

XIV. SUMMARY OF RECOMMENDATIONS BY CHAPTER HEADING

HARASSMENT

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

DOMESTIC PARTNER BENEFITS

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

PSYCHOLOGICAL AND COUNSELING SERVICES (Addendum)

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

EDUCATION AND ASSISTANCE SUPPORT

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

ETHNIC LESBIAN, GAY, AND BISEXUAL ISSUES

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

SPECIAL ISSUES AT THE UCSD MEDICAL CENTER (UCSDMC)

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

HIV/AIDS RESOURCES/ACTIVITIES ON CAMPUS

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

UCSD LIBRARIES

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

CURRICULUM

- CACLGBTI should assist in the establishment of an institutionalized LGBT studies (program, major, minor) however and whenever possible.

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

CAMPUS CLIMATE FROM THE STUDENTS' PERSPECTIVE

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

ESTABLISHMENT OF A LGBT RESOURCE CENTER

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

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XV. APPENDICES

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

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

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

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

Cheers,
(name deleted)

Aug 1995,

- >
- > -----Original message-----
- > Here is the Berkeley campus policy on Domestic Partnership access to
- > services hot of the presses.
- >
- > Deans and Directors Memo.
- >
- > To an increasing extent, questions have arisen as to campus practice
- > regarding domestic partners of campus employees & students. In response to
- > these concerns, my staff has ascertained which campus units currently offer
- > any kinds of
- > svcs to legal spouses of campus employees (both academic & staff) & students,
- > & what their practice is regarding DP. This review has confirmed that all
- > campus units that offer svcs to legal spouses of employees or students either
- > are already, or are prepared to commence, giving dp access on the same basis
- > as legal spouses.
- >
- > Please note that not all benefits are under campus jurisdiction. For example,
- > retirement & health benefits & student housing policy are controlled at the
- > systemwide level, these are currently under review at that level. However,
- > for those svcs which fall with the purview of individual campus discretion,
- > dp (both same & opposite sex) should be granted access on the same basis as
- > legal spouses. Similarly, documentation of DP status should be required only
- > to the extent that documentation is required to establish status as a legal
- > spouse. This is in accord with our commitment to embracing diversity & to
- > treating all members of the campus community equally regardless of sexual
- > orientation of marital status.
- >
- > Chang-Lin Tien

January 13, 1997

Deans
Vice Chancellors
Directors
Department Chairs
Administrative Officers

Dear Colleagues:

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

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

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

Sincerely yours,

Laurel L. Wilkening
Chancellor

c: Harriett Speegle,
Coordinator, Campus Administrative Policies

September 30, 1994

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

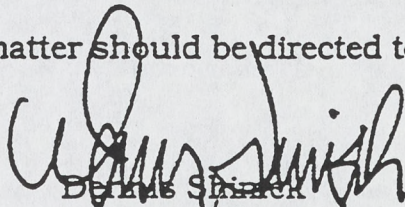
RE: Domestic Partnership

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

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

The campus approach to this issue is embodied in the Principles of Community, and our continuing commitment to diversity. While not under campus purview, and thus not included in this directive, the issue of the eligibility of Domestic Partners for health insurance benefits is currently under review by the President's office.

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



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

DS:aw

Attachment

Directive # 94-121

Appendix #3: Page 44



OFFICE OF THE CHANCELLOR

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0005
TEL: (619) 534-3135
FAX: (619) 534-6523

24 February 1997

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

Dear Dick:

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

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

I await your leadership on this timely and important issue.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bob", written in dark ink.

Robert C. Dynes
Chancellor

cc: John White (CACLGBTI) ✓

January 17, 1997

CHANCELLOR DYNES

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

RE: Domestic Partner Benefits Policy Statement

The Chancellor's Advisory Committee on LGBT Issues first raised the possibility of issuing a campuswide statement regarding domestic partner benefits to former Chancellor Atkinson as part of our Climate Report to him dated October 1995. The report provided sample policy statements issued by UC Berkeley Chancellor Chang Lin-Tin (August 1995) and the UC Davis Vice Chancellor for Administration (September 1994). No action was taken by former Chancellor Atkinson. We next spoke to Interim Chancellor Caserio about the possibility of issuing such a statement. Her tenure as Interim Chancellor ended before we had a chance to complete our discussions.

