

UC BERKELEY

MEMORANDUM

Date: March 21, 1997
To: Assistant Vice Chancellor Barbara G. Davis
From: Campus Advisory Committee on Lesbian, Gay, Bisexual and Transgender Concerns
Cc: Vice Chancellor Genaro Padilla, Vice Provost Nicholas Jewell
Re: Proposal for LGBT staff position and resource center

OVERVIEW

The Campus Advisory Committee on Lesbian, Gay, Bisexual and Transgender (LGBT) Concerns has spent the past year identifying the needs of gay, lesbian, bisexual and transgender students, staff and faculty. The committee recommends several strategic ways to meet these needs on campus. This report presents a proposal for a staff position and resource center that we believe will be essential components in the overall coordination and integration of services and programs for our community.

INTRODUCTION

Over the years, students, faculty and staff have worked very diligently to meet the needs of the LGBT community at CAL. Recent strides include the granting of domestic partnership benefits for students, the establishment of the LGBT Studies program, and most recently, the approval of a LGBT theme floor in the residence halls. In our discussions with students, however, we found that in spite of these gains, there remains a profound sense of isolation and stress associated with being part of a sexual minority. Students reported that many potentially helpful programs and organizations are largely student-run and tend to exist depending on the availability of talented and energetic students.

Through a series of interviews with students; examination of existing literature, reports, and data; and meetings with campus administrators, the committee has identified the following gaps in services to students:

- no permanent staff are assigned to organize/stabilize groups, programs and educational events or to disseminate information about LGBT issues campus-wide,
- there is a lack of academic support and guidance on LGBT-related coursework and careers

- no focused institutional support exists to foster and promote leadership specifically among LGBT students
- there is no staff person assigned to the LGBT community to act as advocate, resource and liaison regarding campus policy, safety and diversity issues

The committee believes that establishing a formal staff position--and physical space to serve as a Center--to address these currently unmet needs will not only create a more comfortable campus environment for LGBT students and their allies, but will also provide a valuable educational resource for the entire campus.

FINDINGS

LGBT Students at Berkeley

A substantial number of Cal students identify as sexual minorities. In an anonymous mail-back survey of a representative sample of 1215 Berkeley students conducted by the University Health Services, 6.3% of students identified themselves as lesbian, gay or bisexual and another 1% described themselves as "questioning." This group of sexual minority students do not describe themselves as lesbian, gay, bisexual or transgender, but are in the process of defining their sexuality. Nearly 60% of "questioners" are under 21, compared to 38% of the entire sample. Indeed, many students change their identifications over time, as seen in the data from the campus-wide survey: fewer than 3% of 17 and 18 year old students and 5% of 19 and 20 year olds report themselves as LGBT or questioning, while approximately 10% of students aged 21-30 and 14% of students over age 30 identify as LGBT. Unless there is a sudden influx of LGBT students as transfers as juniors or seniors, we may infer that a number of students switch their sexual identification from heterosexual to LGBT sometime in their late teens or twenties, while they are students at Berkeley.

Supporting LGBT Students in their Academic and Personal Development

The Campus Advisory Committee has met with students to get their impressions of the campus climate regarding LGBT issues. (See attached sample comments.) The absence of a formal, institutionalized, structure that supports students as gay, lesbian, bisexual or transgendered individuals makes it hard for many students (and their allies and staff supporters) to address

specific gay-related problems that often arise during the college years, especially if students come out while at Berkeley. "Coming out" to oneself, and later to others, is a developmental event that often occurs during the college years. This process of changing one's self-defined sexual identity or publicly acknowledging a gay identity, affects individuals profoundly and in all aspects of their lives. While these changes may be welcome and beneficial in the long run, stress and often hardship arise during and after "coming out", with effects on students' ability to succeed at academic work. For example, sexual minority students are at heightened risk of conflict with, or alienation from, their families of origin, and many fear losing friends if they come out. They may also experience anxiety about talking candidly to faculty about gay-related academic interests, about whether to be "out" on the job, about their risks for AIDS and other STD's, and other worries. Individual students' accounts of their often slow and anxiety-filled experiences "coming out" are examples of the need for supportive and diverse resources and environments to help students become satisfied in their identities. We have attached personal letters from two students to a staff adviser describing the powerful impact that "coming out" had on their academic and personal lives.

Most students we talked to have encountered some degree of discrimination or prejudice based on their sexuality while on campus. Some have been sexually harassed and a few even physically attacked because they are perceived as gay or lesbian. (Harassment on the basis of sexuality is not limited to those who identify as LGBT, but extends to anyone who is perceived to be LGBT, including students who may identify as heterosexual.) More insidious is the isolation as gay people that many students report, and their sense of being part of a small and invisible minority on campus. We found that LGBT students perceive the campus as not acknowledging their existence, so it is not surprising that they feel isolated and marginalized. Isolation and marginalization are problems with far-reaching effects on campus, and can be linked to suicide, alcohol and drug abuse, and academic difficulties.

Substance Abuse Among LGBT Students

Indeed, the Health Service survey indicates a strikingly higher level of alcohol and marijuana use among sexual minority students as compared to heterosexual students. Twenty-six percent of heterosexual students aged 19-22 drank 1-3 times a week and 3% drank 5-7 times a week. *In contrast, one-third (32%) of sexual minority students in the 19-22 year-old cohort reported*

drinking 1-3 times a week while 15% reported drinking 5-7 times a week. Among both men and women, sexual minority students drank substantially more than heterosexuals. They were also more likely to use marijuana. A 1995 paper presented at the Sixth Annual Conference of the Canadian Association for Suicide Prevention by Pierre J. Tremblay entitled "The Homosexuality Factor in the Youth Suicide Problem" (Banff, Alberta, October 1995) makes explicit the need for LGBT-specific services to address problems of substance abuse and suicide among youth: "With respect to GLB youth being at high risk for drug and/or alcohol abuse, their homosexual desires and identity, combined with being negatively affected by socially induced self-hatred (internalized homophobia), may all factor into their substance abuse problem To help them will therefore require identifying them as GLB youth."

Bars have traditionally been a meeting place for gays and lesbians, who in the past lacked other venues to socialize. An LGBT Student Lounge would provide an on-campus meeting place for GLBT students, while a staff person could develop programs specifically addressing substance abuse problems among students.

Supporting the LGBT Minor

The University's growing recognition of the importance of LGBT Studies has been instrumental in promoting the academic interests of LGBT students, whose issues have traditionally been left out of classroom instruction. Since the inception of the LGBTQ Studies Minor program last Spring, hundreds of students have been drawn to pursue previously marginalized academic interests in the numerous classes offered under the Minor. Yet even while there is an increase in student engagement in LGBT studies, there has not been a commensurate increase in university support in terms of resources and personnel to promote and ensure academic achievement and retention of both students in the Minor program and LGBT students at large.

While UGIS may offer staff to advise on technical issues regarding enrollment and course selection to fulfill the Minor's requirements, there is no designated office or personnel for LGBT and other interested students to seek guidance on LGBT academic studies, research, or career options. Students are left to search on their own for resources to pursue scholastic interests that the University encouraged them to develop. Interested and willing faculty members have no point person to contact in order to broadcast their availability as a resource for students. Staff and faculty alike are left with informal contact lists that they have developed themselves--often

outdated and incomplete--to refer students whom they cannot personally assist. This can further a student's sense of academic isolation. As there is currently no system of identifying students interested in the Minor, some form of early identification and academic guidance is needed to help students to incorporate the Minor into their wider academic studies at Cal, to ensure both their academic success and the success of the Minor program.

Students Seek GLBT Programming and Mentoring

Our student informants nearly uniformly expressed dismay at the absence of any formal LGBT student services or programs on campus. UC Berkeley's reputation as a progressive university gives many the impression that there will be many places for openly discussing, researching, and understanding sexuality. Graduate students, who may have come from one of the many well-respected universities with offices or programs specifically for LGBT students, are also likely to be surprised by the lack of resources. (See attached report to Vice Chancellor Padilla for information on some of the other programs at UCLA, UC Irvine, UC Riverside, University of Michigan, University of Minnesota and the University of Pennsylvania, to name a few.) They also note the contrast between the lack of resources for LGBT students and the University's successful and much needed support for other populations: disabled students, transferred students, student parents, re-entry students, and ethnic minorities.

Students use and appreciate the resources that currently exist on campus: the Undergraduate Minor program, the student-sponsored Queer Resource Center (QRC), various student-run social organizations, and the rap groups for women facilitated by Elizabeth Rivera of the Women's Center. However, these elements do not add up to a coherent or broad-reaching program that addresses their sense of isolation and other issues of concern. Additionally, the QRC and other student organizations are completely dependent on student energy and student-to-student information sharing. Consequently, the level and variety of organized activity for LGBT students differs sharply from year to year, and considerable work is required for new students to initiate programs each year. The University does not have a mechanism to assure year-to-year continuity of programs, a formal means of mentoring students who are willing to get involved, or even a clearly-identified source of information and support available to those students willing to do the work of organizing.

