to all applicants without regard to a "legal relationship" factor.
- If the UCSD Alumni Association implements a benefit available to alumni families, the benefit should be extended to domestic partners and to off-spring of domestic partners.

1997 UPDATE ON RECOMMENDATIONS

- Health and retirement benefits for faculty and staff, sometimes called "hard benefits," are controlled by the Office of the President and/or The Board of Regents. While there has been no change in policy regarding these benefits, there have been significant, positive discussions with the Office of the President. President Atkinson stated the issue will go before the Board of Regents in the Spring of 1997, but no action has been taken at the time of this report. President Atkinson has stated his support of the issue and the willingness to see the University provide health benefits for domestic partners.
- In the 1995 Campus Climate Report the CACLGBTI recommended that a campus domestic partners' policy be issued from the Chancellor. Such a policy statement would provide to domestic partners a blanket coverage for the numerous "soft benefits," many of which are already extended in written policy to legal spouses. This category of benefits include library cards, recreational facility access,

discounts to University Extension courses, etc. Without such a policy statement, these benefits for domestic partners, as the 1995 *Campus Climate Report* documents, have been addressed at the discretion of individual campus units, and the consequences are that the campus has developed an inconsistent practice. Moreover, the staff have not always been aware the of the unit's policy and have denied such benefits are available. A campus policy would help to correct this and would help to inform those in the campus community with domestic partners of the available benefits.

A request for a policy statement was given to former Chancellors Atkinson and Caserio and to current Chancellor Dynes. While each of these Chancellors stated that they would consider such a policy and were not opposed to the idea, a policy still has not been issued at UCSD. Before leaving office, former UC President Peltason stated that for policy issues not requiring approval of The Regents or the Office of the President each Chancellor could implement such policies at the local campus level. Currently, the UC campuses at Davis, Berkeley, and Irvine have either official policies or statements by the Chancellor extending equitable benefits treatment for domestic partners. The CACLGBTI has submitted these examples as well as a draft policy to Chancellor Dynes, and it is hoped that a local policy can be implemented soon.

Benefits currently available to spouses and domestic partners of UCSD employees include:

- Library privileges
- Recreation cards
- UCSD Child Care Center privileges
- Supplemental parking permits
- Aquatic Center privileges
- Psychological and Counseling Services
- Catastrophic leave
- Family leave
- Bereavement leave

Included in the [Appendix](#) are copies of:

- a) Domestic partner policy statements from Chancellors Tien (Berkeley), Wilkening (Irvine), and Dennis Shimek, Associate Vice Chancellor-Human Resources and Risk Management (Davis);
 - b) Letter from Chancellor Dynes to President Atkinson, February 24, 1997;
 - c) Draft policy statement provided to Chancellors Caserio and Dynes by CACLGBTI.
- Two improved policies at UCSD regarding domestic partnership benefits are: 1) Leave for Family Illness, and 2) the Catastrophic Leave. Both of these policies have been changed from a limited definition of family to a broader definition of

family household that includes domestic partners. The policies allow an employee to take leave when "other members of the household" are ill, which is interpreted by Human Resources to include domestic partners of UCSD employees. While this is an improvement since the 1995 *Campus Climate Report*, the CACLGBTI recommends the wording of these policies actually be changed to include the term "domestic partner" specifically. This will clarify that the policy is inclusive and furthermore will make the benefit more equitable as compared to benefits for legal spouses of University employees. This is not an unusual circumstance for students.

- Access to housing for partners and children of LGBT people is still denied. In 1996 the Office of the President advised Chancellors and Housing Directors to revise their policies to include access for domestic partners of University students. At the same time it was announced by UCOP officials that the system would provide access to housing for domestic partners. The implementation of these policies was subsequently halted by President Atkinson. He has since stated that implementation of these policies could occur in conjunction with a plan to move forward with offering health benefits to domestic partners. As with the health benefits, this issue is scheduled to be considered in the Spring of 1997 according to the Office of the President. Many University of California organizations and individuals await the changes to the Housing Policy.

The status of domestic partner benefits at UCSD and the University of California thus currently remains much the same as it was when the 1995 *Campus Climate Report* was written. Most UCSD departments that were listed in the 1995 *Campus Climate Report* that offer "soft benefits" to domestic partners continue to do so. Despite the domestic partner benefits offered by an increasing number of universities and Fortune 500 companies, the UC system still lack such benefits. The CACLGBTI continues to believe the benefits for all students, staff, and faculty need to be equitable. The lack of a campus domestic partner policy and the denial of health benefits is in contradiction to the University's nondiscrimination policy and contrary to improving the climate for LGBT people at UCSD.

Finally, there is evidence that the University's ability to recruit and retain faculty, staff, and students is hindered by not providing these benefits, since many other universities and corporations do. Since the 1995 *Campus Climate Report* many more universities, corporations, and cities have decided to offer domestic partner benefits to their employees. Bank of America, IBM, ATT, Disney, and Microsoft are among some of the larger corporations. Over seventy-five universities offer domestic partner health benefits including Harvard, Yale, Stanford, New York University, University of Michigan, and the University of Minnesota.

RECOMMENDATIONS

- The "hard benefits" of health and retirement should be extended to domestic partners.
 - Access to housing should be extended to members of the University community with domestic partners and their children.
 - The Chancellor should issue a campus policy that extends all local benefits possible to domestic partners.
 - All policies that mention "spouse" should be changed to "spouse/domestic partner."
-

IV. PSYCHOLOGICAL AND COUNSELING SERVICES (P&CS)

RECOMMENDATION FROM 1995 *CAMPUS CLIMATE REPORT*

- Funding should be made available in support of peer counselors.

1997 UPDATE ON RECOMMENDATION

- Due to lack of funding, peer counselors are now volunteers. Paid peer counselors are needed to provide consistent service.

CURRENT STATUS

Psychological and Counseling Services is currently conducting an assessment of its operations. It is anticipated that upon completion of this study, the results will be shared with CACLGBTI. Depending on the findings and how they impact the campus climate for LGBT students, CACLGBTI may choose to address these issues, possibly in the form of an addendum to this climate report.

(Please see Appendices, #16, page 64 [[Addendum: Chapter IV. Psychological and Counseling Services {PCS}](#)]).

V. EDUCATION AND ASSISTANCE SUPPORT

RECOMMENDATIONS FROM 1995 *CAMPUS CLIMATE REPORT*

- Other videos that are instructive and beneficial should be considered for purchase. In addition, it may be appropriate for the campus to produce its own training video.
- Personnel from Staff Education and Development, Staff Affirmative Action, and Human Resources Department in general are encouraged to attend the CACLGBI meetings when relevant topics are discussed.
- UCSD should follow the lead of other campuses and establish a LGB center. A formal proposal and recommendation for the establishment of a LGB center at UCSD will be forthcoming from this committee and LGB organizations on campus.
- Any campus training in diversity issues should adequately address the areas of homosexuality and bisexuality.
- A separate committee should be established to inform the Chancellor on HIV/AIDS issues that affect the UCSD community. Such a committee might encompass and coordinate a broad number of items including HIV/AIDS prevention, education, health service delivery, and public policy/legislation.

1997 UPDATE ON RECOMMENDATIONS

- As noted in the 1995 Campus Climate Report, there are three videos in the Staff Education Development Office:

Gender and Sexual Orientation Work Place Issues,
Homophobia in the Workplace,
Gay Issues in the Workplace.

CACLGBTI members have noted that these videos are shown on the campus broadband channel 40 and announcements of the video broadcast schedule are distributed to the campus via e-mail by Staff Education and Development.

A purchase of the following video was recently made by CACLGBTI:

Reclaiming Tradition: Lesbian and Gay Families in a New America by John D'Emilio, a Fullbright scholar and gay and lesbian historian. CACLGBTI donated copies to the Women's Center and to the Cross Cultural Center.

Additional videos recently obtained by CACLGBTI include:

When Democracy Works, a video and resource packet produced by the National Campaign for Freedom of Expression, National Lesbian and Gay Task Force, Political Research Associates and given by CACLGBTI to the Cross-Cultural Center.

A History of the LGBT Movement, a video recording of the CACLGBTI Speaker's Bureau presentation taped by the Lesbian and Gay Historical Society of San Diego and donated by CACLGBTI to the Women's Center.

It's Elementary. The film examines children in elementary schools and sources for their prejudicial comments about homosexuality.

An additional video being considered for purchase is:

Pink Triangles. The film documents the treatment of gays and lesbians in Germany during the Nazi domination.

- Personnel from Staff Education and Development, Staff Affirmative Action, and Human Resources Department do attend CACLGBTI meetings when topics relevant to their areas are discussed.
- The subject of UCSD establishing a LGBT Resource Center is still under consideration. Please see [Chapter XIII](#).
- Diversity training on campus is primarily conducted by Staff Education Training and Development in conjunction with the Diversity Education Program. The Program offers a broad approach to diversity without any specific focus on issues of homosexuality, bisexuality, or transgender. The diversity training program at the Medical Center, whose program is separate from that on the general campus, includes one Lesbian or Gay Cultural Competency trainer, and LGBT issues are included in the training in the form of training scenarios.
- A separate committee has not been established to inform the Chancellor on HIV/AIDS issues that affect the UCSD community although the recommendation still has merit and should be implemented.

While recent developments in the treating and combating HIV have been heartening, the rising statistics of HIV infection in the U.S. and world-wide remind us that the battle against this virus is not over and that there is a need for continued vigilance, education, and research. Please see "[Chapter VIII. HIV/AIDS Resources/Activities on Campus.](#)" The establishment of a web page for HIV/AIDS education by the Teacher Education Program on Infopath (<http://www.ucsd.edu/>) is applauded.

EFFORTS BY CACLGBTI TO EDUCATE THE CAMPUS COMMUNITY

Publications

The Outreach and Education Subcommittee of CACLGBTI printed a brochure titled *Resource Guide for Lesbian, Gay, Bisexual Students, Staff & Faculty* which was widely distributed to the campus with an emphasis on incoming Fall 1995 and 1996 freshmen. The brochure is currently under revision for another printing.

In September 1996, CACLGBTI published and distributed campus-wide a brochure titled *Straight Talk About Homosexuality*. The brochure, which was designed in a question and answer format, targeted a heterosexual audience and addressed many common myths and stereotypes surrounding the issues of homosexuality. The brochure was distributed with a cover letter signed by Chancellor Dynes which iterated the campus policy of nondiscrimination based on sexual orientation. Feedback about the brochure to CACLGBTI is very positive.

A third publication, *Building Community*, is planned for production during the next year and is intended to be a follow-up to *Straight Talk About Homosexuality*.

A website, <http://infopath.ucsd.edu/data/campus/general/caclgbti/index.html>, is maintained by the CACLGBTI Outreach and Education Subcommittee. The web site provides information about CACLGBTI, including the 1995 *Campus Climate Report*, and also provides links to other campus, local community and UC-wide resources.

Presentations

In April 1996 panelists addressed the topic of transgender issues. The panel included transgender staff from two UC campuses.

In May 1996, a program titled *Out of the Closet: Discussing Gay, Lesbian and Bisexual Issues* was presented at the Cross Cultural Center as part of the diversity series sponsored by the Student Affirmative Action and Human Relations Program.

An academic presentation featured gay historian John D'Emilio whose lecture was titled *Reclaiming Tradition: Lesbian & Gay Families*. The presentation was video taped and shown on UCSD-TV.

For the two programs addressing the issues of the history of the LGBT movement and same-sex marriages, please see "[Chapter II. Harassment.](#)"

Scheduled events for 1997 include a learn-at-lunch presentation sponsored by the Staff Association and the Faculty/Staff Assistance Program. The program, titled *Pink Triangles* and scheduled for June, will examine gays and lesbians in Nazi Germany and their detention in concentration camps. A video will be shown and counselor will be present to assist the audience in processing the potential impact from the video.

A major conference is scheduled for November 12, 1997. The conference, which is titled *Homosexuality and Public Life*, will feature national speakers to focus on community, family, politics, and the military.

Also scheduled during Spring 1997 is a presentation by UC Santa Cruz Professor Nancy Stoller who will speak on *Unintentional Racism in AIDS Prevention Messages*; a book reading by Andrew Sullivan, author of *Virtually Normal*, from his new work, *Same Sex Marriage: Pro and Con*; and a panel on homosexuality and religion.

Finally, CACLGBTI's Speakers' Bureau was established in 1996 in an attempt to personalize the outreach and education effort. The Speakers' Bureau is intended for small groups. The speakers relay personal experiences and make themselves accessible to candid questions from an audience. Speakers have dialogued with the UCSD Police Department, the Associated Students' government leaders, dormitory residents, members of the Thurgood Marshall Leadership Program, the UCSD Medical Center Diversity Team, and others. All of the speaking engagements have been well received. Generally the audience is grateful that members of the Bureau are "brave enough" to speak about their homosexuality in an open manner. Speakers have noted that many times members of the audience are reluctant to ask questions in the public forum but will pose questions to individual Speakers after the presentation and relay stories about themselves, family members. Campus and community resources are distributed at every engagement.