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

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

John O. White
CACLGBTI Co-chair

cc: S. Archibald
R. Belmontez
J. Pournelle

**COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
UNDERGRADUATE MAJORS AND OPTIONS**

Administrative Studies ¹	B.A.		Language	B.A.
Anthropology (Also cooperative major with Law and Society, B.A., and joint major with Ethnic Studies, B.A.)	B.A.	B.S.	Latin American Studies	B.A.
Art (Studio)	B.A.		Liberal Studies	B.A.
Art History	B.A.		Linguistics	B.A.
Asian Studies	B.A.		Music	B.A.
Business Administration		B.S.	Philosophy	B.A.
Business Economics	B.A.		(Also cooperative major with Law and Society.)	
Chinese	B.A.		Political Science	B.A.
Classical Studies	B.A.		(Also cooperative majors with Administrative Studies and with Law and Society.)	
Comparative Ancient Civilizations	B.A.		Psychobiology	B.A. B.S.
Comparative Literature	B.A.		Psychology	B.A.
Creative Writing	B.A.		Public Service-Political Science	B.A.
Dance	B.A.		Religious Studies	B.A.
Economics	B.A.		Russian Studies	B.A.
(Also cooperative majors with Administrative Studies, B.A., and Law and Society, B.A.)			Social Relations	B.A. B.S.
English	B.A.		Sociology	B.A. B.S.
Ethnic Studies (Also joint majors with Anthropology and Sociology.)	B.A.		(Also cooperative majors with Administrative Studies, B.A., B.S., and Law and Society, B.A., B.S., and a joint major with Ethnic Studies, B.A.)	
French	B.A.		Spanish	B.A.
German	B.A.		Theatre	B.A.
History (Also cooperative majors with Administrative Studies and with Law and Society.)	B.A.		Women's Studies	B.A.
Human Development	B.A.			
Humanities, Arts and Social Sciences	B.A.			

The B.A. degree in Administrative Studies is discontinued. Students currently working toward the B.A. in Administrative Studies (as well as readmitted students and transfer students accepted prior to Fall 1996) are allowed to complete the degree requirements but are required to graduate by August 1997.

Disciplinary Minors		Interdisciplinary Minors
Anthropology	History	Asian Studies
Art History	Music	Chicano Bilingual-Bicultural Studies
Chinese	Philosophy	Film and Visual Culture
Classical Studies	Political Science	International Relations
Creative Writing	Psychology	Journalism
Dance	Religious Studies	Latin American Studies
Economics	Russian Studies	Lesbian, Gay, and Bisexual Studies ←
English	Sociology	Marxist Studies
Ethnic Studies	Spanish	Urban Studies
French	Theatre	Western American Studies
German	Women's Studies	

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

9/24/96

INTERIM CHANCELLOR CASERIO
Office of the Chancellor - 0005

Re: Domestic Partnership Access to UCSD Services

Dear Interim Chancellor Caserio:

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

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

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

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

Sincerely yours,

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

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

Attachment

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

9/24/96

INTERIM CHANCELLOR CASERIO
Office of the Chancellor - 0005

Attachment

Campuswide Statement Regarding Domestic Partnership

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

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

Issued by the Office of the Chancellor
Interim Chancellor Caserio
Date

Q Cal

Spring 1997

A listing of Spring 1997 courses with lesbian/gay/bisexual/transgendered/queer content or with some relation to gender, sexuality, or sexual diversity.

This list is not exhaustive, so let us know what we can add!

For more information on any course please contact the department.