PROPOSAL

We believe the university should dedicate staff resources and space to serving the campus LGBT community, particularly the needs of students. The committee proposes the allocation of one FTE, an SAO IV. The needs we have identified fall into the following areas:

1. Campus-wide education and consultation

- initiate campus-wide educational activities, to foster openness and respect for diversity in sexual identity and gender among the entire campus community (e.g., inviting GLBT celebrities to speak; support students in generating activities during Queer Awareness Week)
- coordinate educational programs across all aspects of campus life, including residence halls, the Greek community, orientation activities, campus departments, campus media, etc.
- train and support staff and faculty to better serve LGBT students
- bring together other campus organizations or staff to jointly sponsor events or trainings, e.g., coordinate alcohol/drug abuse programs or HIV-AIDS/STD educational activities with University Health Services; coordinate with Housing Services on activities to address and reduce discrimination and prejudice related to sexuality in residence halls
- coordinate special events during Queer Awareness Week and throughout the year
- create and update resource directories, information and outreach materials

2. Support for academic programs

- conduct an ED 198 class on LGBT topics for new and continuing students
- support the staff of the LGBT minor in counseling, advising and doing outreach to students interested in Queer Studies courses or graduate work, provide more advising to students who are interested in the minor and other academic and career issues
- foster academic research interest in Queer Studies on campus by providing referrals to and among faculty and students doing related research, and make connections with researchers on other campuses

3. Student leadership development

- coordination of campus-wide services and programs directed at LGBT students
 - coordinate, advise and support student organizations addressing LGBT issues
 - identify and nurture potential leaders, mentor LGBT student leaders to assure continuity and quality of student groups over time
 - support students in creating new programs to meet previously unmet needs of LGBT students; e.g., creating support groups for LGBT students who are also immigrant, students of color, or disabled; initiating more programs for women and transgendered students
 - maintain a speakers bureau for presentations to campus units to foster understanding and dialogue among campus populations
4. Advocacy and referral
- act as liaison with Title IX office, Ombuds office, Sexual harassment/sexual assault resource specialists, Campus Personnel office, and Campus Police to create a safe campus for all
 - address and monitor problems of gay-related harassment and perceived discrimination
 - be available to meet informally with individual students to provide additional assistance
5. Create a safe and welcoming space for students to meet and work. Space for the program (in an office for the FTE and a student lounge) is an important element in our proposal. There is currently no institutionalized place on campus that LGBT students can call "home." Student organizations need a place to meet, while LGBT students want a place to "hang out" where they can feel comfortable and accepted. It is important that those with confidential or sensitive problems have a private space to consult with a staff member confidentially.

CONCLUSION

Improvements to campus that address issues of sexuality improve the campus climate for all. While LGBT students may be forced to deal more overtly and urgently with the repercussions of their minority status, prejudice and discrimination against sexualities hurts campus members across the spectrum. LGBT students and staff are not the only ones who can be academically

ostracized for interests in Queer Studies, or harassed and abused for not conforming to what are considered behavioral or sexual norms. Suzanne Pharr's book *Homophobia: A Weapon Of Sexism* (Chardon Press, 1988) discusses ways that all women, including heterosexuals, are discouraged from being "strong" by the threat of being called a lesbian, which carries social stigma and the possibility of discrimination. Students who feel they are a valuable part of a community and are well informed about sexual practices and risks are more likely to act responsibly to protect themselves and others. An environment that honors diversity creates space for all to explore their full potential as well as realize the value of others. LGBT students and issues have been sorely neglected on the Berkeley campus, and there is a pressing need for organization and leadership from someone accountable for addressing all of the needs of LGBT students, not just those with the most ability to organize and care for themselves. The group of students who consider themselves lesbian, gay, bisexual, or transgender isn't monolithic, and there needs to be careful attention to all aspects of this student grouping with an eye to bringing in those supportive allies who can foster understanding, respect, and cooperation.

In the interest of brevity, we have not gone into full or exacting detail about the unmet needs of LGBT members of the campus community that should be officially addressed. We would be happy to give more information at your request, as this matter is of utmost urgency and importance. We look forward to your reply.

[insert signatures here]

Based on the UC Berkeley implementation of the FIPSE Core survey, 1995. For more information, contact the University Health Services, Health Promotion, 510/642-7202.

The Sexual Minority Population at UC-Berkeley

Introduction

The purpose of this paper is to provide a general description of the gay/lesbian/bisexual student population at Berkeley, and to compare heterosexuals and sexual minorities¹ in terms of selected health behaviors, campus experiences and involvement, and attitudes and beliefs about the UC community. Data for this paper came from the CORE Alcohol and Drug Survey, administered by mail to a sample of UC-Berkeley students in May 1995. The survey asked questions about sexual orientation as well as numerous behaviors and attitudes relevant to college students. All results discussed in this report are based on *self-reported* information from survey respondents.

Overall, self-identified sexual minority students tend to be somewhat older than heterosexuals and use alcohol more frequently. Sexual minority students and heterosexuals differ somewhat in the extracurricular activities they pursue, with sexual minority students being more likely to be involved in political or social action groups. In terms of attitudes, heterosexuals and sexual minorities overall show no substantial difference on most general measures, such as whether they feel safe on campus and whether they feel valued as a person on campus, although differences appear in some gender and academic class subgroups. The two groups differ somewhat in their perceptions of the extent to which the student body cares about the issue of harassment due to sexual orientation. Heterosexuals are more likely to perceive students as concerned about this issue, while higher percentages of sexual minorities perceive that the general student body cares little or not at all.

Sampling Procedure

The survey was mailed to 3,488 students chosen at random from administrative records. The response rate was 37 percent, or 1,302 surveys returned². Students from underrepresented ethnic groups — Hispanics, African-Americans, and Native Americans — were oversampled to ensure adequate numbers of observations for those groups. That is to say, while only one out of nine white and Asian students received surveys, higher proportions of African-American, Hispanic and Native American students received surveys. African-American, Hispanic and Native American students, however, had lower response rates. Even though these three ethnic groups were overrepresented among the students who received surveys, the same was not true of the completed surveys. African-Americans and Hispanics represented slightly lower proportions of survey respondents than their corresponding proportions of the UCB student body. Native Americans comprised a somewhat higher proportion of survey respondents than of the UCB student body.³ See appendix for further detail.

¹ "Sexual minority" is defined in this paper as gay, lesbian, bisexual (including self-described heterosexuals with some same-sex experience), or questioning one's sexual orientation.

² I dropped one observation from the sample because a coding inconsistency rendered it useless for the purpose of this paper.

³ There are two ethnicity questions on the survey, one with more detailed ethnic breakdowns added to the survey by UCB. The results for the two questions do not correspond perfectly because 158 students chose "international" or "mixed heritage" on the UCB question, options which did not appear on the CORE ethnicity question. Regardless of which measure is used, African-American and Hispanic students are underrepresented in the final sample, and Native American students are overrepresented.

Characteristics of the sample

The following tables provide basic information about the sample in terms of age, ethnicity, gender and academic classification.

Academic Classification		
<u>Class</u>	<u>Number</u>	<u>Percent</u>
Freshman	206	15.8
Sophomore	155	11.9
Junior	263	20.2
Senior	266	20.4
Grad/Prof'nal	400	30.7
Other	4	0.3
No data	7	0.5
Total	1301	99.8*

Age (in years)		
<u>Age bracket</u>	<u>Number</u>	<u>Percent</u>
17-18	163	12.5
19-20	323	24.8
21-22	277	21.3
23-24	140	10.8
25-30	246	18.9
31+	125	9.6
No data	27	2.1
Total	1301	100

Ethnicity		
	<u>Number</u>	<u>Percent</u>
Am. Ind/AK native	32	2.5
Hispanic	135	10.4
Asian/Pacific Islander	460	35.4
White (non-Hispanic)	514	39.5
Black (non-Hispanic)	57	4.4
Other	66	5.1
No data	37	2.8
Total	1301	100.1*

Gender		
	<u>Number</u>	<u>Percent</u>
Male	499	38.4
Female	657	50.5
No data	145	11.1
Total	1301	100

*sum does not equal 100% because of rounding error.

Personal characteristics of sexuality subgroups

Below are several summary tables showing the distribution of sexual identity classifications, plus charts showing the proportion in each class level, age group, and ethnic group who are sexual minorities. Sexual minority students are older than heterosexuals, on average. The CORE survey reveals a difference between heterosexuals and sexual minorities in their distribution across ethnic categories, with gay and bisexual men over-represented among Hispanics and all categories of sexual minorities under-represented among Asian/Pacific Islanders.

