

## VI. ETHNIC LESBIAN, GAY, AND BISEXUAL ISSUES

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### 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)

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### 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 its 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

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### 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.<sup>4</sup> 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

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<sup>4</sup> On Display, The NAMES Project Foundation, Vol. 10, No. 1, Spring 1997.

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.



## IX. UCSD LIBRARIES

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### 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

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### 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

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### 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

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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*.<sup>5</sup> 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 cites 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."

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<sup>5</sup> "Battlefield UCSD," Skinner, *Koala*, November 4, 1996, Volume 45, Issue 2, page 7.

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 turn out 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.

### XIII. ESTABLISHMENT OF A LGBT RESOURCE CENTER

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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:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.

- 6) 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.
- 7) 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.