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

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

The four **CORE COURSES** for the minor are:

- UGS 20AC:** Alternative Sexual Identities & Communities in Contemporary American Society
- UGS 145:** Interpreting the Queer Past: Methods and Problems in the History of Sexuality
- UGS 148:** Cultural Representations of Sexualities: Queer Visual Culture
- UGS 147B:** Sexuality, Culture and Colonialism

UGS 20AC and 148 will be offered in Spring 1997. Please see page 2 for a list of the Spring 1997 courses approved to count as electives for the LGBT Studies minor. You may also petition the Faculty Advisor for the minor to have a course you feel to be relevant to the minor approved as an elective. For more information, contact Beatrice LaMonte in the Division of Undergraduate Interdisciplinary Studies, 301 Campbell Hall, (643-0554)

Elective Courses in LGBT Studies

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

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

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

Dramatic Art 158B: Changing Forms in Twentieth Century Dance

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

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

English 150, Sec. 8: Senior Seminar: Hart Crane

History 108D, Sec. 4: Masculinity and Femininity in the United States

History 108D, Sec. 8: Representing Identity in American Culture, 1830-1950

Legal Studies 168: Sex, Reproduction, and The Law

Native American Studies 148: Gender in Native American Society

Native American Studies 190: Seminar in Advanced Topics

Psychology 118, Sec. 2: Bio Psychology: Seminar

Public Health 180: Topics in Human Sexuality

Sociology 184: Gender and Society: Sociology of Men

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

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

Women's Studies 103: Identities Across Difference

Women's Studies 104: Advanced Feminist Theory

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

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

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

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

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

HOMOPHOBIA FREE ZONE

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

The program was well received in this form by the students. Many LGBT students and Allies (I estimate 1/3 of the student population) have posted these cards in their rooms. Cards are distributed through RAs, at the Housing Office, at the Porter Lavender Lounge, at hall meetings, and LGBT-related programs. Faculty and staff from around campus have requested cards so they can post them in their offices. Although this program is not the first of its kind, the Porter College program has gained recognition throughout California and is spreading nationally.

This program is grounded on a student theoretical model which may be of interest to you. I used

V. Cass (1979) and E. Coleman (1982) models of sexual identity development, although I will explain only Cass for the sake of time:

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

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

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

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

4. **Acceptance:** an individual looks for ongoing support from the community. Whereas a Pride Week or Queer Dance may be a good event, an ongoing program is helpful to maintain identity. The HFZ flyers stay up year round in student rooms, a constant reminder of support.
5. **Pride:** gays and lesbians are committed to their sexual orientation and gay/lesbian community. Self-disclosure is a valuable experience, and HFZ signs are often a way students can take their first step at "coming out". Beyond that an HFZ sign becomes a self-affirming symbol, such as Freedom Rings, Pink Triangle pins or Rainbow bumper-stickers.
6. **Identity Synthesis:** the lesbian/gay person managing dichotomies between the straight and gay worlds in which he/she lives. Students posting the HFZ signs create community support for diversity and openly express their belief for dignity and respect for all individuals.

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

Finally, you should recognize that this program is only one of a broad variety of programs sponsored by Porter College. Fifteen homophobia workshops were offered in Porter Residence Halls this year alone. A student organization, the Lavender Lounge, meets biweekly in a venue of the same name. The Lavender Lounge is a residence hall lounge "safe space" hosting a Lavender Library, magazines and videos. A campus Coming Out Support Group, facilitated by the counseling staff, meets at Porter weekly. The Porter faculty and staff have very "out and proud" members who are integrated into the community. Porter hosts the annual Queer Fashion show, one of the largest student events on campus with an audience of over 800. Porter has

also integrated LGBT issues into its academic curriculum through the study of texts in its Freshman Core course as well as by hosting LGBT artists and faculty in residence, as well as sponsoring a 2-unit course (LGBT Representation in Higher Education) next year.