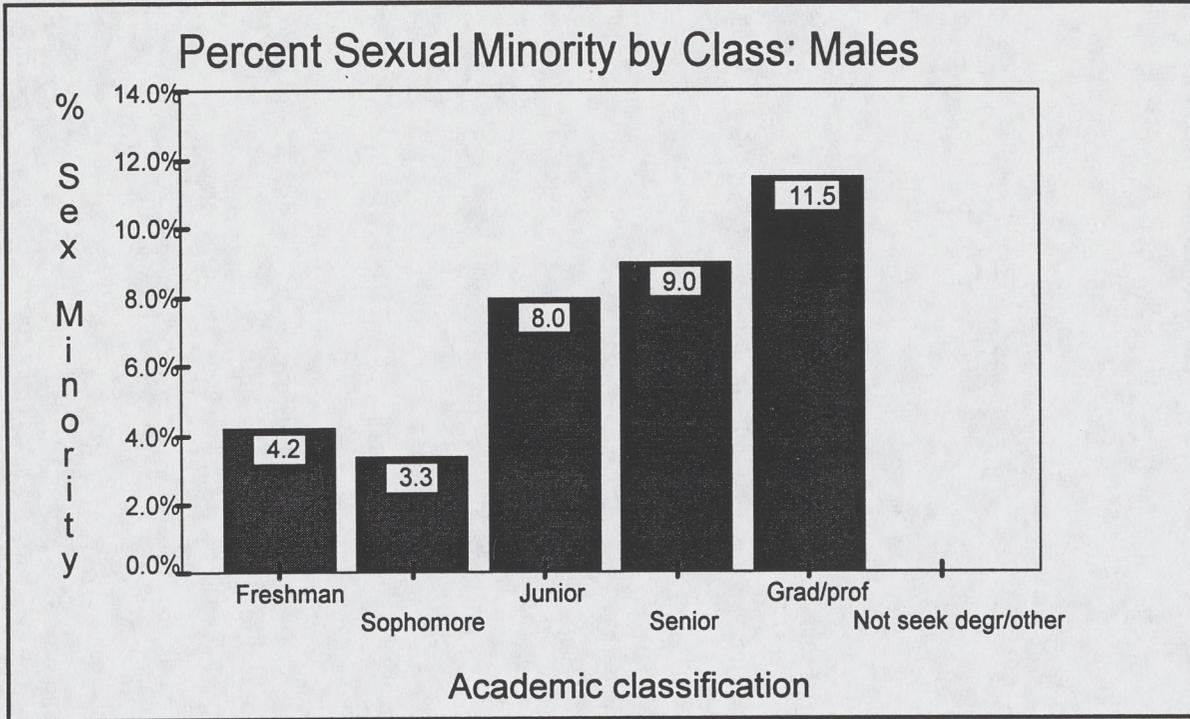
DISTRIBUTION OF SEXUAL IDENTITY — SUBGROUPS REPORTED SEPARATELY (excluding those who did not answer the sexual orientation question)						
	Total		Males		Females	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Heterosexual	1127	92.8	424	92.0	581	92.5
Bisexual man*	14	1.2	14	3.0		
Bisexual woman*	29	2.4			29	4.6
Lesbian	12	1.0			12	1.9
Gay man	21	1.7	18	3.9		
Questioning	12	1.0	5	1.1	6	1.0
<i>All</i>	<i>1215**</i>	<i>100</i>	<i>461</i>	<i>100</i>	<i>628</i>	<i>100</i>

* "Bisexual" includes respondents who identified themselves as heterosexual with some same-sex experience.
 ** The sum of males and females does not equal the reported total because some respondents failed to report their gender. 86 respondents (6.6% of sample) who did not report their sexual identity are excluded from the "Total" columns; 145 respondents (11.1%) who did not report their gender are excluded from the "Males" and "Females" columns.

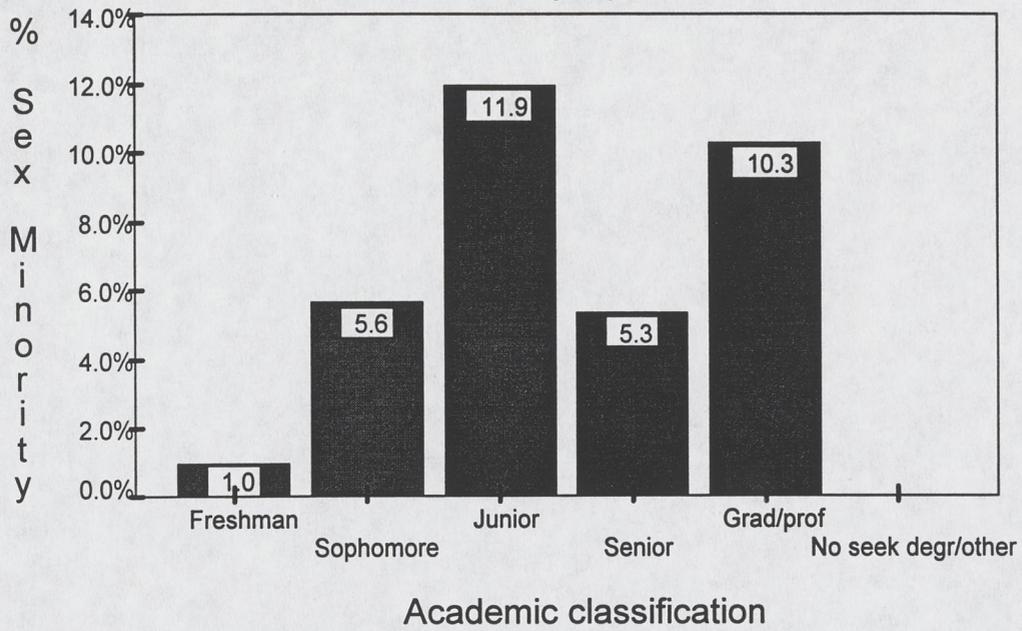
DISTRIBUTION OF SEXUAL IDENTITY — MINORITY SUBGROUPS COMBINED
 (including those who did not answer the sexual orientation question)

	<u>Count</u>	<u>Percent of Total*</u>	<u>Count</u>	<u>Percent of Males</u>	<u>Count</u>	<u>Pct of Females</u>
Heterosexual	1127	86.6	424	85.0	581	88.4
Sexual minority	95	7.3	37	7.4	47	7.2
No data	79	6.1	38	7.6	29	4.4

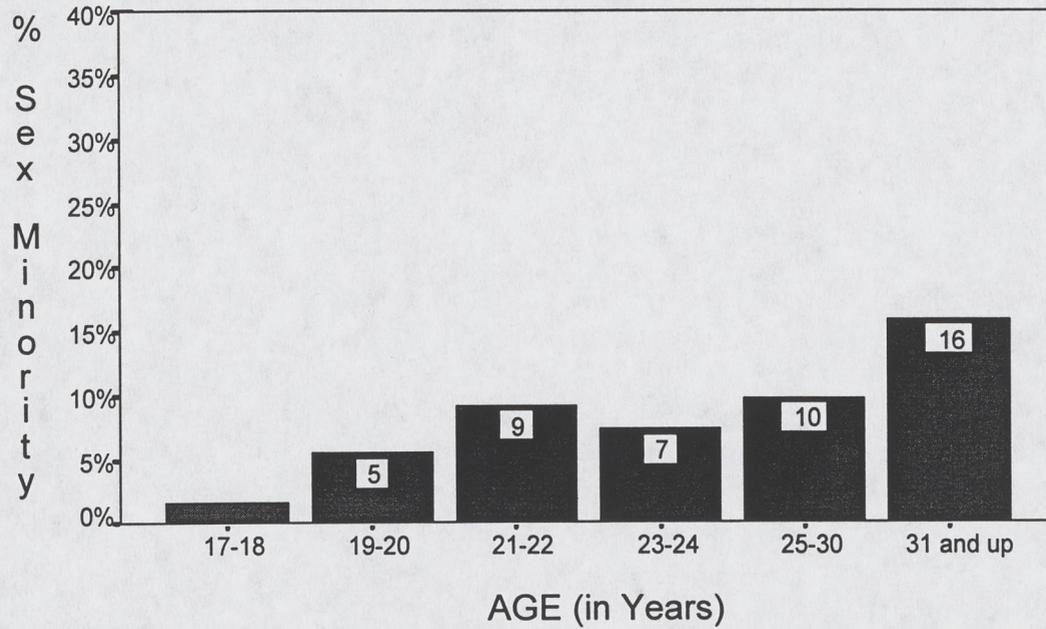
*including those who did not report their gender