CACLGBTI is grateful for the financial support from the Chancellor's office in support of education programs and materials and acknowledges this support as a reflection as a positive aspect of the campus climate.

A Scholarship for Gay and Lesbian Students (3)

In January 1997, the Michael L. Marx and Donald K. Marshall Scholarship for Gay and Lesbian students was established at UCSD. On a one-time basis, Vice Chancellor of Student Affairs Joseph Watson matched the scholarship fund. The scholarship is based on financial need, academic promise, and demonstrated involvement in the gay community.

RECOMMENDATIONS

- Educational programs and materials such as those mentioned in this chapter as well as the program sponsored by Thurgood Marshall College and The Hewlett Diversity and Unity Project should continue to be supported as part of the on-going educational and diversity effort for the campus.
- Whenever educational programs are presented, consideration should be given to taping them for broadcasting to the local community via UCSD-TV.
- A UCSD LGBT alumni chapter should be established, similar to those chapters at UC Berkeley and UCLA.

Note for Chapter

3.

For a listing of 27 scholarships for LGB students, consult the Task Force on Lesbian, Gay, and Bisexual Issues of the California Association of Student Financial Aid Administrators (CASFAA) World Wide Web site:
<http://www.finaid.org/finaid/focus/lgb.html>.

VI. ETHNIC LESBIAN, GAY, AND BISEXUAL ISSUES

RECOMMENDATIONS FROM 1995 *CAMPUS CLIMATE REPORT*

- Campus leaders of color should be made aware of issues important to LGB people of color.
- Interaction between the LGB groups and the various ethnic minority groups on campus should be encouraged whenever possible.
- Administrative initiative should be made to institute the inclusion of the LGBA with other student groups that fall within the Student Affirmative Action Committee.

1997 UPDATE ON RECOMMENDATIONS

- While progress still needs to be made in this area, collaborative programming with the Cross Cultural Center is underway.
- Participation by CACLGBTI leaders on the Chancellor's Affirmative Action Advisory Committee is an important link.
- CACLGBTI representatives continue to attend events sponsored by the various UCSD staff associations.

THE CURRENT SITUATION THAT REFLECTS THE CAMPUS CLIMATE

The population of minorities at UCSD, whether in the ranks of faculty, staff, or students, continues to be small, and thus the LGBT cohort within the minority population is even smaller. Of the approximately thirty people who belong to the Lesbian, Gay, and Bisexual Association (LGBA), about one-third of them are people of color, mostly of which are Asian.

Strong ethnic values and ideologies often create intense conflicts for young LGBT people of color when they suspect and realize their sexual orientation is not within the "normal" and more acceptable heterosexual form.

In addressing the issue of diversity, the UCSD campus often examines some components of diversity, e.g., race, gender, sexual orientation, on a singular basis. As the University attempts to understand and educate itself about diversity, it may be important at some point to gain a greater understanding of the dynamics of these components and how they intersect and impact each other.

RECOMMENDATION

- The programs and services of the Equal Opportunity/Staff Affirmative Action Office should be broadened to include diversity. This change should be reflected in the title of the office which would be consistent with other UC campuses such as Davis.

VII. SPECIAL ISSUES AT THE UCSD MEDICAL CENTER (UCSDMC)

RECOMMENDATIONS FROM 1995 *CAMPUS CLIMATE REPORT*

- For the sake of consistency, some of JCAHO's language should be adopted into the UCSD Medical Center's policy governing patient's rights and visitation.
- Effort should be made to improve the climate within the UCSDMC so that LGBs do not feel the need to be closeted.

1997 UPDATE ON RECOMMENDATIONS

- In regard to UCSDMC's policies regarding patient's rights and visitation, the following changes are in progress or have been implemented:

Visiting Regulations (MCP300.1H) have not been revised as of this printing, but work is scheduled for its update at the end of this fiscal year. Communication with the Medical Center staff person who will be updating the policy has been established.

In April 1996 the Patients Rights Policy (MCP 301.8B) was revised per recommendations made by the CACLGBTI. Included in this update were "(patients' rights to be respected without regard to)... race, ethnicity, sexual orientation..."

There are approximately ten Health and Physical standard forms utilized at the Medical Center, but it was the generic 6-page, in-patient H&P [form 151-070(R7-93)6] which was specifically in question in the 1995 *Campus Climate Report*. The CACLGBTI recommendations were presented to the Patient Care Review Committee of the Medical Staff which endorsed the changes. Specific proposed changes include: a) "sexual preference" will be changed to "sexual history," b) the question will be moved from the second column (beneath "drug abuse," "alcohol," "caffeine," and "tobacco"), and c) the title of this section will be changed from "Social History and Habits" to "Social History." These changes are scheduled to be implemented when stocks of the current forms are exhausted. These changes have been officially requested to the Medical Center Deputy Director and the Medical Center Forms Manager.

In other forms used in medical charting, it has been noted that adjectives describing such things as social economic status, sexual orientation, etc. continue to be commonly used to identify a patient. Some of these descriptors may be

inappropriate and even objectionable to the patient and do not have any bearing on the medical problem. The appropriateness of medical charting a patient's sexual orientation and other such data was addressed at the June 1996 CACLGBTI meeting held at the Medical Center. It was suggested by Hospital Administration that an ad hoc committee be formed to address what should and should not be placed into a patient's medical chart. To date this committee has not been organized. (A review of notations used to identify/describe a patient might prove to be an insightful study of the perceptions by doctors and medical staff of their patients.)

- Efforts to improve the climate for LGBTs at the Medical Center include the following:

UCSDMC Diversity Initiative

The Medical Center Diversity Team has been active in providing the CEO and Senior Management Team with policy and practice recommendations based on data collected from the 1994 Staff Focus Groups. Significant progress has been made in some of the ten areas identified by the Focus Groups (Education & Awareness, Communications, Career Development, Policies & Practices, Cultural Competence, Leadership/Accountability, Selection & Promotion, Compensation, Rewards & Recognition, and Cultural Norms). In early 1996 the Multi-Lingual Task Force (a working group composed of Diversity Team members and other hospital staff) developed a program covering language issues (i.e. translation services, English as a second language) which was endorsed by the entire Diversity Team. The recommendations were then presented to the Administration and have subsequently been endorsed.

Cultural Competence training is currently underway at the Medical Center and is mandatory for each employee. There was a commitment made by the previous Medical Director to invite the medical staff in the training. Cultural Competence is a module developed by the Robbins Training and Development Group, an outside consulting agency hired by the Medical Center. This module in a four hour non confrontational program that explains culture as it exists in the United States with all of it's regional and international inputs. This knowledge is used as foundation for explaining the Medical Center's Core Values and Strategic Goals and how they relate to expected behaviors. There are a series of exercises that address "family values," comparing cultural competencies with the related strategic goal, and stereotypes. The most significant exercise deals with scenarios that actually occurred at UCSDMC, and participants are asked to address such questions as: What happened? Who should/shouldn't have been involved? What would have been a culturally appropriate way to have handled the situation, etc. Two of these scenarios deal exclusively with, or address, LGBT issues.

Education and Awareness is another working area that has made notable progress. The Diversity Team was provided a bulletin board outside of the staff entrance to

the hospital which is utilized to promote Medical Center Diversity events, cultural celebrations, and related information. The chair of the Communications subcommittee is a contributing writer to the monthly *UCSD Health Sciences News* and the weekly newsletter, *The Centerpoint*. Both of these publications steadily provide very accurate and encouraging information to the Medical Center community. The hospital's interior, electronic communication network (SYSM) has also been utilized to advertise hospital and community cultural events.

Although none of the ten areas identified by the Focus Groups specifically address LGBT issues, they do encourage a more equitable environment and climate. LGBT issues are now published, discussed, and displayed along with information from other cultural groups. Members of CACLGBTI have met with members of the Medical Center Diversity Team to discuss issues in common.

National Coming Out Day

In 1996 the Second Annual National Coming Out Day sponsored by the LGBT Network was celebrated at the Medical Center. Community information tables and a bake sale were held during the lunch hour and a 5-person speaker panel took place after working hour (5:00 PM.) to allow for more staff participation. Attendance at this late afternoon discussion was disappointing since fewer attended than the previous year's lunch time event. Unlike the 1995 Coming Out Day, no complaints were noted by staff or physicians when the event occurred in 1996.

***Straight Talk on Homosexuality* Brochure**

Each Medical Center staff member received a personally addressed copy of CACLGBTI's *Straight Talk on Homosexuality* with a cover letter from the Chancellor. The Diversity Team was given copies of the brochure prior to its hospital-wide distribution. In the spirit of capitalizing on an "educational moment," a proposal was made to the Diversity Coordinator to announce, advertise, endorse or somehow draw attention to this supervisory tool/employee resource guide. The Coordinator declined on the grounds that Hospital Administration should assume this responsibility. The appeal was forwarded to Administration, but there was no response. Officially only one negative comment was received from the general staff. After this reported incident the Medical Center Diversity Coordinator and Administration still failed to issue a statement asking staff to accept the brochure as part of the institution's commitment to the Medical Center's diversity initiative and the University's Nondiscrimination Statement.

1996 AIDS Walk San Diego

The LGBT Network and Diversity Team helped organize the Medical Center's first official participation in the October 1996 AIDS Walk San Diego. A walking

team was coordinated and the hospital Administration sponsored the event. T-shirts were given to each participant; movie tickets were donated to winners of a fancy hat contest; and a "UCSD Medical Center" banner was provided. In the hospital's publications, *The Centerpoint*, mentioned the event the next week and noted that a "domestic partner of a Medical Center employee" was the highest pledge collector, and the *UCSD Health Science News* printed a story and photo in the December issue.

Employee Assistance Program

The Medical Center voluntarily provides the Employee Assistance Program (EAP) to staff and physicians as a discretionary benefit. The currently contracted National Resources Consultants offers confidential help for any kind of personal problems such as family concerns, financial/legal problems, emotional problems, and alcohol abuse. It provides these services to "anyone living in the household" of a UCSD Medical Center employee which does include non-married domestic partners.

R.E.A.C.H. Out for Diversity Day

The R.E.A.C.H. (Resources for Education and Awareness of our Cultural Heritage) Out for Diversity event was held March 1997 at the Hillcrest complex. In this, its second year, the celebration grew to a week long celebration and it also did an excellent job addressing Lesbian, Gay, and Bisexual issues. Of the three "Trans-cultural Nursing Care" panels held during the week, two of them had openly gay members speaking on the medical and social needs of LGB patients. The keynote speaker for a midweek address was presented by first openly lesbian City Council member Christine Kehoe from District Three. She was introduced by one of the Senior Management Team members and was very well received by the audience.

RECOMMENDATIONS

- Efforts to improve the climate of the UCSDMC should be continued and enhanced so that LGBT's do not feel intimidated.
- UCSDMC should implement outreach and education about LGBT issues for its employees including management, staff, and students.
- Physicians/clinicians and hospital staff need to be more sensitive when they describe patients in their medical charting.
- The Medical Center Diversity Team and Diversity Coordinator can benefit from sensitivity training on LGBT issues so that they are then able to promote an inclusive and respectful atmosphere.
- A bulletin board should be made available in an area that is heavily trafficked by staff personnel for the purpose of collectively posting and promoting the missions, contacts, and events of the different Staff Associations.

VIII. HIV/AIDS RESOURCES/ACTIVITIES ON CAMPUS

RECOMMENDATIONS FROM 1995 *CAMPUS CLIMATE REPORT*

- Anonymous HIV testing at the Student Health Service (SHS) should be promoted as much as possible.
- HIV literature available at the Student Health Service should continue to be reviewed and improved.
- The course *Contemporary Issues 40 - AIDS Epidemic* should be widely publicized.

1997 UPDATE ON RECOMMENDATIONS

- HIV testing with peer counseling offered through SHS is publicized in the calendar section of the *UCSD Guardian*. Peer counselors note that many learn of this service via "word-of-mouth."
- HIV literature available from SHS has not been reviewed since the last climate report. In a recent tour the SHS lobby, a CACLGBTI member noticed many brochures are available on a variety of health topics, including HIV/AIDS. One brochure titled *HIV AIDS Facts, Questions, Answers, Resources* addressed HIV/AIDS specifically, and a second brochure titled *Sexually Transmitted Diseases: What Everyone Should Know* provided information on a variety of sexually transmitted diseases including HIV/AIDS.
- The course, *Contemporary Issues 40 - AIDS Epidemic*, is offered every Spring Quarter and is listed in the schedule of classes and on the Teacher Education Program Internet home page. In addition, the ten undergraduate teaching assistants for the course distribute flyers. The course serves as credit for the minor in the Health Care and Social Issues Program and includes a community service component in which enrolled students are required to donate 40 hours to a community organization involved in providing assistance to people with AIDS.