Gay Bashing Has No Place In Religion¹

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

By Aasron Chan
Contributing Opinion Writer

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

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

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

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

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

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

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

If religious groups choose to acknowledge these commandments, then why don't they

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

acknowledge all the other commandments? There are over 600 more laws in the Old Testament that they should follow as well. Are we still supposed to stone adulterers? Should we kill everybody who has ever cussed out their parents (*Leviticus 20:9*)?

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

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

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

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

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

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

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

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

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

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

Homosexuality Article (sic) Misused Bible²

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

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

Chan correctly notes that the laws of Leviticus clearly outline what is permitted and what is not permitted in terms of homosexual acts. But Chan also states that these laws were intended merely to differentiate the Jews from those of other nations. If these laws just distinguish one group from another, isn't that what contemporary laws disfavoring homosexuality are doing today? If so, what's wrong with that?

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

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

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

David Shindle

Editor:

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

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

²

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

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

In the space of a letter or a short article, it is impossible either to do justice to this very important topic or to undo a lifetime of malignant homophobic programming. People interested in exploring this question can profit from a visit to the Obelisk bookstore in Hillcrest or to the public library on E Street.

Douglas Gray

DATE: March 28, 1997

TO: CHANCELLOR ROBERT C. DYNES

FROM: SARAH L. ARCHIBALD and GAIL WISE, CACLGBTI

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

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

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

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

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

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

Thank you for your time,

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

Gail Wise
Policy Subcommittee
Lecturer, Literature Dept.

cc: Richard Belmontez
Jennifer Pournelle
John White
Susan Kirkpatrick

KUCR

KUCR is the radio station of UCR. It is an educational, non-commercial, class-A station licensed to the University of California by the Federal Communications Commission at 88.3 FM. Managed and operated by the students, faculty, and staff of the Riverside campus, KUCR embraces campus and public needs, involving student participation at all levels. It honors the university's respect for diverse points of view, ethnic backgrounds, political beliefs, attitudes, and orientations by providing "alternative" programming not normally heard on mainstream commercial stations. This type of alternative service is the touchstone of quality educational broadcasting as originally conceived by the FCC and has characterized KUCR since its founding nearly 30 years ago. Programming includes classical music, public-affairs commentaries, jazz, reggae, alternative rock, soul, blues, Latin, Salsa, oldies, live events, interviews, news, and much else. The station presently has a range of 30 to 60 miles covering the community of Riverside and cities inland from Los Angeles, an area comprising more than a million people.

KUCR welcomes applications from all members of the campus for music, news, and public affairs programming. All applicants are interviewed, and those chosen are given hands-on training in production and broadcasting technology, after which they join the staff either as part of the news team, or as music programmers and hosts of their own shows, or as production engineers. All staff at KUCR become familiar with radio equipment, broadcasting principles and practice, and communications in the broadest sense. They also meet like-minded students with a creative flair and a drive for self-expression. Whether as an extracurricular activity or as training for a career in the media, work at KUCR is exciting, educational, and richly rewarding.

The station is located at 691 Linden Street.

THE LEARNING CENTER

The Learning Center provides academic support to all enrolled undergraduates at the University of California, Riverside. Each quarter a variety of programs is provided, all designed to enhance students' academic potential. Specific services include

Study skills classes and seminars

Speed reading classes

English as a Second Language classes

Preparation for graduate entrance examinations (such as the CBEST, GRE, and LSAT)

Study groups in a wide variety of mathematics and science courses

Individual counseling and laboratory work for study skills, reading, and mathematics

Tutorial assistance (There are limitations to the number of hours per week individual tutoring may be provided, and a small fee is charged. Information about tutoring can be obtained by calling (909) 787-5436.)

Information, appointments, and enrollment for programs may be obtained at the Learning Center, Academic Support Facility, open 8 a.m. to 5 p.m., Monday through Friday, or by calling (909) 787-3721.