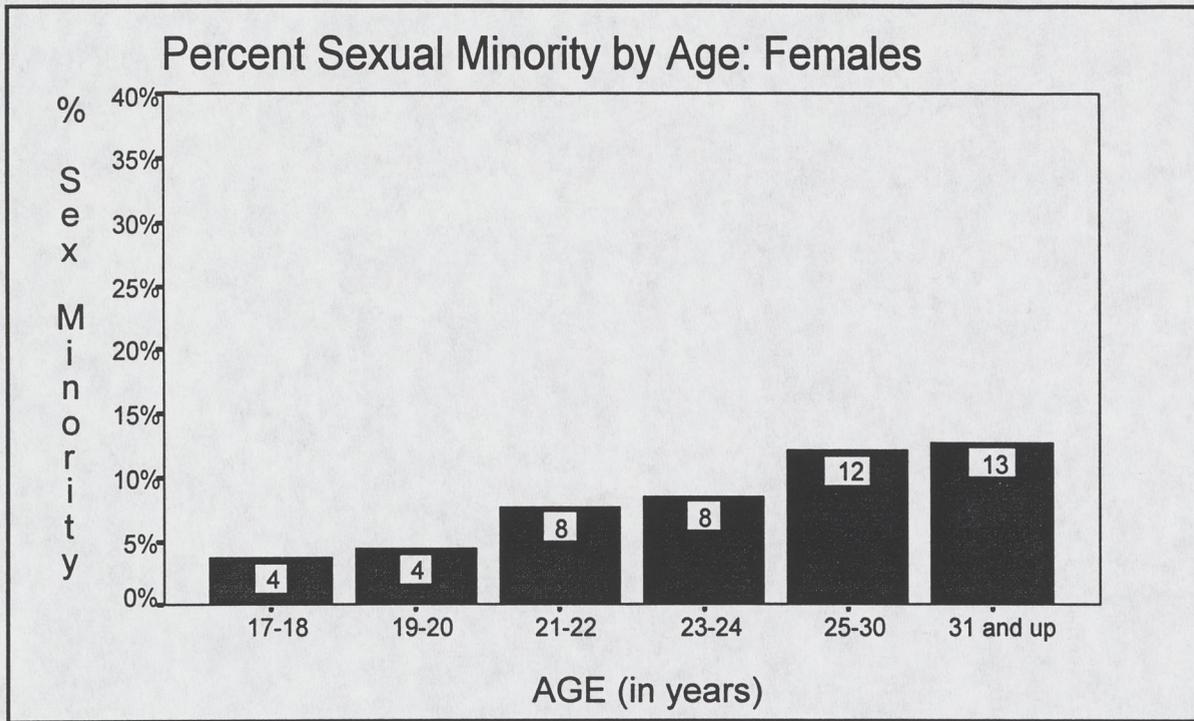


Percent Sexual Minority by Class: Females

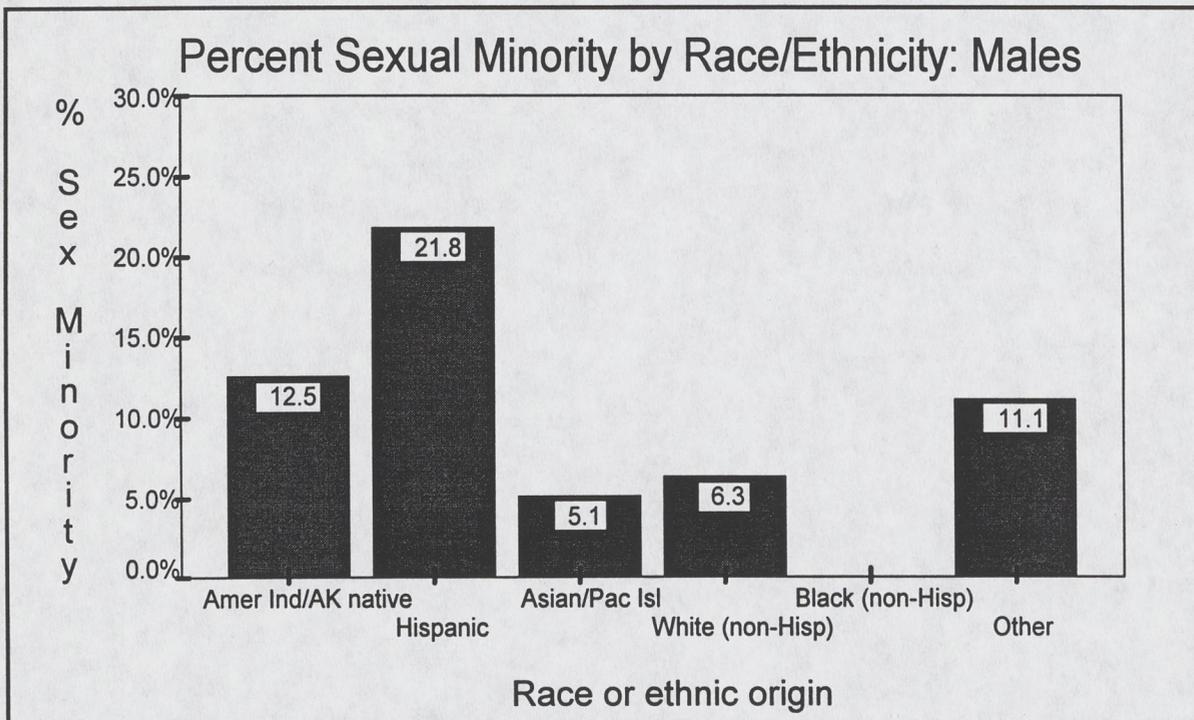


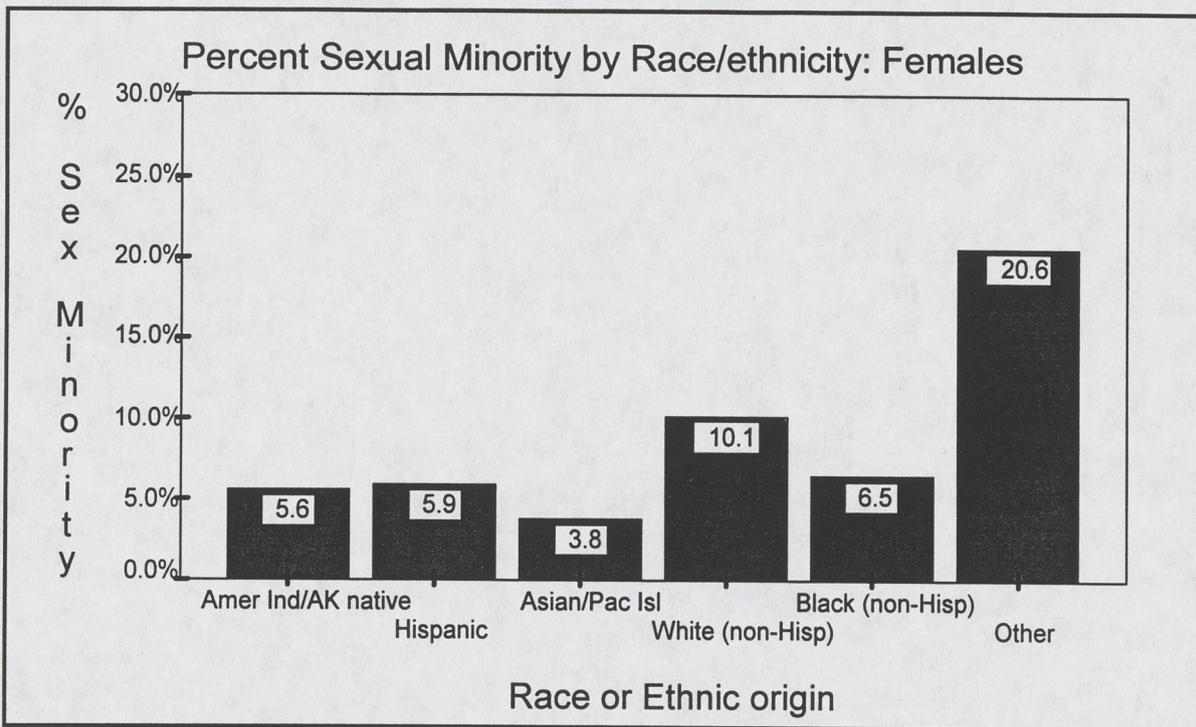
Percent Sexual Minority by Age: Males





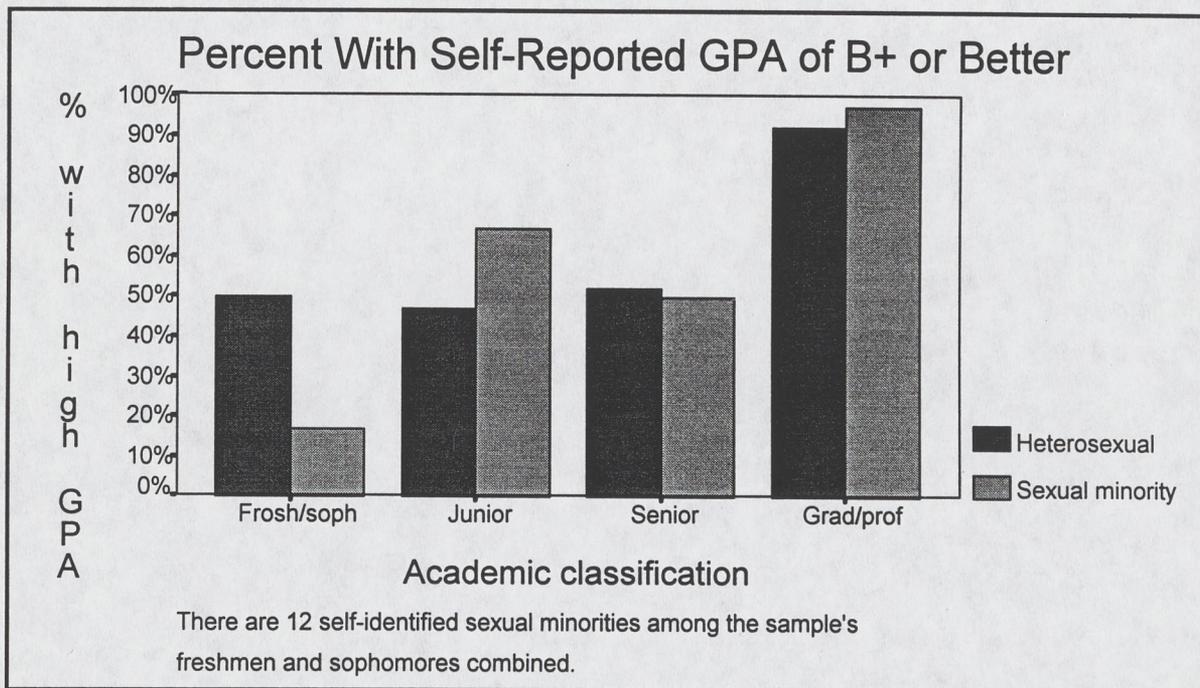
The mean age of heterosexuals in the sample is 23.0 years; the mean age of sexual minorities is 24.9 years (p=.002).

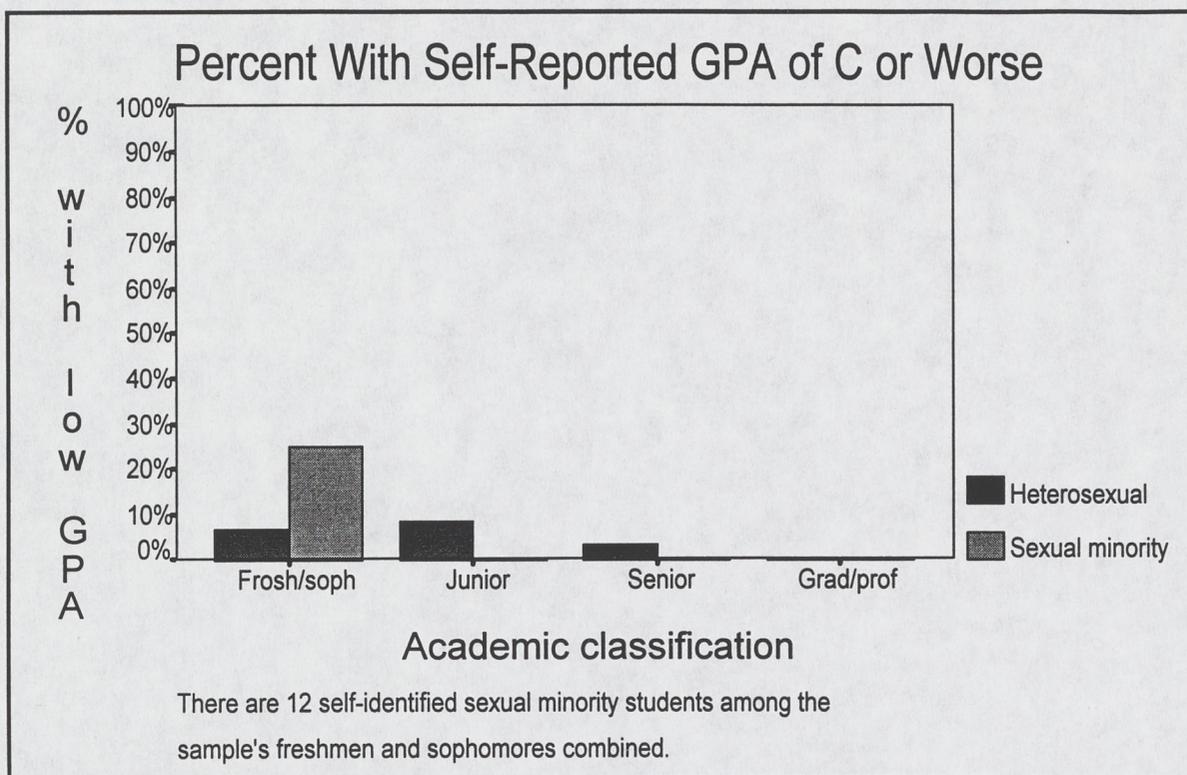




Academic performance

Since self-identified sexual minority students tend to be older and concentrated in the upper undergraduate and graduate levels, and since grades tend to increase with years in school, it is necessary to control for class level when comparing grade point averages of heterosexuals and sexual minorities. Among freshmen and sophomores, lower percentages of sexual minorities than heterosexuals are in the highest grade categories. Only 16.7 percent of sexual minority