CURRENT ACTIVITIES THAT REFLECT THE CAMPUS CLIMATE

Despite recent advances in drug therapies to combat HIV infection, HIV continues to be a serious health issue. Fifty percent of all new HIV infections are occurring in young people between the ages of 13 and 25. (4) CACLGBTI strongly endorses outreach and educational efforts to enlighten the UCSD community, specifically the student body of which a large part falls into the age bracket noted above.

In an outreach and education effort, SHS maintains a Student Health Advocates Program (SHA) by which students volunteer time to educate other students about health issues and to work with the professional staff in the clinics at Student Health Services. SHAs are trained in health issues and are then required to volunteer for a minimum of three quarters to develop, promote and implement the student health education program. Each SHA selects one of three areas as a speciality: general health, sexual health, HIV education. SHAs provide pre- and post-testing counseling on HIV, participate in SHS Health Fairs (an annual event each Spring Quarter), and meet with students in dormitories and clubs. SHAs distribute information about safe-sex, use of condoms, and HIV testing. Appointments for HIV testing at SHS are generally backed-up two to three weeks.

In conjunction with other campus organizations, CACLGBTI hosted a panel presentation titled *Men and Women Living with HIV Share their Personal Stories*. The four guest speakers included: a representative from Karibu, an organization supporting African-American males with HIV/AIDS; Scott Fried, a motivational speaker and TV actor from *Guiding Light*; a speaker representing Being Alive, a community support group for people with HIV/AIDS; and a representative from APICAP (Asian & Pacific Islander Community AIDS Project).

Considerable research on HIV is conducted at UCSD; and consequently, it is not uncommon for lectures to be presented on campus featuring some aspect of this research. The UCSD Project in AIDS Research was established in 1988 and is designed to provide a forum for the discussion of research in AIDS at the basic and clinical levels. The UCSD Center for AIDS Research also provides seminars. Examples of recent programs offered include:

- *Molecular Investigation of HIV Transmission*, a lecture sponsored by the Center for Molecular Genetics;
- *AIDS: New Hope for Children and Prevention of Cytomegalovirus-associated Blindness*, a lecture as part of the School of Medicine's Faculty Distinguished Lecture Series; and
- *HIV in Children and Adolescents: A Clinical Update*, a presentation as part of the UCSD Mother Child-Adolescent HIV Program and Pediatric HIV/AIDS Awareness Week.

In addition to these lectures from faculty within UCSD's School of Medicine, another faculty member in the Department of Sociology recently published a book titled *Impure Science* which examines the debate over the cause of AIDS and the impact of AIDS activists on the study and approval of anti-HIV treatments.

RECOMMENDATION

- To establish closer links to Student Health Service's programs and to enhance CACLGBTI's own outreach and educational efforts, the Chancellor's Office should consider establishing a HIV/AIDS Advisory Committee. The committee

should identify existing UCSD academic and clinical resources, should publicize them, and ask for UCSD community input. Because students are an exceptional "at risk" population as identified by UCSD health educators, student education programs should be expanded.

Notes for Chapter

4.

On Display, The NAMES Project Foundation, Vol. 10, No. 1, Spring 1997.

IX. UCSD LIBRARIES

RECOMMENDATIONS FROM 1995 *CAMPUS CLIMATE REPORT*

- The Library should examine its periodicals and newspaper collections to see if LGB material is adequately represented to meet the teaching and research that is being conducted at UCSD.
- The library should contact Physical Plant Services to stock and repair the condom machines.
- The Pathfinder covering LGB resources should be updated.

1997 UPDATE ON RECOMMENDATIONS

- The first recommendation was the need for the Library to assess its periodicals and newspaper collections to ascertain if LGBT materials are adequately represented to meet UCSD's teaching and research needs. With the hiring of a new librarian, who assumed additional responsibility for collections in Women's Studies and Gender Studies, the collection was thoroughly evaluated. The LGB resources in books, journals, and films has greatly been expanded to include more current and updated materials. In addition, the Social Sciences and Humanities Library now subscribes to its first LGB newspaper, the local San Diego *Gay and Lesbian Times*.
- It was also recommended that the Library either restock or else remove the condom machines in restrooms throughout the Library. These machines had not been restocked, and many of the machine doors were left unlocked and open. The machines provided false hopes that condoms were available and proved to be an eyesore to patrons. After checking with numerous vendors, the Library determined that no vendors were able to restock this particular model of machine, and they were removed in late 1996.
- The final recommendation was to update the self-service research guide *Gay and Lesbian Studies: A Guide to Resources at the Social Sciences and Humanities Library*, one of the heaviest-used guides by patrons. This has been done, and the new version includes selected internet resources. The *Women and Gender*

Periodicals at the Social Sciences and Humanities Library research guide was also updated and contains pointers to electronic journals on the internet.

CURRENT SITUATIONS THAT REFLECT THE CAMPUS CLIMATE

In the past year, the Library has presented two workshops on internet resources in Women's and Gender Studies. The Gender Studies Librarian has also provided outreach to the newly-established Women's Center and with the student Lesbian Gay Bisexual Association. It is known that one new library employee who searched the internet for LGB resources at UCSD and found information on an earlier campus climate report and the Staff Association, both of which influenced her decision to work at UCSD. This is a strong testimony to the importance of Infopath as a valuable recruitment tool and source of campus wide information both on campus and beyond.

One area that requires constant diligence by all public service library staff is awareness and sensitivity to the extreme timidity on the part of many library patrons concerning issues of gender and sexuality. Prominent social issues are popular areas of research, and include such potentially sensitive issues such as same-sex marriage, lesbian and gay parenting, domestic partner benefits, outing, and hate crimes. It is frequently the case that many students are reticent to ask for assistance at the Information, Current Periodicals, and Reference Desks. Many patrons pose questions that are intentionally vague, and when asked to explain the specific nature of their research needs, they are obviously embarrassed to reveal that their project involves issues of sexuality. While much of this timidity may be due in part to overall societal stigma associated with issues of gender identity and sexual orientation, many patrons may simply think that the Librarian or other staff member will think he or she is gay or lesbian simply by virtue of their particular research interest.

Overall the public service staff are considered to be non-judgmental and possess a genuine willingness to assist patrons regardless of their topic of inquiry. Still, staff needs to constantly refine their interviewing skills so that patrons will feel at ease when discussing certain topics. Similarly, staff should not assume that a patron is *not* looking for information on potentially sensitive areas. A recent example is the case of a new faculty member looking for critical reviews of *Go Fish*, a popular lesbian film, which the public service staff person interpreted as a request for information on fly fishing. Inquiries about "alternative lifestyles" or "factors contributing to teen suicide" or "the growth in non-traditional families" may all be clues that the patron is, in reality, searching for LGBT topics. The public service staff person would provide an excellent service by taking the interview process one step further by volunteering additional information such as: if the patron were looking for information on gay or lesbian "non-traditional" families, one could find it in the following recommended books or journals. In this way the patron would be put at ease and realize that it is safe to ask for information of all types in UCSD's libraries.

The campus libraries are the focal nerve center for intellectual research activity at UCSD. Proposed serials cancellations of some twenty percent during fiscal year 1997/98 threaten to erode patron access to current information across disciplinary boundaries. Even if subscriptions are resumed at some future date, the resulting gaps in serials holdings are a serious impediment to the quality of academic scholarship possible at UCSD.

RECOMMENDATIONS

- Since campus resources posted on the Internet can be a source of information to job applicants, among others, an effort should be made to keep these resources up-to-date.
- Staff should be assisted whenever necessary to refine their interviewing skills so that patrons will feel at ease when discussing LGBT issues or other topics to which a social stigma may be attached.
- Volunteer Student Health Advocates could work with the Library to provide condoms and educational materials about HIV/AIDS.

X. CURRICULUM

RECOMMENDATION FROM 1995 *CAMPUS CLIMATE REPORT*

- While the courses above (see 1995 report) are important, additional courses covering other disciplines are needed, particularly in the areas of History and Psychology.

1997 UPDATE ON RECOMMENDATION

- Courses relating to LGBT issues have not been created in the disciplines of History or Psychology.

THE CURRENT STATUS THAT REFLECTS THE CAMPUS CLIMATE

Based a review of the 1995-96 Campus General Catalogue and the Spring 1997 Schedule of Classes, the following courses were identified as having used the terms "gay," "lesbian," or "queer" in the course title or in the catalogue course description:

107A: Gay and Lesbian Politics, Department of Political Science

LTCS 100: Theories and Methods of Cultural Studies, Department of Literature

LTCS 201: Theories and Methods of Analysis in Cultural Studies, Department of Literature

LTCS 220: Film/TV/Video Studies, Department of Literature
LTCS 256: Cultural Studies of Technosciences
SOC/B 119: Sociology of Sexuality and Sexual Identities, Department of Sociology

The Campus General Catalogue also lists the following courses which by their description suggest that content of the course may be related to lesbian, gay, and/or bisexual issues:

Human Sexuality, Contemporary Issues Program
Dimensions of Culture: Diversity, Thurgood Marshall College
Dimensions of Culture: Justice, Thurgood Marshall College
The Great Classical Traditions, Making of the Modern World, Eleanor Roosevelt College
128: Practicum in Child Development, Department of Psychology
ANGN 124: Sex, Love, and Culture, Department of Anthropology
CI40: Contemporary Issues: The AIDS Epidemic, Contemporary Issues Program
LTCS 150: Topics in Cultural Studies, Department of Literature
LTCS 250: Topics in Cultural Studies, Department of Literature
LTGN 189: Gender Studies, Department of Literature
SOC/B 118: Sociology of Sex and Gender Roles, Department of Sociology
VIS 152: Film in Social Context (Queer Aesthetics in Post-Colonial Film and Video),
Department of Visual Arts

In addition to the above courses, a variety of courses were identified in the general catalogue which touch tangentially on LGBT issues.

UCSD does not have a formal LGBT/queer studies major, minor, or program. The UC campuses at Berkeley, Los Angeles, and Riverside do offer Interdisciplinary Minors in LGBT studies. (Please see the [Appendix](#).) The UC campuses of Santa Cruz and Santa Barbara offer numerous courses in this discipline.

The creation of a course or formal academic program is based on a high demand from students and evidence that the implementation of a course(s) would strengthen the academic curriculum and the campus climate as a whole. There is growing evidence of interest in LGBT issues as an academic discipline and that the current demand is not being met. Professors who teach some of the courses listed above have commented that they must limit enrollment because there are no sections included in the course, and students need an opportunity to discuss the issues. The course *Sociology of Sexuality and Sexual Identities* had 150 students and the course *Gay and Lesbian Politics* was limited to 75 students. There has been a waiting list of students for both of these classes for as long as they have been offered. Moreover, each year a request was made to offer an upper division supplement to the course. The instructors of some of these courses have noted that many of the students enrolled in their courses are heterosexual which suggests the subject is of interest to those other than just LGBT students.

In addition to class enrollment, attendance at special presentations may also be used as an indicator of interest. In January 1995 a conference titled *Gay/Lesbian/Queer: Knowledge and Identities for the 1990s* was held at UCSD. The keynote address by Professor Eve

Sedgwick of Duke University drew a crowd of over 300 people. The lecture room for the panel discussion on same sex marriage presented by Thurgood Marshall College at the Cross Cultural Center was filled to capacity (see "[Chapter II. Harassment](#)").

Only a handful of UCSD faculty are prepared to teach in the area LGBT studies, and their absence due to sabbaticals, etc. can impact the availability of LGBT issue oriented courses. The absence of faculty who can teach courses in LGBT studies is especially striking in departments such as History , Psychology, and Anthropology since there are so many scholars in these fields nationwide with expertise in this discipline. There are anecdotal reports that the graduate admissions committees of some departments may be declining to admit qualified doctoral students interested in pursuing LGBT studies because their departments cannot provide adequate faculty advising to such students.

Clearly the subject of sexual orientation and the acknowledgment of LGBTs is a controversial issue in contemporary society. It warrants the attention of an academic institution which should institutionalize the subject as an academic discipline in a similar manner as it has elevated the fields of ethnic studies and women's studies to the status of academic departments and programs. The investigation of diverse sexualities, sexual identities, sexual politics, and the impact of LGBTs in society and history is a burgeoning area of interdisciplinary scholarship. Courses on LGBT issues have the potential to promote greater understanding of sexual orientation within the context of diversity and thus impact the climate within the UCSD campus and the community.

RECOMMENDATIONS

- CACLGBTI should assist in the establishment of an institutionalized LGBT studies (program, major, minor) however and whenever possible.
- CACLGBTI should request the Chancellor's office to encourage UCSD academic departments to expand their course offering in the area of LGBT studies.
- Departments should be encouraged to hire permanent faculty, lecturers, and guest/visiting lecturers to teach LGBT studies classes and seminars.
- Efforts should be made to secure funding for graduate student TAs in LGBT studies courses.

XI. UNIVERSITY'S INTERACTION WITH OUTSIDE AGENCIES

RECOMMENDATION FROM 1995 *CAMPUS CLIMATE REPORT*

- Until the Boy Scouts of America cease discriminatory practices against gay members and leaders, or until the local United Way chapter drops the BSA from

its organization list, UCSD should cease providing personnel, resources, and support to the United Way campaign.