EOP/SAA Support Services is open to all underrepresented students who indicate a desire to participate. The services, designed to assist students during their stay at UCR, include Summer Transition Program, Orientation, counseling, peer counseling, and tutoring. Also, Gradtrack,

whose goal is to increase the number of underrepresented students who go on to graduate school, offers workshops, internships, and counseling and sponsors a research conference each year. For more information regarding these services, please come by the Academic Support Facility or call (909) 787-4542.

LESBIAN, GAY, BISEXUAL AND TRANSGENDER RESOURCE CENTER

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

NATIVE AMERICAN STUDENT PROGRAMS

The Native American Student Programs Office provides educational, cultural, and social support for American Indian students. This office coordinates a variety of activities designed to expand educational awareness for American Indian students as well as the campus community. Such activities and projects include Gathering of the Tribes Pow Wow, the annual Medicine Ways Conference, "Indian Time" radio program on KUCR, and the *Indian Times* newspaper. In addition, the Native American Student Programs Office provides a linkage by referral to the wide array of student services and special programs available to UCR students. The Native American Student Programs Office, the Native American Student Association, and the American Indian Science and Engineering Society are dedicated to providing a supportive environment in which American Indian students may reach academic and personal goals while maintaining their cultural identity. The Native American Student Programs Office is located in 224 Costo Hall. Telephone (909) 787-4143.

SPECIAL SERVICES OFFICE

Disabled Student Services. UCR has made special efforts to provide facilities and services to accommodate students with disabilities. Main campus buildings have ground-level or ramped entrances, automatic doors, wheelchair accessible restrooms, accessible drinking fountains,

52 Academic Advising and Student Resources

Health Advocates and BikeRight (916-752-9651)—Information is available on personal nutrition, exercise, stress management, wellness issues, bicycle safety, bike laws and injury prevention and many other topics. Students may also receive free individual computerized dietary analysis and peer nutrition counseling.

Peer Counselors in Sexuality (916-752-1151)—Information and peer counseling (in person or by phone) on birth control, pregnancy, sexually transmitted diseases (including HIV/AIDS), safer sex, healthy relationships, sex roles and other issues related to sexuality.

→ **Lesbian, Gay and Bisexual Resource Center**

Information:
University House
916-752-2452

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

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

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

Rape Prevention Education Program

Information:
Fire and Police Building, Kleiber Hall Drive
916-752-3299

The goal of the Rape Prevention Education Program (RPEP) is to explore myths and expose the realities of sexual assault, focusing on prevention through education. Services include the following:

- Discussions and workshops on topics such as rape prevention, sexual harassment, acquaintance rape, men and rape prevention, media images of women, pornography and dating violence
- Self-defense classes for women, offered quarterly
- Short-term counseling, referrals and support groups for victims of rape, sexual assault, or incest survivors
- 24-hour crisis intervention and advocacy for victims of sexual violence accessed through UC Davis Police at 752-1230
- Training for peer counselors and professionals
- A circulating library of books, videos and articles on sexual assault and related issues
- Quarterly newsletter, *Freeing Our Lives*

Call RPEP for drop-in hours or to make an appointment. RPEP has student work-study positions and a volunteer staff. Contact RPEP if you have questions.

Services for International Students and Scholars (S.I.S.S.)

Information:
Services for International Students and Scholars
916-752-0864

The S.I.S.S. office assists international students throughout their programs of study at UC Davis, providing orientation and personal and cultural advising. S.I.S.S. also provides information and assistance regarding immigration regulations and helps students maintain their legal status while at UC Davis.

All new and transfer international students are required to attend a special orientation program that is held just before each quarter registration. The orientation will help new students with registration, class enrollment, mak-



documentation requirements. In some cases there is need for recent or very detailed documentation about the disability. UCI reserves the right to determine the most effective and timely accommodations after consultation with the student about the disability and previous use of accommodations. The provision or use of a disability accommodation does not guarantee or ensure a certain level of achievement for the student. Students with disabilities must meet the same academic standards as nondisabled students. Some academic accommodations may require approval of the chair or dean of the student's academic unit.