freshmen and sophomores reported a cumulative grade-point average of B+ or better, compared with about 50 percent of heterosexuals. By the junior year, this pattern disappeared. Two thirds of sexual minority juniors reported GPAs of B+ or better, compared with 46.6 percent of heterosexuals. The grade distribution for seniors was roughly the same for the two groups, with about half of each group reporting GPAs of B+ or better. At the graduate level, where the grading scale differs from undergraduate, 97 percent of sexual minorities and 92 percent of heterosexuals received grades of at least B+. The pattern was essentially the same for male and female sexual minorities: low percentages of high achievers in the first two years, and then parity or better in later years.



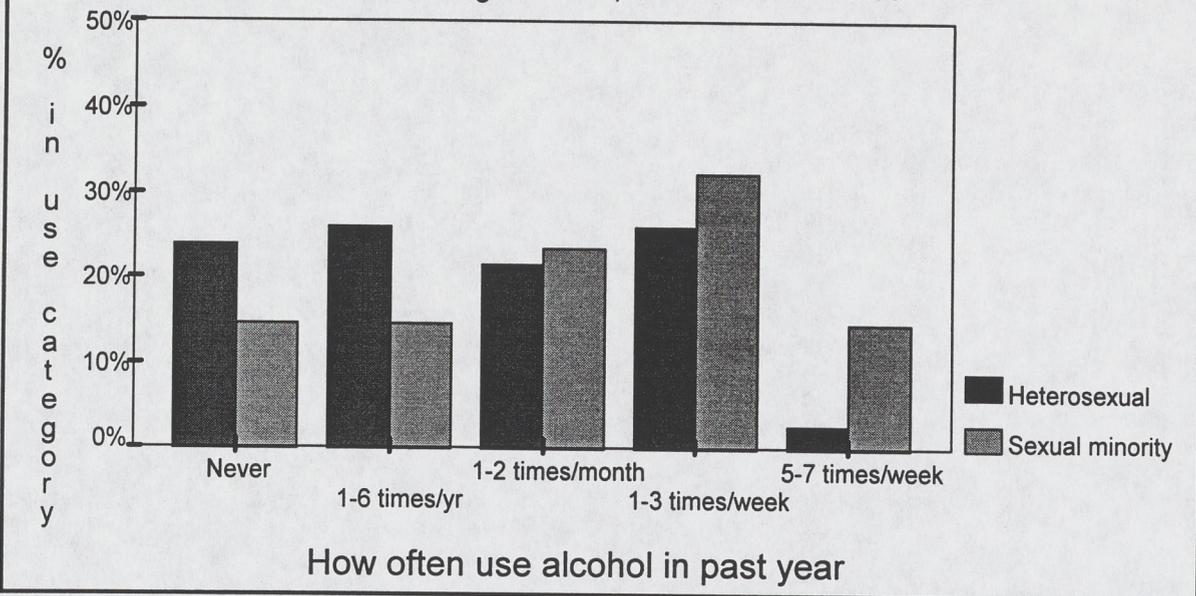


See appendix for raw numbers of observations at each performance level, by class.