1997 UPDATE ON RECOMMENDATION

- UCSD continues to conduct an annual United Way campaign, a program which continues to support the Boy Scouts of America (BSA). The case of Chuck Marino, a San Diego police officer and a scoutmaster for BSA who filed suit against BSA for being relieved of his position as scoutmaster because he is gay, is still in the courts.

CURRENT SITUATIONS THAT REFLECT THE CAMPUS CLIMATE

ROTC

While UCSD does not have a noticeable ROTC presence on campus, UCSD is directly involved in ROTC programs in that the campus sets up accounts for each military branch and bills them quarterly for the UC registration fees of their cadets. Students may, with the permission of their college, enroll in ROTC courses at another institution in conjunction with completing their degree programs at UCSD. These cross-town ROTC courses are conducted at San Diego State University and the University of San Diego.

As in the 1995 *Campus Climate Report*, CACLGBTI would like to point out that the Department of Defense's anti-gay/lesbian "don't ask; don't tell" policy is in conflict with the University of California's policy of not discriminating on the basis of sexual orientation. CACLGBTI also wishes to acknowledge the difficulty of enforcing such a nondiscrimination policy with the Department of Defense as evident from the situation of California State University at Sacramento President Donald Gerth who severed campus ties with ROTC but later rescinded when the Department of Defense threatened to withhold \$37 million in financial aid to 10,000 CSUS students and \$13 million in research grants. CACLGBTI continues to be adamantly opposed to the Department of Defense's discriminatory policy covering LGBTs in the military.

PROGRESS

Professional Gay, Lesbian, and Bisexual Related Employee Support Summit (PROGRESS) is a network of LGB employees in corporations, government, and education who provide resource support for each other. A CACLGBTI member serves as a representative to PROGRESS. Companies represented in this network include Qualcomm, County of San Diego, Visa International, Kaiser Permanente, Disney, and others. CACLGBTI strongly endorses this type of support and looks forward to stronger links to those agencies participating in PROGRESS.

XII. CAMPUS CLIMATE FROM THE STUDENTS' PERSPECTIVE

CACLGBTI has made an effort in this report to include a more focused look at UCSD campus climate from the students point of view. Requests for information resulted in responses from several students which included considerable detailed information about the Lesbian, Gay, and Bisexual Association (LGBA).

Harassment

Although several responses from students indicated no encounters with harassment, there were a number of references to on-campus occurrences:

One student last year was almost run down by a car in which the driver yelled, "Faggot die!"

The words "Die Faggots" were written in the men's restroom next to the LGBA office. Hate messages were recorded on the LGBA answering machine. Flyers publicizing gay events were torn down. Christian groups (or individuals) on campus talk about how gays will burn in hell.

My roommate was unaware I was gay; and while reading gay related material for a class we were taking, they expressed extremely homophobic comments. Once the roommates knew, most of them dealt with it and had no problem. One roommate continued to express his homophobia.

For a while there were a number of anti-gay drawings and quotes placed on my HA's white board which he has for people to leave him messages. He responded by placing a number of pamphlets on homophobia by the white board. Also, a number of LGBA flyers were torn down minutes after posting, and one had been defaced with the words, "AIDS kills FAGS."

I was doing a visual arts project in drag costume. It was an outdoors exhibit. A lot of students enjoyed my performance, but two guys walked by me and said, "You queer". One other time in a visual arts class, a classmate mentioned "Hillcrest," and a male classmate said, "Hey, isn't that place full of homos?"

I was walking up to Marshall College on the road behind Geisel Library on a Friday at about noon when a car full of UCSD male students drove by with their windows rolled down yelling derogatory remarks like "Fucking faggot!" and "Get out of our school!" and "Why do you go here?"

A student presented a project on gays in the media and was complimented. The student's professor then stated to the class, "What next, child pornography?"

In the Spring, LGBA devotes an entire week to Gay Awareness Week. During this week a number of seminars are held on gay issues including Gay and Lesbian History, Lesbian Sexuality and Gay Literature. Speakers from campus and off-campus give lectures on these topics, and LGBA encourages students to do research and present seminars. Despite the educational approach of this event, the week was not without harassment. A UCSD student relayed to a CACLGBTI member that during Gay Awareness Week he had seen on campus a flyer that was anti-gay and that he had heard as gossip that the person(s) who put up the flyer may have also been the same individual(s) who had put up some anti-African-American flyers. The student reported the flyer and the overheard conversation to the Campus Police who responded that they would "look into it," but that the flyer fell under the person's First Amendment rights.

The flyer, a copy of which was delivered to the CACLGBTI member, is as follows:

"FRIDAY (5-24)
IS I HATE GAYS DAY!!!!
WEAR JEANS TO SHOW
YOUR SUPPORT

(Paid for by the committee to rid the world of human waste)"

LGBA has been victim to a number of violent and aggressive acts since its establishment in 1977. In the early 1990s, LGBA received several bomb threats for holding same-sex semi-formals on campus. The office door has been defaced many times. Vomit has been found on the door in addition to anti-gay writings and flyers that demean lesbians, gays and bisexuals. Most have been reported to the UC Police Department with minimal response.

Housing

While Residential Life staff implement a variety of educational and proactive programs, there is a perception by some students that it is not safe to talk to people in authority about their sexual orientation. Many students have indicated that they would like a safe place to go whether it be a resource center or a gay/lesbian floor in one of the residential hall suites.

In response, the Residential Life staff are planning the creation of the "Safe Zone" program in the fall of 1997. Training will be provided to office staff, resident advisors, housing advisors, and students. Currently, counseling services are available through Residential Life and Psychological Services staff for all students with any problems that they may have with confidentiality being of the utmost importance.

A Safe Zone program has been implemented at Porter College, UC Santa Cruz. The implementation and development of the Safe Zone and other programs designed to eliminate homophobia in the Porter Residence Hall is described in detail by a UCSC staff person in the [Appendix](#). Briefly, the Safe Zone program utilizes small paper cards placed by students in living or studying areas that identify these locations as "homophobia free zones." The program is based on a theoretical model which outlines six stages of development in becoming more aware and comfortable with diversity based on sexual orientation.

Student Newspapers

Issues relating to LGBTs occasionally appear in student publications such as *The Guardian* and the *Koala*. Addressing these issues has sometimes been done in a thought provoking, stimulating manner while at other times the treatment has been degrading. A case in point of the latter is a fictional article titled "Battlefield UCSD" which appeared in the *Koala*. (5) In this satire, the main character, a macho, Rambo-like individual, visits the campus LGBA office in an attempt to secure hidden weapons:

"I arrived at the Student Center, shoved my way through the Soft Reserves line, and flew up the stairs to the LGBA offices. Their cheap lock quickly succumbed to my heavy boot and the door crashed inward.

'Who ith *thith*?' lisped a fruity-looking man in silver pants and paisley scarf.

His friend behind the desk looked up from a Boys of Summer calendar and replied, 'Beats me, but his hair is just a mess!'

'Get out, you salami-munching creampuffs. I have work to do,' I muttered as I grabbed them by the necks and tossed their skinny bodies out the door.

The 'hidden' closet consisted of nothing more than a sliding panel behind a large stack of Playgirl and Bondage Weekly magazines. As soon as I opened it, I gasped in awe and excitement. There, hidden in the recesses of the wall, were more fragmentation grenades than I could count, an unbelievable assortment of rocket launchers and RPGs, chainguns, and quick-detonation C-4 explosive. What these chuckleheads were going to do with supplies like this I didn't know and didn't care, so I quickly donned a camo flak vest, smeared green paint on my face, and grabbed as much weaponry as I could carry. I was ready to party."

CACLGBTI does not want to abridge the right to free speech and freedom of the press, but CACLGBTI does want to note that stories such as the above perpetuate the stereotype images of LGBs, the machismo "hero," and the violence so common in our society's entertainment which tends to reinforce a negative climate for LGBTs, especially for those who might be in the difficult process of acknowledging their non heterosexual orientation.

In contrast to the above article, CACLGBTI sites a commentary titled "Gay Bashing Has No Place in Religion" by Aaron Chan which appeared in *The Guardian*. (Please see [Appendix](#) for complete text of the commentary and two responding "letters to the editor.") The exchanging of opinions and the challenging of statements supports a more positive climate where stimulating dialogue can occur.

LGBA

The LGBA is one of the primary sources of support for LGBT students. The mission of this social and educational organization is to provide a comfortable, safe and supportive environment for lesbians, gays, bisexuals, transgender, and questioning students. There are no dues or membership fees. Meetings are held weekly at the Graduate Student Association lounge and are open to everyone on campus. Students from every college and year attend the meetings, as well as staff, faculty and graduate students. Phone calls to members are made and returned discreetly upon request when signing on to the organization roster.

Social events sponsored by LGBA include:

1. Two "non-sexist" dances (dances without concern of gender or orientation) per quarter which are well attended with no opposition.
2. One movie night per quarter (alternating between gay male-themed movies and lesbian-themed movies).
3. National Coming Out Day rally in the Price Center Plaza with speakers and an "open mic" period for anyone who is willing to "come out."
4. A Drag Show every Winter Quarter which was recently titled "Divas in Denial." Performers are UCSD students and is the most non-gay attended of the LGBA events.

The organization also takes part in quarterly fairs on campus like the Fall Festival on the Green, the Sun God Festival, Earth Day, Admit Day and other events that occur campus wide.

LGBA events are open to the entire campus, including faculty who have been known to attend. LGBA is supported on campus by some groups such as the Student Affirmative Action Advisory Committee and A.S. External. Campus Administration has often noted the smoothness and absence of trouble at our events.

In an educational effort, LGBA has held "ask-a-gay" panels in the dormitories, RA meetings, orientation leader training sessions, classrooms and other places, to increase gay awareness and to dispel any myths and/or stereotypes that students or faculty may have based on ignorance about gay issues. Student turnout for these panels was disappointingly low. LGBA's ability to do extensive outreach on campus has been constrained for a variety of reasons.

LGBA has been awarded with recognition and appreciation by the Associated Students of UCSD and the Saturn Award Committee and has also been recognized in San Diego periodicals such as the *Gay and Lesbian Times* and *Update*. LGBA has also been featured on the local San Diego news stations for their events.

LGBA and the Associated Students' Finance Board

Because the LGBA is a student organization, it is dependent on the finances of the Associated Students. The finance board makes the recommendation on how much to give each organization and recently the LGBA has been receiving less and less funding.

LGBA used to be allocated the funds to support two dances (\$305.00 each), one movie (approximately \$110.00) and additional funding for the special event scheduled for that quarter, e.g., National Coming Out Day, Drag Show, Gay Awareness Week. For Spring Quarter, 1997, LGBA was allocated \$210.00 for one dance which did not cover the full expense of this one event. LGBA appealed but did not receive any augmentation. The same scenario happened the previous quarter. About nine representatives from LGBA attended the appeals meeting, but even LGBA's presence en masse did not influence the decision to not allocate additional funds.

In short, the constantly changing nature of the student government makes it hard for the LGBA to secure on-going support. As a result, LGBA's activities and outreach are often curtailed due to what is perceived to be discriminatory factors influencing funding. The judgments of students peers elected to a representative government are able to determine the extent to which LGBA can help the LGBT student population on campus.

LGBT Graduate Students

In addressing LGBT student needs, the focus is often on the 18 to 22 year old undergraduates. The needs of LGBT graduate students are no less real but are often overshadowed by the larger undergraduate population. Strong feelings of isolation for LGBT graduate students can stem from a variety of sources: an overall smaller graduate student population on campus, an age difference from undergraduates, the lack of a "visible" critical mass of LGBT graduate students, no singular LGBT resource center, and no institutionalized academic program to foster any scholarship in the area of LGBT studies. While the LGBA may provide a good social outlet for many LGBT undergraduates, it is less effective for LGBT graduate students because of the age-difference with undergraduates and the potential problem of TAs socializing with their students. The workload of graduate students is heavy and significantly limits the energy and time available for LGBT graduate students to organize themselves into active and effective groups. Without adequate outlets for interaction, a LGBT graduate student can find him/herself with little or no support system.

LGBT Resource Center

Resources for LGBT students vary on the different UC campuses. For example, at UCSD LGBA has an office with a telephone. Students at UC Santa Barbara have

access to an LGBA trailer with no phone. Those at UC Irvine, on the other hand, have a professionally staffed center with an active peer counseling network. Likewise, the UC campuses of Riverside and Davis have a LGBT Resource Center. A resource center at UCSD would greatly help to promote the visibility of LGBT issues on campus as well as provide a contact with the community, and the educational objectives of a Center could help to ensure a more tolerant and accepting attitude from UCSD's heterosexual students. (Please see [Chapter XIII. Establishment of a LGBT Resource Center.](#))

Student Comments About "Coming Out" at UCSD

Students were asked to comment on their personal experiences in addressing their non-heterosexual orientation. What had made the coming out process difficult? What had helped? What would have made it easier?