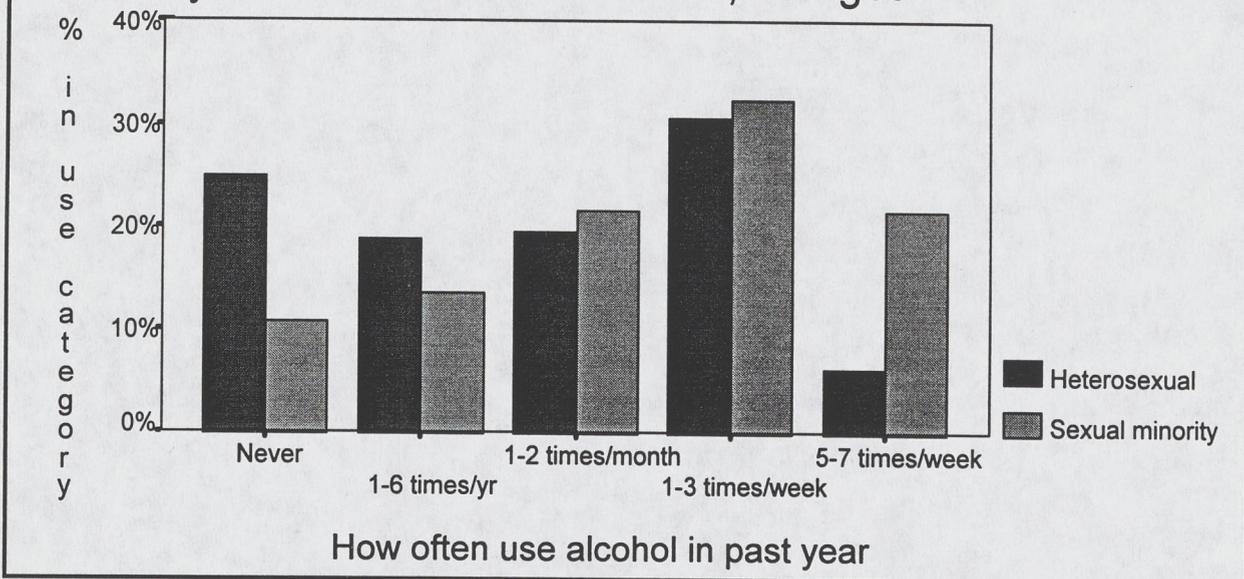
Alcohol and marijuana behavior

Sexual minority students appear generally to drink more frequently and be more likely to smoke marijuana than heterosexuals. Higher percentages of gays, lesbians and bisexuals than heterosexuals report some drinking activity in the past year, and sexual minorities are disproportionately represented in the heaviest drinking category, those who report using alcohol 5-7 times or days per week. A similar pattern appears in reported drinking activity during the past 30 days. Since the survey data indicates a relationship between age and drinking behavior, and sexual minority students tend to be older than heterosexuals, I controlled for age and found that the differences in drinking behavior by sexuality category are concentrated among students aged 19-22. Among both genders, sexual minorities had higher percentages than heterosexuals in the three categories of most frequent drinking. Lesbians and gay or bisexual men tend to have the highest percentages of respondents who drink once a week or more.

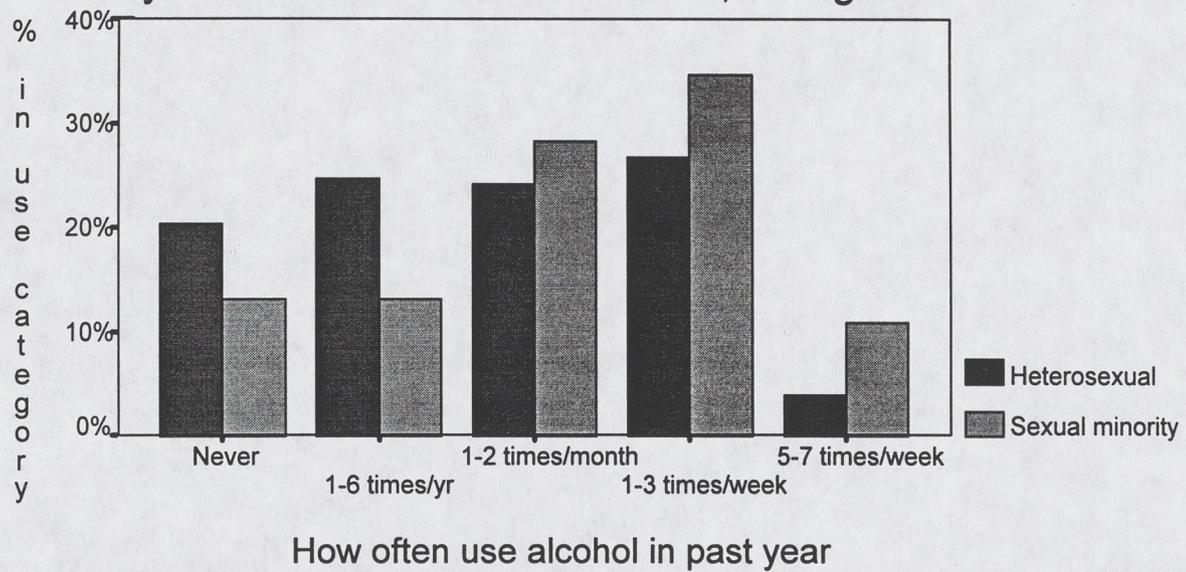
Distribution of Self-Reported Drinking Behavior by Sexual Orientation: Ages 19-22, Males and Females



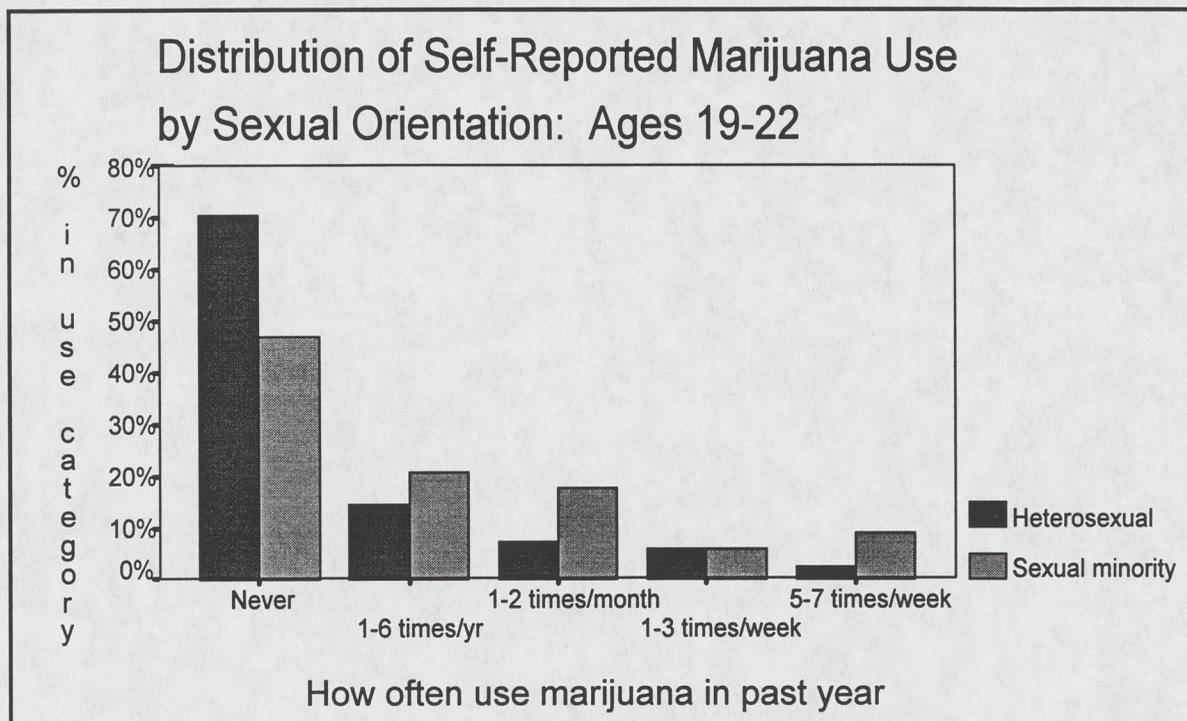
Distribution of Self-Reported Drinking Behavior by Sexual Orientation: Males, All Ages



Distribution of Self- Reported Drinking Behavior by Sexual Orientation: Females, All Ages



As for marijuana, higher proportions of sexual minorities report having used marijuana at least once in the past year. This is true across all subcategories of sexual minorities, male and female. A similar pattern occurs with regard to reported marijuana use in the past 30 days.



For raw numbers, see appendix.