Visibility. Knowing that there are other gays on campus makes it easier. More pro-gay social events on campus. Knowing that Professors and TA's are pro-gay. School funded gay rights rallies, etc. More funding for LGBA to hold events. Dances provided comfortable atmosphere for all, gays, and non-gays.

I think greater visibility is essential to building solidarity and making closeted people feel more comfortable on campus. This would encourage coming out. This could be achieved by 1) resource center on campus, 2) a gay mural, visual representation, 3) gay themed courses, 4) sensitivity workshops for incoming students, 5) gay/lesbian mentorship program.

Hardships included an uncomfortable roommate situation and lack of homosexual visibility. Courses sensitizing student population to gay issues helps, well as gay social gatherings (through LGBA and its AS funding). Finally, LGB Peer Counseling through psychological counseling services was very helpful.

I'm pretty out on campus but that doesn't mean I'm not still scared. UCSD doesn't strike me as a very gay-friendly place. Especially with all these lectures I've seen around campus about sins and evils of homosexuality and the advertisement (by Campus Crusade for Christ) of the 13 step program I could take to rid myself of my lesbianism.

Going to LGBA meetings and meeting other peers has helped me become more comfortable and honest with myself.

I am an RA at another school and something we all have up on our doors and around halls is stickers saying "Gay Friendly Space." Our professors and administrators (deans, etc.) have the stickers on their doors too.

I believe that if professors and staff in general could be more sensitive and learn much more about homosexuality, they could make our scholastic environment much more comfortable; and at the same time, they could make other people more open and tolerant.

My first year was tough because my suite mates were homophobic so I couldn't live a normal life. It caused me a lot of stress. It would be nice if there were more programs, especially during orientation, regarding homosexuality. This way people will become more aware and may be more accepting.

The LGBA helped a lot in my coming out process my freshman year. The friends I made in the dorms were very supportive once I eventually told them. I guess I was lucky in finding those friends though, because I know some people who went through so many years of being so scared that someone would find out about them that they were miserable with college life.

UCSD isn't especially gay friendly. There are often anti-gay chalkings and people often destroy or remove LGBA flyers. Also, the Christian groups give anti-gay lectures.

It helps when coming out to have support groups, LGBA and psych. services (peer counseling and therapist counseling). I would like to see more gay social activities and a funded resource center as well as a "straight allies" program.

The University needs to catch up with the times and provide its students with a LGBT Resource Center.

I think it would be much better if we could get a bigger LGBA office or move to another location. The bridge over soft reserves can be very intimidating to some.

We need a Gay and Lesbian Resource Center which is funded by the school. Many other UC's offer this type of center.

It was easier to come out knowing that there was the LGBA and peer counseling sessions on campus.

RECOMMENDATIONS

- To ensure fair and equitable funding for all student associations including the LGBA, an audit and review of the Associated Students (AS) funding sources, AS allocations of funding to the different student associations,

and the guidelines and policies used by AS for this distribution should be considered.

- Information on the LGBA and in particular CACLGBTI's publications (*Resource Guide* and *Straight Talk on Homosexuality*) should be included in students orientation packets and in orientation proceedings.
- Information about campus resources for LGBT students should be included in the Campus General Catalog and on UCSD Infopath.
- A Safe Zone program including workshops and training classes for residents and staff should be implemented in campus residence halls.
- Lesbian, Gay, and Bisexual Peer Counseling Program should continue its support for undergraduate and graduate students.
- Efforts should be made to ensure the Chancellor is continually informed about issues affecting the health and safety of LGBT undergraduate and graduate students.

Note for Chapter

1. "Battlefield UCSD," Skinner, *Koala*, November 4, 1996, Volume 45, Issue 2, page 7.

XIII. ESTABLISHMENT OF A LGBT RESOURCE CENTER

Many groups and individual's on campus have identified the need for a free standing LGBT Resource Center at UCSD. A letter with most of the following information was sent to Chancellor Dynes on March 28th and a formal request to establish a center at UCSD. (Please see [Appendix](#).)

There is a great need for a safe, on-campus location where members of the campus community can locate resources and meet concerning issues of gender and sexual orientation. CACLGBTI has tried to address some of these issues by producing informational brochures, forming a speakers bureau and sponsoring programming events. However, the best of the CACLGBTI's efforts remain inadequate compared to the visibility and consistency a resource center would provide. The committee cannot maintain the level of activity necessary to meet the needs of the UCSD community. The establishment of a staffed resource center would provide valuable services in the following areas:

7. **Safe space.** This is the most important function a resource center can fulfill. The CACLGBTI has collected many personal accounts of people, especially students, feeling isolated and fearful due to the lack of a place to get information and support. Members of

the campus community need the safe environment that a LGBT center would provide - especially those individuals who are grappling for the first time with their sexual identity. For this reason alone, the establishment of a center at UCSD is imperative.

8. **Resources.** Currently there is no single location on campus where resources related to lesbian, gay, bisexual, and transgender issues can be distributed. The CACLGBTI has tried to address this need by publishing brochures and distributing them in the libraries, through Human Resources, and the campus resource centers. Nevertheless, many people still report a dearth of information and an inability to locate campus and community resources. A LGBT Resource Center could house a dedicated library of materials for the campus community at large, including books, videos and magazines.

9. **Visibility.** Unlike many ethnic minorities, sexual minorities are often invisible. People struggle, because they may know few if any other gay, lesbian, or bisexual individuals. Visibility is an important part of making the campus a more safe and supportive environment for everyone. If located in a central place a Center could increase visibility in a positive way and improve the overall climate at UCSD.

10. **Support of Student Organizations.** Despite strong student support, the LGB organizations at UCSD have struggled to maintain continuity. Student LGBT organizations at other campuses have encountered similar difficulties. A Resource Center could provide continuity with its resources and staff presence. Evidence shows that these organizations thrive where campus resource centers have been established.

11. **Campus and Community Outreach.** The presence of a Resource Center would foster outreach to existing campus organizations as well to the greater San Diego community. The CACLGBTI has made efforts to do this but has been hampered by both visibility and continuity. Permanent staff is necessary to meet this goal.

12. **Programming.** A campus resource center would organize educational and academic programming events regarding issues of sexual orientation and related climate issues. Currently, the CACLGBTI sponsors occasional campus events. A center could provide a home for regular programming events and speakers. These kind of events would stimulate and enrich intellectual life on campus and in the community as a whole.

13. **Mentors.** A Center is a place where students, staff, and faculty can work together to provide support and mentoring. Other UC resource Centers have formal mentorship and leadership programs, peer counselor programs, and speaker's bureaus run by the Centers.

Many of the issues discussed in the CACLGBTI's 1995 Climate Report could be alleviated by the establishment of a LGBT Resource Center on campus. The experience of other campuses that have established staffed resources provide evidence for this assumption. Currently, the following UC campuses have LGBT Centers : Riverside, Davis, Irvine, Berkeley, Santa Cruz, and Los Angeles. (Please see the [Appendix](#).) Most of these Centers have funded staff or are in the process of getting additional staff. It is clear these centers provide support and education for people of all sexual orientations and improve the campus climate. For these reasons the UCLGBTI has also made the establishment of campus resource centers a

statewide priority. Also, Nancy Loevinger and Edwina Welch, (Directors of the Women's and Cross Cultural Centers respectively), have expressed their support of a LGBT Center to complement their Centers in addressing diversity issues at UCSD.

Members of the committee has met with representative of the student organization (LGBA), the Directors at other UC Centers including Davis, Los Angeles, Riverside and Irvine and we have collected information regarding the staff and space requirements of such centers. A recent survey of student needs at UCSD contained many direct references to the need for a center, as well as requests for safe space and central location of LGBT resources.

RECOMMENDATION

- The Chancellor should appoint a steering committee to establish a LGBT Resource Center. This committee will identify the resources necessary to support a center, including space, staffing, and other operational requirements.

XIV. SUMMARY OF RECOMMENDATIONS BY CHAPTER HEADING

HARASSMENT

- Sexual harassment of any kind, including that based on sexual orientation should not be tolerated on campus.

DOMESTIC PARTNER BENEFITS

- The "hard benefits" of health and retirement should be extended to domestic partners.
- Access to housing should be extended to members of the University community with domestic partners and their children.
- The Chancellor should issue a campus policy that extends all local benefits possible to domestic partners.
- All policies that mention "spouse" should be changed to "spouse/domestic partner."

PSYCHOLOGICAL AND COUNSELING SERVICES ([Addendum](#))

- Faculty and Staff should be more sensitive to LGBT issues which may require some form of diversity training.
- Sensitivity to LGBT issues is needed when teaching classes or presenting materials which may be heterosexually skewed and which may alienate the LGBT student.
- In creating an environment conducive to all at UCSD, it is recommended that multiple images of students be presented, including various backgrounds and orientations. It is important not to perpetuate stereotypes and to provide accurate information about the LGBT community.

EDUCATION AND ASSISTANCE SUPPORT

- Educational programs and materials such as those mentioned in this chapter as well as the program sponsored by Thurgood Marshall College and The Hewlett Diversity and Unity Project should continue to be supported as part of the on-going educational and diversity effort for the campus.
- Whenever educational programs are presented, consideration should be given to taping them for broadcasting to the local community via UCSD-TV.
- A UCSD LGBT alumni chapter should be established, similar to those chapters at UC Berkeley and UCLA.

ETHNIC LESBIAN, GAY, AND BISEXUAL ISSUES

- The programs and services of the Equal Opportunity/Staff Affirmative Action Office should be broadened to include diversity. This change should be reflected in the title of the office which would be consistent with other UC campuses such as Davis.

SPECIAL ISSUES AT THE UCSD MEDICAL CENTER (UCSDMC)

- Efforts to improve the climate of the UCSDMC should be continued and enhanced so that LGBT's do not feel intimidated.
- UCSDMC should implement outreach and education about LGBT issues for its employees including management, staff, and students.
- Physicians/clinicians and hospital staff need to be more sensitive when they describe patients in their medical charting.

- The Medical Center Diversity Team and Diversity Coordinator can benefit from sensitivity training on LGBT issues so that they are then able to promote an inclusive and respectful atmosphere.
- A bulletin board should be made available in an area that is heavily trafficked by staff personnel for the purpose of collectively posting and promoting the missions, contacts, and events of the different Staff Associations.

HIV/AIDS RESOURCES/ACTIVITIES ON CAMPUS

- To establish closer links to Student Health Service's programs and to enhance CACLGBTI's own outreach and educational efforts, the Chancellor's Office should consider establishing a HIV/AIDS Advisory Committee. The committee should identify existing UCSD academic and clinical resources, should publicize them, and ask for UCSD community input. Because students are an exceptional "at risk" population as identified by UCSD health educators, student education programs should be expanded.

UCSD LIBRARIES

- Since campus resources posted on the Internet can be a source of information to job applicants, among others, an effort should be made to keep these resources up-to-date.
- Staff should be assisted whenever necessary to refine their interviewing skills so that patrons will feel at ease when discussing LGBT issues or other topics to which a social stigma may be attached.
- Volunteer Student Health Advocates could work with the Library to provide condoms and educational materials about HIV/AIDS.

CURRICULUM

- CACLGBTI should assist in the establishment of an institutionalized LGBT studies (program, major, minor) however and whenever possible.
- CACLGBTI should request the Chancellor's office to encourage UCSD academic departments to expand their course offering in the area of LGBT studies.
- Departments should be encouraged to hire permanent faculty, lecturers, and guest/visiting lecturers to teach LGBT studies classes and seminars.

- Efforts should be made to secure funding for graduate student TAs in LGBT studies courses.

CAMPUS CLIMATE FROM THE STUDENTS' PERSPECTIVE

- To ensure fair and equitable funding for all student associations including the LGBA, an audit and review of the Associated Students (AS) funding sources, AS allocations of funding to the different student associations, and the guidelines and policies used by AS for this distribution should be considered.
- Information on the LGBA and in particular CACLGBTI's publications (*Resource Guide* and *Straight Talk on Homosexuality*) should be included in students orientation packets and in orientation proceedings.
- Information about campus resources for LGBT students should be included in the Campus General Catalog and on UCSD Infopath.
- A Safe Zone program including workshops and training classes for residents and staff should be implemented in campus residence halls.
- Lesbian, Gay, and Bisexual Peer Counseling Program should continue its support for undergraduate and graduate students.
- Efforts should be made to ensure the Chancellor is continually informed about issues affecting the health and safety of LGBT undergraduate and graduate students.

ESTABLISHMENT OF A LGBT RESOURCE CENTER

- The Chancellor should appoint a steering committee to establish a LGBT Resource Center. This committee will identify the resources necessary to support a center, including space, staffing, and other operational requirements.

XV. APPENDICES

Appendix 1.

Author: (entry deleted)
Date: (entry deleted)
Priority: (entry deleted)
TO: (entry deleted)

Subject: (COPY) **Re: Berkeley Domestic Partner Statement**

----- Message Contents -----

This statement is the culmination of TWO YEARS of work to make Berkeley campus dp benefits more uniform. Especially important is the paragraph about what constitutes proof. All the folks who worked to get this statement--and the chancellor himself--deserve credit for getting this statement in writing.

Cheers,
(name deleted)

Aug 1995,

>

> -----Original message-----

> Here is the Berkeley campus policy on Domestic Partnership access to
> services hot of the presses.

>

> Deans and Directors Memo.

>

> To an increasing extent, questions have arisen as to campus practice
> regarding domestic partners of campus employees & students. In
response to

> these concerns, my staff has ascertained which campus units currently
offer

> any kinds of

> svcs to legal spouses of campus employees (both academic & staff) &
students,

> & what their practice is regarding DP. This review has confirmed that all
> campus units that offer svcs to legal spouses of employees or students
either

> are already, or are prepared to commence, giving dp access on the same
basis

> as legal spouses.

>

> Please note that not all benefits are under campus jurisdiction. For
example,

> retirement & health benefits & student housing policy are controlled at
the

> systemwide level, these are currently under review at that level.

However,

> for those svcs which fall with the purview of individual campus

- discretion,
- > dp (both same & opposite sex) should be granted access on the same basis as
 - > legal spouses. Similarly, documentation of DP status should be required only
 - > to the extent that documentation is required to establish status as a legal
 - > spouse. This is in accord with our commitment to embracing diversity & to
 - > treating all members of the campus community equally regardless of sexual
 - > orientation of marital status.
 - >
 - > Chang-Lin Tien

Appendix 2.

January 13, 1997

Deans
Vice Chancellors
Directors
Department Chairs
Administrative Officers

Dear Colleagues:

Over the past several years, much discussion has occurred concerning the extension of UC benefits to domestic partners. A review of UCI practices those at other UC campuses, has shown that many campus services offered to spouses of UCI employees are already offered to domestic partners as well. However, members of our campus community would benefit by formalizing a standard policy. Therefore, those campus units or services which offer benefits or services to legal spouses should review their practices and offer these benefits or services to domestic partners. Documentation of domestic partner status should be necessary only when it is required to determine marital status for a legal spouse.

Please note that not all benefits fall under campus jurisdiction. Retirement and health benefits, for example, as well as student housing policy are determined by The Regents of the University of California and the Office of the President.

This statement of UCI policy is in accord with our commitment to support all members of the campus community who work, live, study and teach at UCI, regardless of sexual orientation, marital or family status.

Sincerely yours,

Laurel L. Wilkening
Chancellor

c: Harriett Speegle,
Coordinator, Campus Administrative Policies

Appendix 3.

UC DAVIS: VICE CHANCELLOR -- ADMINISTRATION

September 30, 1994

DEANS, DIRECTORS, DEPARTMENT CHAIRS, AND
CAMPUS/UCDMC ADMINISTRATIVE OFFICERS:

RE: Domestic Partnership

We have received a number of inquiries concerning access to services provided by the campus to Domestic Partners of academic, staff and student employees. By way of clarification, our informal practice has been to allow Domestic Partners to use University services in the same manner and to the same extent permitted to the married spouse of a campus employee. Services provided have included use of the Recreation Hall, Recreation Pool, Library, Student Employment, and discounts offered by outside agencies to UCD employees.

While the number of requests for access to campus services have been limited in the past, and the simple assertion of a domestic partnership has been sufficient to grant such access, we wish to regularize the practice and have, therefore, prepared the attached statement.

The campus approach to this issue is embodied in the Principles of Community, and our continuing commitment to diversity. While not under campus, purview, and thus not included in this directive, the issue of

eligibility of Domestic Partners for health insurance benefits is currently under review by the President's office.

Questions regarding this matter should be directed to my office at 752-3383.

Dennis Shimek
Associate Vice Chancellor--
Employee Relations and Staff Affairs

DS:aw

Attachment

Directive #94-121

UNIVERSITY OF CALIFORNIA

Appendix 4.

UNIVERSITY OF CALIFORNIA, SAN DIEGO

OFFICE OF THE CHANCELLOR

24 February 1997

Dr. Richard Atkinson
President, University of California
300 Lakeside Drive
Oakland, California 94612-3550
Dear Dick:

Among your many important legacies on the UCSD campus was the creation of the Chancellor's Advisory Committee on Lesbian, Gay, Bisexual and Transgender Issues (CACLGBTI). This committee has been working very diligently on the campus, publishing various reports on our campus climate, and looking for ways to make UCSD a much more welcoming place.

CACLGBTI recently brought to my attention the importance of domestic partner benefits as one of their main concerns. I realize that your staff is formulating a system-wide policy on this topic. I would like very much to know the dimensions of the policy you are likely to propose and when I should expect it. Laurel Wilkening and Ching-lin Tien have issued statements on their own campuses proposing the extension of "soft" benefits to domestic partners. I do not wish to anticipate or to preempt any system-wide policy statement on the verge of announcement, but do want to address domestic partner benefits on the UCSD campus soon.

I await your leadership on this timely and important issue.

Sincerely,

Robert C. Dynes
Chancellor

cc: John White (CACLGBTI)

Appendix 5.

9/24/96

INTERIM CHANCELLOR CASERIO
Office of the Chancellor - 0005

Re: Domestic Partnership Access to UCSD Services

Dear Interim Chancellor Caserio:

As you probably recall, the Chancellor's Advisory Committee on Lesbian, Gay, and Bisexual Issues (CACLGBI) promised to provide you with a draft letter regarding access to UCSD services for domestic partners of University employees. This was one of our primary topics of discussion when we met with you in Winter 1995. This topic was addressed to former Chancellor Atkinson in Summer 1995 by the Committee (on file with your office). This topic was identified in the October 1995 CACLGBI Climate Report as one of the highest priorities. It is our strong desire to have a broad policy statement in place from the Office of the Chancellor regarding domestic partnership access to services on campus before your position ends.

We are submitting the attached letter for your review prior to our annual meeting with you as Chancellor, scheduled for May 23, 1996. It is our hope that you can issue such a policy statement without delay. The purpose of the policy is to ensure the fair and equitable treatment of UCSD employees with domestic partners equal to that of married spouses.

We are acutely aware of the restrictions surrounding housing, health and retirement benefits at the systemwide level. In contrast, there are improvements in the local climate that can be implemented immediately. This policy would be consistent with the University's mission and its statement of non-discrimination based on sexual orientation. Several other campuses including Davis and Berkeley have instituted such policies with wide support.

Please contact us if you have questions and we look forward to meeting with you in the very near future.

Sincerely yours,

John O. White, Mail Code 0915
CACLGBI Co-Chair

Sarah L. Archibald, Mail Code 0949
CACLGBI Immediate Past Chair and Co-Chair UCLGBT Association

Attachment

cc: N. Penn
J. Pournelle, CACLGBI Co-Chair

9/24/96

INTERIM CHANCELLOR CASERIO
Office of the Chancellor - 0005

Attachment

Campuswide Statement Regarding Domestic Partnership

Consistent with the University of California policy of non-discrimination based on sexual orientation and marital status, the following statement is provided to our campus community.

To the greatest extent possible the campus will provide access to University services for domestic partners of its students, staff, and faculty equal to access provided for married spouses. Vice Chancellors are asked to update related PPMs under their purview and to help insure that written materials and other communications are consistent and that their staff are informed on the topic. It is important that this policy be uniformly adopted and disseminated. It is recognized that such a local policy does not apply to systemwide administered benefits such as medical and dental coverage. The local policy applies to all campus services including, but not limited to: library privileges, recreational facilities, discounts on University Extension courses, parking, childcare, and Human Resources benefits. This is in accord with our commitment to embracing diversity and to treating all members of the campus community equally regardless of sexual orientation or marital status.

Issued by the Office of the Chancellor
Interim Chancellor Caserio
Date

January 17, 1997

Appendix 6.

CHANCELLOR DYNES

ATTENTION: ASSOCIATE CHANCELLORS KIRKPATRICK AND
WILLIAMS
OFFICE OF THE CHANCELLOR - 0005

RE: Domestic Partner Benefits Policy Statement

The Chancellor's Advisory Committee on LGBT Issues first raised the possibility of issuing a campuswide statement regarding domestic partner benefits to former Chancellor Atkinson as part of our Climate Report to him dated October 1995. The report provided sample policy statements issued by UC Berkeley Chancellor Chang Lin-Tin (August 1995) and the

UC Davis Vice Chancellor for Administration (September 1994). No action was taken by former Chancellor Atkinson. We next spoke to Interim Chancellor Caserio about the possibility of issuing such a statement. Her tenure as Interim Chancellor ended before we had a chance to complete our discussions.

In October 1996 the LGBTI Committee met with you and requested your consideration to issue a campuswide statement on domestic partner benefits. At your request, we sent copies of the UC Berkeley and UC Davis statements to Associated Chancellor Williams in Fall 1996.

In light of the January 1997 statement on domestic partner benefits issued by the Chancellor of UC Irvine we are hopeful that a similar statement can be issued at UCSD without delay. Both Sarah Archibald (CACLGBTI Policy Subcommittee Chair) and I are available to answer any questions or concerns. We have received numerous inquiries from campus staff and faculty on the status of the request to issue a UCSD domestic partner statement. Thank you for your consideration of our request.

John O. White
CACLGBTI Co-chair

cc: S. Archibald
R. Belmontez
J. Pournelle

Appendix 7. UC Riverside General Catalogue, 1996/97

College of Humanities, Arts, and Social Sciences / [page] 71

Disciplinary Minors

Anthropology	History
Art History	Music
Chinese	Philosophy
Classical Studies	Political Science
Creative Writing	Psychology

Dance	Religious Studies
Economics	Russian Studies
English	Sociology
Ethnic Studies	Spanish
French	Theatre
German	Women's Studies

Interdisciplinary Minors

Asian Studies
 Chicano Bilingual-Bicultural Studies
 Film and Visual Culture
 International Relations
 Journalism
 Latin American Studies
 Lesbian, Gay, and Bisexual Studies
 Marxist Studies
 Urban Studies
 Western American Studies

The disciplinary minor requirements and the interdisciplinary minor requirements of Asian Studies and Latin American Studies are described in the Curricula and Courses section under the appropriate department or program. For a description of the other interdisciplinary minors, see individual listings in the Curricula and Courses section.

Appendix 8.

Q Cal

Spring 1997

A listing of Spring 1997 courses with lesbian/gay/bisexual/transgendered/queer content or with some relation to

gender, sexuality, or sexual diversity. This list is not exhaustive, so let us know what we can add! For more information on any course please contact the department.

Berkeley's Lesbian, Gay, Bisexual, Transgender (LGBT) Studies Minor Program

UC Berkeley has an innovative interdisciplinary undergraduate minor program for Lesbian, Gay, Bisexual, Transgender Studies. Students must take 6 courses to complete the minor: 4 are "core" courses, 2 are electives.

The four **core courses** are:

UGIS 20AC: Alternative Sexual Identities & Communities in Contemporary American Society

UGIS 145: Interpreting the Queer Past: Methods and Problems in the History of Sexuality

UGIS 146: Cultural Representations of Sexualities: Queer Visual Culture

UGIS 147B: Sexuality, Culture and Colonialism

UGIS 20AC and 146 will be offered in Spring 1997. Please see page 2 for a list of the Spring 1997 courses approved to count as electives for the LGBT Studies minor. You may also petition the Faculty Advisor for the minor to have a course you feel to be relevant to the minor approved as an elective. For more information, contact Beatrice LaMotte in the Division of Undergraduate Interdisciplinary Studies, 301 Campbell Hall (643-0554).

Q Cal List Spring 1997

Page 2

Elective Courses in LGBT Studies

Listed below are the Spring 1997 courses that are approved to count as electives for the minor. Please see pages 3-12 for course descriptions and enrollment information. The LGBT Studies minor handbook, available in the minor office at 301 Campbell Hall, has a complete list of elective courses from previous semesters.

Asian American Studies 190, Sec. 2: Seminar on Advanced Topics in Asian American Studies: Asian American Gender and Sexuality through Literature

Comparative Literature 190, Sec. 2: Senior Seminar -- Aesthetics and Problematic Relationships

Dramatic Art 153B: Changing Forms in Twentieth Century Dance

Education 188: Experiencing Education: Gay and Lesbian Issues and American Schools

English 100, Sec. 11: Shakespeare -- Festive and Romantic Comedies

English 150, Sec. 9: Senior Seminar: Hart Crane

History 103D, Sec 4: Masculinity and Femininity in the United States

History 103D, Sec 9: Representing Identity in American Culture, 1830-1950

Legal Studies 168: Sex, Reproduction, and The Law

Native American Studies 149: Gender in Native American Society

Native American Studies 190: Seminar in Advanced Topics

Psychology 118, Sec. 2: Bio Psychology: Seminar

Public Health 180: Topics in Human Sexuality

Sociology 134: Gender and Society: Sociology of Men

Sociology 190, Sec. 3: Women's Movements: A Comparative Perspective

Sociology 190, Sec. 5: Women, Health and Bodies

Women's Studies 103: Identities Across Difference

Women's Studies 104: Advanced Feminist Theory

Appendix 9.