Campus/community involvement

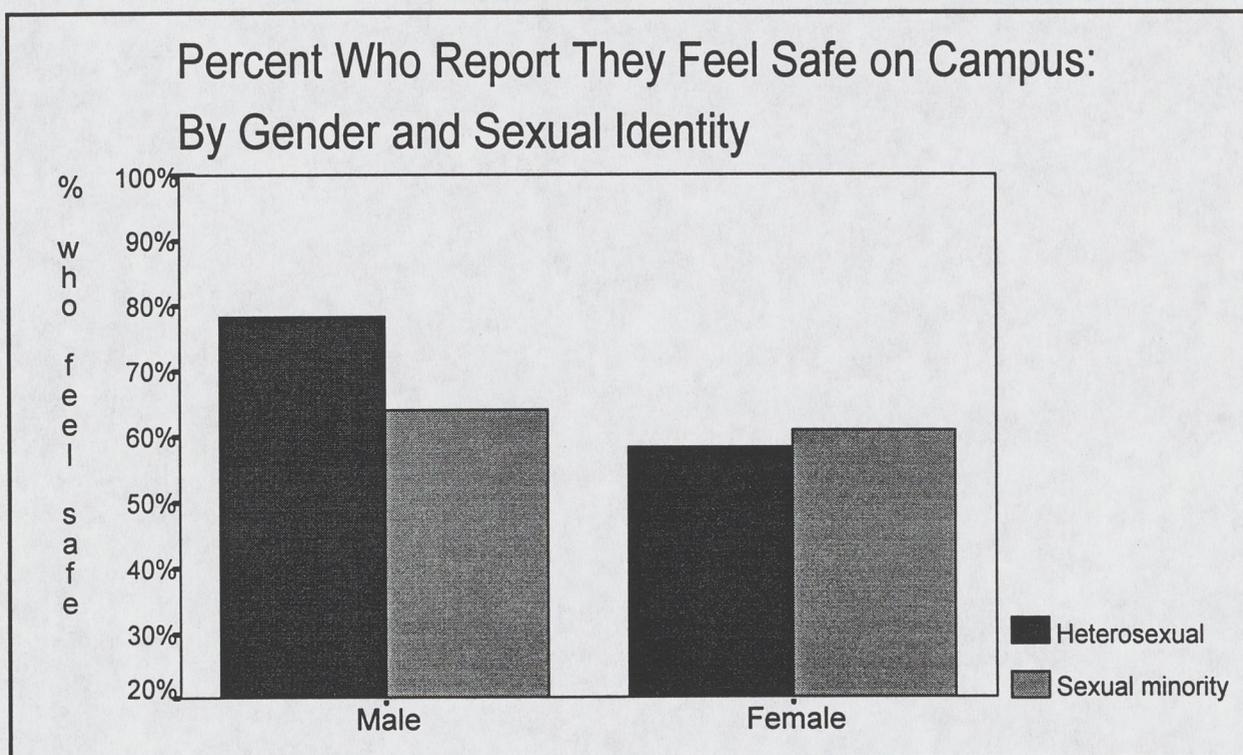
Sexual minority students and heterosexuals differ somewhat in the types of extracurricular activities they engage in. Sexual minority students, for example, are less likely to be involved with fraternities or sororities. While 20 percent of the heterosexual respondents report some involvement (defined as attendance, active participation or holding a leadership position) with fraternities/sororities, only seven percent of sexual minority students report such involvement. Participation in the Greek system steadily declines as class level increases. Controlling for class level, sexual minorities are still less likely to participate in fraternities/sororities, although the difference is not statistically significant. All subcategories of sexual minorities are more likely than heterosexuals to be involved in political or social action groups. Forty-five percent of sexual minorities report involvement in political/social groups, compared to 27 percent of heterosexuals. Sexual minority students in the sample also report higher rates of involvement in minority or ethnic organizations, which is not surprising since the sexual minority group has a higher proportion of students of color than the heterosexuals in the sample. Gay and bisexual men report the highest rates of involvement — they also are the subcategories of sexual minorities who are disproportionately represented in the Hispanic category.

The sexual minority students in the sample are slightly less likely to be involved in religious or interfaith activities. Twenty-two percent of sexual minorities report such involvement, compared with 26 percent of heterosexuals. The difference is not statistically significant. Sexual minority students are slightly more likely to participate in some type of volunteer activity for at least one

hour per month. Thirty-six percent of sexual minority students volunteer, compared with 32 percent of heterosexuals. The difference is not statistically significant.

Perceptions and attitudes

Less than 70 percent of all students report that they feel safe on the Berkeley campus. Sixty-seven percent of heterosexuals say they feel safe, compared with 62 percent of sexual minorities. The difference is most pronounced among men: 63.9 percent of male sexual minorities report feeling safe on campus, compared with 78.4 percent of male heterosexuals. Among women, 58.2 percent of heterosexuals and 60.9 percent of sexual minorities say they feel safe on campus.

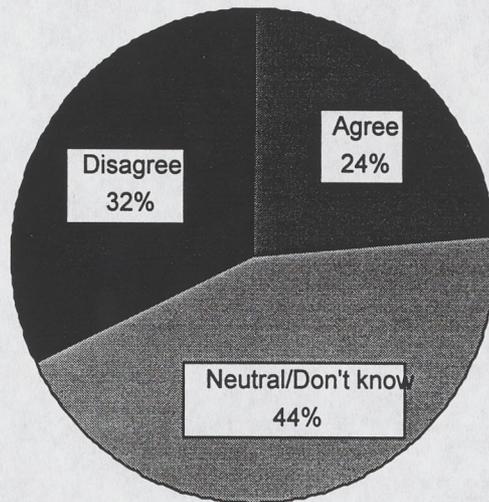


Nearly identical proportions of heterosexual and sexual minority students — about 36.6 percent — agree with the statement “I feel valued as a person on this campus.” While 21 percent of heterosexuals disagree with that statement, 27 percent of sexual minority students disagree. The overall difference between the distributions of opinions is not statistically significant. Examining each class level separately (the data suggests that students are more likely to agree with this statement as they advance to higher levels), no clear pattern emerges. Among freshmen, sophomores and graduate/professional students, sexual minorities are less likely than their heterosexual counterparts to agree with the statement. Among juniors and seniors, sexual minorities are more likely to agree. The differences are not statistically significant, except among freshmen and graduate students.

One quarter of all students — heterosexuals and sexual minorities alike — disagree with the statement: “The faculty/staff care about me as a student.” Response to this survey item also depends on class level; students are more likely to report positive perceptions as they advance to higher class levels. Controlling for class level, a difference between heterosexuals and sexual minorities appears among juniors and seniors, but sexual minority students as a whole are no more or less likely than heterosexuals to report positive perceptions.

"Faculty/Staff care about me as a student"

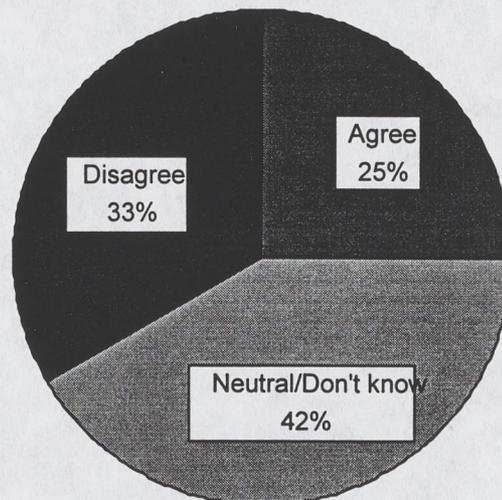
Freshmen/sophomore heterosexuals



N=327

"Faculty/Staff care about me as a student"

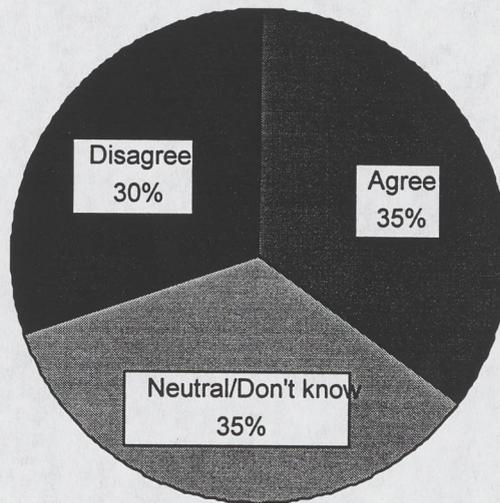
Freshmen/sophomore sexual minorities



N=12

"Faculty/Staff care about me as a student"