**The "Safe Zone" Program at Porter Residence Hall, UC Santa Cruz,
as described by a UCSC Staff Employee:**

This started out as a Porter College residential hall program in the early 1990's when homophobic and heterosexist attitudes (especially in student room decorations) were apparent in the student living environment. The Resident Advisors decided to encourage an atmosphere of tolerance by making flyers on which they wrote, "HOMOPHOBIA FREE ZONE: Homophobia will not be tolerated!" These posters were placed by Residential Hall staff in public places: bulletin boards, bathrooms, stairwells, etc.

Although received favorably by the community as a whole, some students reacted that by posting these signs in public places, the Residential Life staff sanctioned a particular way of thought for the students. Residents of the college who did not agree with the wording on the flyer had to abide by the predominant thought of authority. This was rejected by students, regardless of their opinion of homosexuality.

The College responded by creating a modified program by which the students could personally make statements against homophobia. Each student would receive, upon request, a card with language stating that homophobia was not tolerated in his/her personal living area. The 4"x6" decorative cards were distributed by Porter College Residence Life, and students posted them on their room doors, personal bulletin boards and windows. Residential staff were instructed not to post in public areas.

In the following year, a second issue surfaced around the word "tolerated." The inclusion of this word on the cards did not allow for diversity of opinion (that homophobia would not be tolerated was in and of itself intolerant). The college modified the program a second time, refining the words to its present form:

HOMOPHOBIA FREE ZONE

Because we believe in the dignity and respect
of individuals within our community,
and the right of human beings to live
free of prejudice and discrimination,
the occupants of this area have designated
this space a homophobia free zone.
We value diversity and, therefore, bigotry or hatred
based on a person's sexual orientation
will be challenged.

The program was well received in this form by the students. Many LGBT students and Allies (I estimate 1/3 of the student population) have posted

these cards in their rooms. Cards are distributed through RAs, at the Housing Office, at the Porter Lavender Lounge, at hall meetings, and LGBT-related programs. Faculty and staff from around campus have requested cards so they can post them in their offices. Although this program is not the first of its kind, the Porter College program has gained recognition throughout California and is spreading nationally.

This program is grounded on a student theoretical model which may be of interest to you. I used V. Cass (1979) and E. Coleman (1982) models of sexual identity development, although I will explain only Cass for the sake of time:

Cass outlines six stages of development. Although the Homophobia Free Zone (HFZ) program gives support to an individual going through any one of these, it is especially important to recognize the first three.

1. Identity Confusion: a gay person recognizes gay feelings and sees them as abnormal in him/herself.
2. Identity Comparison: when one sees him/herself as confused about fitting in with either gay or straight communities.
3. Identity Tolerance: the individual is more committed to homosexuality and seeks affirmation.

The HFZ program addresses the Cass model of gay identity development by showing community support for one struggling with identity issues. When gays or lesbians find themselves in a community which openly expresses acceptance and respect for homosexuals, they are freer to explore their identity further. Furthermore, gays and lesbians know specifically to whom they can turn for allied support and comradeship.

Other stages Cass addresses are Acceptance, Pride and Identity Synthesis:

4. Acceptance: an individual looks for ongoing support from the community. Whereas a Pride Week or Queer Dance may be a good event, an ongoing program is helpful to maintain identity. The HFZ flyers stay up year round in student rooms, a constant reminder of support.
5. Pride: gays and lesbians are committed to their sexual orientation and gay/lesbian community. Self-disclosure is a valuable experience, and HFZ signs are often a way students can take their first step at "coming out". Beyond that an HFZ sign becomes a self-affirming symbol, such as Freedom Rings, Pink Triangle pins or Rainbow bumper-stickers.

6. Identity Synthesis: the lesbian/gay person managing dichotomies between the straight and gay worlds in which he/she lives. Students posting the HFZ signs create community support for diversity and openly express their belief for dignity and respect for all individuals.

Has this program been successful? Although I do not have quantitative studies to prove it, I believe the level of homophobia has decreased since I arrived here three years ago. I see and hear very few, if any, reports of homophobia at Porter annually. But, recognize this important item: UCSC and Porter have a history of tolerance and acceptance of diversity. A recent study has shown that one of seven students on this campus identifies as LGBT, and the city of Santa Cruz has a reputation of being liberal and progressive on LGBT issues.

Finally, you should recognize that this program is only one of a broad variety of programs sponsored by Porter College. Fifteen homophobia workshops were offered in Porter Residence Halls this year alone. A student organization, the Lavender Lounge, meets biweekly in a venue of the same name. The Lavender Lounge is a residence hall lounge "safe space" hosting a Lavender Library, magazines and videos. A campus Coming Out Support Group, facilitated by the counseling staff, meets at Porter weekly. The Porter faculty and staff have very "out and proud" members who are integrated into the community. Porter hosts the annual Queer Fashion show, one of the largest student events on campus with an audience of over 800. Porter has also integrated LGBT issues into its academic curriculum through the study of texts in its Freshman Core course as well as by hosting LGBT artists and faculty in residence, as well as sponsoring a 2-unit course (LGBT Representation in Higher Education) next year.

Appendix 10.

Gay Bashing Has No Place In Religion (1)

COMMENTARY: While politicians and some religious groups try to justify their intolerance of homosexuals using the Bible, true religion teaches us to love everyone regardless of how different they may be.

By Aasron Chan [sic]
Contributing Opinion Writer

If this election season illustrated anything, it is that politicians are still too eager to pronounce on issues of personal morality and personal choice. Take the issue of homosexual marriage. On September 21, under cover of darkness, President Clinton signed the Defense of Marriage Act, which gave states the power to deny recognition to same-sex marriages sanctioned in other states.

The bill also defined marriage as a union between a man and a woman, effectively denying partners of a homosexuals spousal Social Security benefits. Ironically, the government is quite willing to make all homosexuals pay Social Security taxes, but they are not willing to let homosexuals collect the benefits they are due.

Politicians claim that their views of marriage are backed up by a Judeo-Christian religious tradition dominant in this country that monolithically condemns homosexuality. But does the Judeo-Christian tradition really condemn homosexuality?

I recently attended a meeting sponsored by Campus Crusade for Christ (CCC), the central theme of which was that homosexuality is a sin that can be remedied like any other. Much of the reasoning (or lack thereof) behind this gay-bashing stems from a false and distinctively American conception of Judeo-Christian ethics.

What does the Bible say about homosexuality? There are two references in the Holiness Codes of Leviticus. *Leviticus 18:22* states that it is an abomination for a man to lie with a man as he would with a woman. *Leviticus 20:13* states that if a man lies with another man as he would with a woman, he shall be put to death.

However, according to biblical scholar Bernhard Anderson, the holiness codes were intended as a way for Jews to separate themselves from other nations, and to show they had a special relationship to God. Prohibitions against homosexuality among the Israelites were merely ways in which the Jewish people attempted to differentiate themselves from other nations.

Another argument used against homosexuality is that homosexuality doesn't lead to procreation. According to the Genesis creation account, God created males and females to multiply on the earth. Old Testament law views any male discharge as the spilling of life. Notice that the prohibition on the spilling of life doesn't condemn lesbian sex because women do not spill seed. But if we were to follow the Old Testament, both a heterosexual couple using contraceptives and any single man without children would be sinning.

If religious groups choose to acknowledge these commandments, then why don't they acknowledge all the other commandments? There are over 600 more laws in the Old Testament that they should follow as well. Are we still supposed to stone adulterers? Should we kill everybody who has ever cussed out their parents (*Leviticus 20:9*)?

Christians also cite two ambiguous passages in the New Testament about homosexuality: *1 Corinthians 6:9-11* and *1 Timothy 1:10*. The Greek words used in these passages are unclear. Some, but not all, scholars translate them as "sodomite" or "homosexual."

New Testament scholar Robin Scroggs suggests that the words most likely refer to pederasty, where a man takes an active sexual role over a passive call-boy. Scroggs relates the words to pagan practices and male prostitution in temples. Like the ancient Jews, these prohibitions are best understood as attempts by Christians to separate themselves from the practices of their Roman oppressors.

The New Testament references are prohibitions against abusing the sexual rights of others. The Bible probably refers to acts of sexual domination, rape, child abuse, lust and pagan worship. Biblical writers appear to have had no understanding of mutual, consensual, loving relationships between adults of the same gender like those that exist today.

Still another argument against homosexuality is that it is physically and biologically wrong. Following this argument, our bodies should be treated like temples. However, we don't condemn people for eating junk food or staying in the sun too long. Why should we condemn those who find happiness in loving, homosexual relationships?

People wrongly use the Bible to substantiate their own prejudices. The Bible has been used to justify wars, anti-semitism, slavery, crusades, racism, discrimination against women and many other atrocities. The Bible must be read in context, with skepticism, using logic and experience. The Bible must be considered within the context of biblical writers' culture.

It is wrong for groups such as the Christian Coalition to abuse the Bible by using it as an authority to judge or condemn others who are different. Instead, they should look at the other passages of the Bible that say to love God, to love others (even your enemies), to help those in need, not to judge others (because everyone has faults) and to act humbly.

The CCC meeting claimed that homosexuality is about destructive and unhappy behavior. On the contrary, many if not most homosexual relationships are loving and positive.

If homosexuals are unhappy it is only because society rejects them simply because of their sexual preference. If homosexuals fall into destructive behavior it is probably because they are made to feel guilty for being who they are. If homosexuals are happy with themselves and love each other, how is that destructive? Why shouldn't they be able to marry?

We should not keep judging each other on the stereotypes of race, gender, sexual orientation or religious affiliation. Love should not be conditional on these factors.

I should point out that I attended another meeting about homosexuality and religion sponsored by Hillel, the campus Jewish organization. Their guest was Rabbi Sacks-Rosen, who is gay, and who commented that the word "religion" originates from a word "to unite." True religion does not divide people. We should aspire to attain "unity" rather than use religion to alienate and oppress others.

Note for Appendix

1.
The Guardian, Monday, November 7, 1996, Volume 89, Issue 13, Page 5.

Appendix 11.

Homosexuality Article (sic) Misused Bible (2)

Aaron Chan made some valid points in his article "Gay Bashing Has No Place in Religion" (*Guardian*, Nov. 7), but he also missed some fundamental observations.

Chan asks "does the Judeo-Christian tradition really condemn homosexuality?" Although the Old Testament clearly prohibits acts of sodomy and other gay sex (recall the destruction of Sodom and Gomorra), the New Testament preaches "agape," or love of everyone. But further interpretation reveals that Christians should love the sinner and hate the sin. Christianity embraces people who are gay, but condemns the acts in which they choose to participate. Groups like Campus Crusade for Christ denounce those who choose to sin willfully.

Chan correctly notes that the laws of Leviticus clearly outline what is permitted and what is not permitted in terms of homosexual acts. But Chan also states that these laws were intended merely to differentiate the

Jews from those of other nations. If these laws just distinguish one group from another, isn't that what contemporary laws disfavoring homosexuality are doing today? If so, what's wrong with that?

Religion is what a person says he believes in. If a person's religion says that being gay is sinful and wrong, then that is what his religion says. What is the use in saying that such a doctrine goes against what's written in some book?

Chan should be careful to avoid using the Bible to prove his points. After all, other Christian groups also use the same evidence against his positions.

All in all, we should all keep our integrity and stick to what we think is right. We are guaranteed this freedom under the Constitution.

David Shindle

Editor:

It was a pleasant surprise to read in your pages the argument that there are no biblical grounds for condemnation of homosexuality ("Gay Bashing Has No Place in Religion," Guardian, Nov. 7), but I would take issue with the suggestion that loving same-sex relationships were not known in the ancient world. The Bible itself arguably provides an example in the relationship of David and Jonathan. Another notable example is Alexander the Great and Hephaestrian. On the other hand, abusive sexual relations -- both heterosexual and homosexual -- appear to have been familiar enough to Biblical writers.

The article suggests that Leviticus forbids "men lying with men" only as a ritual impurity. It is important to note that, in the Hebrew and Greek versions, the words commonly translated into English as "abomination" in those verses indeed usually indicate ritual impurity, or taboo. The words normally used to indicate moral wrongdoing were not employed in those verses.

In the column, no mention is made of the book of Romans or of the destruction of Sodom. It is believed by many that both of these are to be understood as condemning homosexuality. Serious arguments have been made, however, that a careful reading reveals the contrary in both cases.

In the space of a letter or a short article, it is impossible either to do justice to this very important topic or to undo a lifetime of malignant homophobic

programming. People interested in exploring this question can profit from a visit to the Obelisk bookstore in Hillcrest or to the public library on E Street.

Douglas Gray

Note for Appendix

1.

The Guardian, Thursday, November 14, 1996, Volume 89, Issue 15.

Appendix 12.

DATE: March 28, 1997

TO: CHANCELLOR ROBERT C. DYNES

FROM: SARAH L. ARCHIBALD and GAIL WISE, CACLGBTI

RE: REQUEST FOR ESTABLISHMENT OF A LESBIAN, GAY, BISEXUAL, TRANSGENDER RESOURCE CENTER

The Chancellor's Advisory Committee on Lesbian, Gay, Bisexual, and Transgender Issues (CACLGBTI) has determined there is a need for a safe, on-campus location where members of the campus community can locate resources and meet concerning issues of gender and sexual orientation. Therefore, the CACLGBTI recommends that you establish a staffed lesbian, Gay, Bisexual, Transgender (LGBT) resource Center at UCSD.

The Chancellor's Advisory Committee has tried to address some of these issues by producing informational brochures, forming a speakers bureau and sponsoring programming events. However, the best of the CACLGBTI's efforts remain inadequate compared to the visibility and consistency a resource center would provide. The committee cannot maintain the level of activity necessary to meet the needs of the UCSD community. The establishment of a staffed resource center would provide valuable services in the following areas:

34. **Safe space.** This is the most important function a resource center can fulfill. The CACLGBTI has collected many personal accounts of people, especially students, feeling isolated and fearful due to the lack of a place to get information and support. Members of

the campus community need the safe environment that a LGBT center would provide - especially those individuals who are grappling for the first time with their sexual identity. For this reason alone, the establishment of a center at UCSD is imperative.

35. **Resources.** Currently there is no single location on campus where resources related to lesbian, gay, bisexual, and transgender issues can be distributed. The CACLGBTI has tried to address this need by publishing brochures and distributing them in the libraries, through Human Resources, and the campus resource centers.

Nevertheless, many people still report a dearth of information and an inability to locate campus and community resources. A LGBT Center could house a dedicated library of materials for the campus community at large, including books, videos and magazines.

36. **Visibility.** Unlike many ethnic minorities, sexual minorities are often invisible. People struggle, because they may know few if any other gay, lesbian, or bisexual individuals. Visibility is an important part of making the campus a more safe and supportive environment for everyone. If located in a central place a Center could increase visibility in a positive way and improve the overall climate at UCSD.

37. **Support of Student Organizations.** Despite strong student support, the LGB organizations at UCSD have struggled to maintain continuity. Student LGBT organizations at other campuses have encountered similar difficulties. A Center could provide continuity with its resources and staff presence. Evidence shows that these organizations thrive where campus resource centers have been established.

38. **Campus and Community Outreach.** The presence of a Center would foster outreach to existing campus organizations as well to the greater San Diego community. The CACLGBTI has made efforts to do this but has been hampered by both visibility and continuity. Permanent staff is necessary to meet this goal.

39. **Programming.** A campus resource center would organize educational and academic programming events regarding issues of sexual orientation and related climate issues.. Currently, the CACLGBTI sponsors occasional campus events. A center could provide a home for regular programming events and speakers. These kind of events would stimulate and enrich intellectual life on campus and in the community as a whole.

40. **Mentors.** A resource Center is a place where students, staff, and faculty can work together to provide support and mentoring. Other UC resource Centers have formal mentorship and leadership programs, peer counselor programs, and speaker's bureaus run by the centers.

Many of the issues discussed in the CACLGBTI's 1995 Climate Report could be alleviated by the establishment of a LGBT Center on campus. This experience of other campuses that have established staffed resources provide evidence for this assumption. Currently, the following UC campuses have LGBT Centers : Los Angeles, Irvine, Riverside, Berkeley, Davis, and Santa Cruz. Most of these Centers have funded staff or are in the process of getting additional staff. It is clear these centers provide support and education for people of all sexual orientations and improve the campus climate. For these reasons the UCLGBTI has also made the establishment of campus resource centers a statewide priority. Also, Nancy Loevinger and Edwina Welch, (Directors of the Women's and Cross Cultural Centers respectively), have expressed their support of a

LGBT Center to complement their Centers in addressing diversity issues at UCSD.

The CACLGBTI would be happy to provide you with any further information regarding the establishment of a LGBT Center at UCSD. For instance, the committee has met with representative of the student organization (LGBA), the Directors at other UC Centers including Davis, Los Angeles, Riverside and Irvine and we have collected information regarding the staff and space requirements of such centers. We propose you meet with a small group from the CACLGBTI to further address this issue and possibly form a planning committee. Please contact us at your earliest convenience.

Thank you for your time,

Sarah L. Archibald
Chair, Policy Subcommittee
Co-Chair, UCLGBT

Gail Wise
Policy Subcommittee
Lecturer, Literature Dept.

cc: Richard Belmontez
Jennifer Pournelle
John White
Susan Kirkpatrick

Appendix 13. UC Riverside General Catalogue, 1996/97

Student Services / [page] 53

LESBIAN, GAY, BISEXUAL AND TRANSGENDER RESOURCE CENTER

The Lesbian, Gay, Bisexual, and Transgender Resource Center (LGBTRC) provides support services for the lesbian, gay, bisexual, and transgender community at UCR, and educational programs for the entire campus community. Workshops, speakers, films, and activities designed

to expand the awareness and understanding of lesbian, gay, bisexual, and transgender issues are part of the Resource Center's offerings. Programs and activities include Lesbian/Gay/Bisexual/Transgender Pride Week; National Coming Out Day; sensitivity training for the campus community; the Resource Center's Speakers Bureau, and IceBreakers, a support group for students who are coming out. The LGBTRC also provides "drop-in" support for students, which includes advising, informal counseling, and resource referrals to the wide array of services and programs available on campus and within the community. In addition to these support services, the LGBTRC houses an in-office resource collection of books, journals, magazines, and videotapes that is available for individuals conducting research on lesbian, gay, bisexual and transgender issues. The Resource Center is dedicated to providing a safe and supportive environment in which students may reach their academic and personal goals. All students, regardless of sexual orientation, are encouraged to utilize the programs and services of the LGBTRC to explore issues important to--but not exclusive of--lesbian, gay, bisexual, and transgender people. The Lesbian, Gay, Bisexual, and Transgender Resource Center is located in 250 Costo Hall. Telephone (909) 787-2267 or (909) 787-6414.

Appendix 14. UC Davis General Catalogue 1996/97.

Academic Advising and Student Resources

Lesbian, Gay and Bisexual Resource Center

Information:
University House
916-752-2452

The Lesbian, Gay and Bisexual (LGB) Resource Center offers a safe, supportive environment for people to learn more about lesbian, gay and bisexual concerns and to meet other members of the Davis community. The center has a wealth of information and resources about lesbian, gay and bisexual issues. Students who are studying or researching these issues are also encouraged to use the center's resources. The center also serves as a meeting place for local organizations or support groups. The center's resources include:

- A library of more than 400 books on topics ranging from domestic partnership issues to lesbian humor. Many of these books are available for personal use. Local and national newspapers and magazines are available, including The Advocate, Mom Guess What and San Francisco Sentinel.
- A resource database and files on local resources, including health professionals, legal services, clubs, organizations and community contacts.
- A bulletin board exchange, where community members may advertise special events, services, etc.

The LGB Resource Center is staffed by volunteers and serves all members of the Davis community. Open Monday through Friday; call for daily hours.

Appendix 15. UC Irvine General Catalogue, 1996/97.

Life on Campus

The **Lesbian, Gay and Bisexual Resource Center**, located in Gateway Commons, provides support services and programs for the campus LGB community, as well as education and outreach services and programs for the entire UCI community. In addition, the center serves as a source of information and assistance for UCI's neighboring communities and as a model program for other colleges and universities.

The **Center for Women and Gender Education** offers programs concerning gender issues for women and men, as well as services designed to meet the special needs and interests of women. Programs include workshops on a wide range of topics including male-female communication, rape prevention, sexual harassment, and cultural influences on gender roles. Services include a library, women's self-defense training, notification for student parents in case of children's medical emergencies, peer and professional counseling, Campus Assault Prevention Program, and referral to services in the community. The Center is on the ground floor of Gateway Commons across from the Main Library; telephone (714) 824-6000.

Appendix 16.:

ADDENDUM: CHAPTER IV.

PSYCHOLOGICAL AND COUNSELING SERVICES (PCS)

Psychological and Counseling Services recently completed an assessment of its operations and presented part of its findings to CACLGBTI subsequent to the initial printing of the *1997 Campus Climate Report*. Due to the importance of PCS' information, CACLGBTI has chosen to issue a revised Chapter IV as an addendum.

RECOMMENDATION FROM 1995 *CAMPUS CLIMATE REPORT*

- Funding should be made available in support of peer counselors.

1997 UPDATE ON RECOMMENDATION

Due to lack of funding, peer counselors are now volunteers. Paid peer counselors are needed to provide consistent service.

CURRENT STATUS

Psychological and Counseling Services provides an affirmative environment for lesbian, gay, bisexual, and transgender students. Staff at PCS include psychologists who are openly gay and lesbian. All staff are trained and competent in working with LGBT students and the issues presented by this population. All UCSD students and their partners are eligible to receive services provided by PCS.

Services include individual and couple therapy, group therapy, and support group services which are often provided within the frame work of the LGB Peer Counseling Program to be discussed below. Further services include consultation with faculty, staff, college administration, and residence hall students. Outreach to the campus community involves programing by PCS staff and Peer Counselors including but not limited to training of Resident Advisors and Orientation Leaders and special programs offered to the colleges.

LGB Peer Program

Psychological and Counseling Services offers paraprofessional support through the Lesbian, Gay, Bisexual Peer Counseling Program. This program is currently staffed by seven volunteers who are full time students at the University. Peer Counselors are trained to facilitate support groups and to provide individual peer counseling to students on an appointment basis. Three support groups currently exist: the Lesbian and Bisexual Women's Support Group, the Graduate Gay and Bisexual Men's Support Group, and the Undergraduate Gay and Bisexual Men's Support Group. Support groups are conducted in the form of weekly, informal meetings where students can discuss issues, gather opinions and ask questions in a safe, confidential and caring environment of peers. These groups very often represent the first outreach that an LGBT student makes to the University for help. Group members have reported finding it easier to relate when student peer counselors facilitate the group. Individual peer counseling is available on an appointment basis.

LGB Peer Counselors provide special programs to a variety of UCSD departments upon request. In the past, counselors have trained Resident Advisors and Orientation Leaders at the colleges. Additional programming has been made available to individual Resident Advisors to provide sensitivity training for their residents. The LGB Peer Counselors are also involved in Teen University which is a training program for local high school Peer Advocates. Teen University is sponsored by the Family Medicine Residence Training Program at UCSD School of Medicine.

LGB Peer Counselors frequently help students to address issues which arise around feelings of isolation due to sexual orientation, concerns experienced in the process of coming out, and opportunities to get involved with other LGBT students on campus.

Student Concerns

LGBT students have presented concerns to Psychological and Counseling Services that are diverse in nature. While the concerns are often similar to those seen with heterosexual students, they may require special consideration due to societal oppression regarding sexual orientation. These specific concerns are related to the coming out process and the stages of identity development inherent in that process. This is often sensitive and difficult area for students of color. It is important to help students recognize and understand differences between acquiring an identity and having an identity ascribed to them as well as to help students of color bridge the gap between their ethnic identity and their LGBT identity.

Issues related to religion present another area of pressure for LGBT students. When a student has been raised with religious beliefs that

condemn homosexuality, it may be necessary to help the student find methods to reconcile incongruent beliefs and experiences and to reduce emotional distress.

Other aspects of an LGBT identity involve social alienation and roommate issues particularly when suite mates/roommates are assigned. Gay, lesbian, and bisexual students living in campus housing are frequently harassed by heterosexual students who are homophobic. Students may experience emotional and psychological distress when inconsiderate and/or insensitive remarks are made regarding LGBT people in general.

There may be issues regarding presentation of one's self as a gay or lesbian within the social and academic environment at UCSD. For instance, the LGBT student must make a decision to either share or withhold information about his/her sexual orientation in a multitude of settings: classrooms, academic departments, student organizations, leadership positions, residence halls, and with individual members of the campus community. Each of these settings provide a variety of challenges and comfort levels for the student who is LGBT and the group with which the student is interacting.

Issues surrounding relationships are often unique to the LGBT student. Some of the issues identified include how to meet other LGBT students in order to develop friendships, how to interact with students who are at different stages of identity development, and how to combat homophobia (both internal and external). Other LGBT issues include: whether or not to talk with parents, concerns around HIV, AIDS, and safe sex practices, and substance abuse.

Finally, based on input from students, there is a lack of clarity regarding the level of awareness and sensitivity exhibited by faculty. Students have expressed a desire to know that faculty and staff members in the UCSD community have received training related to LGBT issues.

RECOMMENDATIONS

- Faculty and Staff should be more sensitive to LGBT issues which may require some form of diversity training.
- Sensitivity to LGBT issues is needed when teaching classes or presenting materials which may be heterosexually skewed and which may alienate the LGBT student.
- In creating an environment conducive to all at UCSD, it is recommended that multiple images of students be presented, including various backgrounds and orientations. It is important not

to perpetuate stereotypes and to provide accurate information about the LGBT community.

□