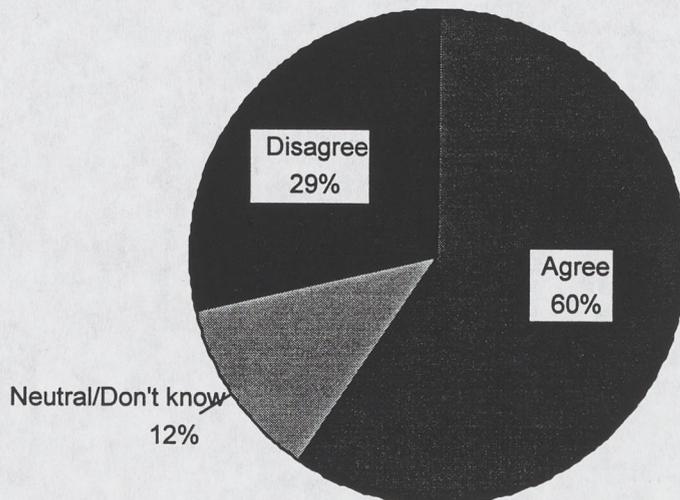
Junior/Senior heterosexuals



N=453

"Faculty/Staff care about me as a student"

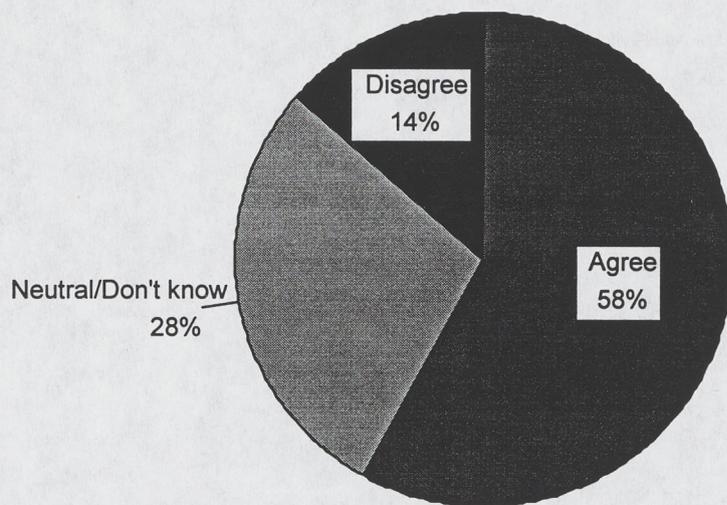
Junior/Senior sexual minorities



N=42

"Faculty/Staff care about me as a student"

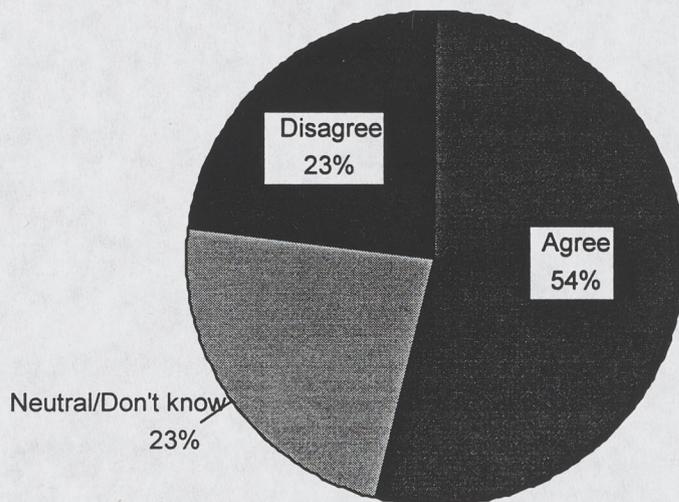
Graduate/Professional heterosexuals



N=337

"Faculty/Staff care about me as a student"

Graduate/Professional sexual minorities



N=41

Majorities of both heterosexuals and sexual minority students feel that the student body in general cares at least somewhat about the issue of harassment due to of sexual orientation, although sexual minority students are more muted in their optimism. While nearly 46 percent of heterosexuals indicate they believe students care very much about this issue, less than 39 percent of sexual minorities share this view. Most of the sexual minority students who believe students care little or not at all about this issue are lesbians or bisexual women.

Perceptions Of Student Body Concern About Harassment Due to Sexual Orientation					
	<i>Students care:</i>	Not At All	Slightly	Somewhat	Very Much
Heterosexual males		4.2%	16.9%	31.6%	47.3%
Sexual minority males		5.9%	23.5%	26.5%	44.1%
Heterosexual females		3.3%	14.7%	36.4%	45.6%
Sexual minority females		8.9%	24.4%	37.8%	28.9%

Conclusion

This survey suggests that gay, lesbian and bisexual students differ from the majority student population in potentially important ways. They tend to drink more frequently, and are more likely to have used marijuana. While these data are cause for concern, the survey also indicates that sexual minority students experience positive outcomes as well. They do well academically, and they do not appear to experience undue social isolation. They are active, involved participants in campus and community life, although the nature of their involvement differs somewhat from that of heterosexual students.

APPENDIX

Ethnic breakdown -- Student population and two sample measurements

	<i>% of UCB students*</i>	<i>% of respondents — CORE question</i>	<i>% of respondents — UCB question</i>
White	37.6	39.5	36.6
Asian	32.4	35.4	29.4
Hispanic	11.1	10.4	8.5
African-American	4.9	4.4	3.3
Native Am/AK nat.	0.9	2.5	1.6
International	6.7	n/a**	5.5
Mixed	n/a**	n/a**	6.6
Other	1.4	5.1	2.2
No data avail.	5.0	2.8	6.3
Total	100	100.1 (rndng err.)	100

*source: University Health Services.

**n/a: the category does not exist in the original list.

GPA breakdown, raw numbers

	A+ to B+	B to C+	C to D+	D to F
Frosh/Soph*				
Heterosexual	155	137	18	2
Sexual min.	2	7	3	0
Junior				
Heterosexual	97	94	17	0
Sexual minority	16	8	0	0
Senior				
Heterosexual	116	100	7	0
Sexual minority	8	8	0	0
Grad/prof.				
Heterosexual	290	25	0	0
Sexual minority	34	1	0	0

*Chi-square test for Frosh/soph: p=.02

Self-reported drinking behavior, ages 19-22, raw numbers

	Never	1-6 times/yr.	1-2 times/mo.	1-3 times/wk.	5-7 times/wk.
Heterosexual	124	135	112	135	14
Sexual minority	5	5	8	11	5

Chi-square: p=.002

Self-reported drinking behavior, males, all ages, raw numbers

	Never	1-6 times/yr.	1-2 times/mo.	1-3 times/wk.	5-7 times/wk.
Heterosexual	105	79	82	129	26
Sexual minority	4	5	8	12	8

Self-reported drinking behavior, females, all ages, raw numbers

	Never	1-6 times/yr.	1-2 times/mo.	1-3 times/wk.	5-7 times/wk.
Heterosexual	117	142	139	154	22
Sexual minority	6	6	13	16	5

Self-reported marijuana behavior, ages 19-22, raw numbers

	Never	1-6 times/yr.	1-2 times/mo.	1-3 times/wk.	5-7 times/wk.
Heterosexual	366	75	37	29	12
Sexual minority	16	7	6	2	3

Chi-square: p=.01

Author: jjwintrs@uclink2.berkeley.edu at @UCSD
Date: 10/30/97 4:07 PM
Priority: Normal
TO: john white at ACADEMIC-AFFAIRS
Subject: Re: addresses to Mail HAPL Brochures

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

JOW,
You've been doing some GREAT work for this event! I can hardly wait...
You might mail some to the

Queer Resource Center (QRC)
304 Eshleman Hall, MC #4500
UC Berkeley
Berkeley, CA 94720-4500

> UC B Center
address

and if you're up to it, maybe one to my po box, below.

take care,

Jonathan

At 09:55 AM 10/30/97 -0800, you wrote:

> If your campus would like slick trifold brochures for UCSD HAPL
> conference on November 12, 1997, then please send me your US Mail
> mailing address and I will slip them into the mail right away.

>
> Thanks

>John O. White

=====
*****I SUPPORT DOMESTIC PARTNERSHIP BENEFITS FOR THE UC FAMILY!! *****
If you do too, add that sentiment to your signature. You'll be glad you did!
Jonathan Winters, MC 2294, 2939 Dwight Way, Berkeley, 94720-2294
LGBT Co-chair, PO Box 8133, Emeryville, 94662-0133; 510-642-3653 (W)

>-- Saved internet headers (useful for debugging)
>Received: from uclink2.berkeley.edu (uclink2.Berkeley.EDU [128.32.136.72]) by m
>Received: from jonathanwinters.HIP.Berkeley.EDU (jonathanwinters.HIP.Berkeley.E
>Date: Thu, 30 Oct 1997 16:07:02 -0800
>Message-Id: <199710310007.QAA11473@uclink2.berkeley.edu>
>X-Sender: jjwintrs@uclink2.Berkeley.edu
>X-Mailer: Windows Eudora Pro Version 2.1.2
>Mime-Version: 1.0
>Content-Type: text/plain; charset="us-ascii"
>To: John_White@ACADEMIC-AFFAIRS.ucsd.edu
>From: "John J. Winters" <jjwintrs@uclink2.berkeley.edu>
>Subject: Re: addresses to Mail HAPL Brochures