Disabled students who require accommodations for the classroom (such as the service of an interpreter or notetaker) are strongly urged to contact the Office for Disability Services as soon as possible after admission in order to acquaint themselves with the policies and services of the campus. The Office is located next to the Humanities Trailer Complex; telephone (714) 824-7494 (voice), 824-6272 (TDD).

The International Center provides services to international students, permanent residents, refugees, and international faculty members and scholars and their families. Services include assistance with visa and immigration forms and the interpretation of government regulations. In addition, the staff provides information about all the necessary services for effective participation in the University community including housing, tutoring, orientation, registration, financial aid, and student activities. The staff refers students to other campus support services as necessary. The center is located in Student Services I; telephone (714) 824-7249.

The International Center also provides services for veterans. The Veterans Program emphasizes support services for veteran students and eligible dependents of veterans. Assistance includes benefit certification, work-study, and orientation and outreach programs. The Office is located in Student Services I; telephone (714) 824-6477.

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

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

Health Education

Health Education offers the campus community educational programs and workshops, a resource library, educational videos, pamphlets and brochures on a variety of health and wellness topics, and individual consultation. Programs include Sexual Health, Nutrition, and Alcohol and Drug Education.

Health Education provides students with a variety of involvement opportunities as peer educators and leaders via the Peer Health Education Program, the UCI Speakers Bureau, and the Student Health Advisory Committee. Additionally, Health Education coordinates student volunteer placement in the Student Health Service as well as in community health care settings. Health Education is

located in the UCI Student Center; telephone (714) 824-5806. Hours are 9 a.m. to 5 p.m., Monday through Friday.

Housing

OFF-CAMPUS HOUSING

The Housing Office provides information and services to help new and returning UCI students locate and obtain off-campus housing. Information provided includes lists of apartments and houses for rent, rooms for rent in private homes, roommates wanted, roommates available, and temporary housing.

In addition, the Office publishes *Living Around UCI*, a guide to apartment complexes located near the University which includes rental prices, local realtors, and utility companies. The publication also contains information on renting rooms in houses, budgeting expenses, roommate selection, becoming involved in UCI activities, and tenant/landlord rights and obligations.

Representative monthly rental prices for apartments (both furnished and unfurnished) in the local area in fall 1995 were \$635 for a studio/bachelor or one-bedroom apartment, \$972 for a two-bedroom, one-bath, and \$1,490 for a three-bedroom unit. A student's individual rent costs will be determined by the number of people sharing the unit.

Advisors are available to answer questions and provide additional information related to off-campus living. The Housing Office is located in 209 Administration Building and is open from 8 a.m. to 5 p.m. weekdays; telephone (714) 824-7247.

Meal Plans for Nonresidents

Students who live off campus or in UCI apartments may wish to take advantage of a Nonresident Meal contract which enables them to eat meals in the residence halls. In 1996-97, the 19-meal-per-week plan provides three meals a day, Monday through Friday, and brunch and dinner on weekends for \$604.50 per quarter. A second plan offers any 14 meals a week for \$565.50 a quarter; 10 meals a week for \$546 a quarter; and five meals for \$26.50 a week or \$318 per quarter.

Also available for students who do not live in the residence halls are Meal Punch Cards. In 1996-97, punch cards are available at \$2.45 per punch, discounted to \$2.35 per punch when more than 50 punches are purchased. Breakfast costs one punch, lunch two punches, and dinner three punches.

Meal contracts and punch cards may be purchased from UCI Residential Dining located on the lower level of the Bucklebury Library Building in Middle Earth; telephone (714) 824-4182.

ON-CAMPUS HOUSING

Housing Administrative Services coordinates application procedures and contracts with campus residents. Approximately 32 percent of UCI's student body is housed on campus. A booklet describing housing options is mailed to all undergraduate applicants who are offered admission to UCI and to all transfer applicants; it also is available from the Housing Office; telephone (714) 824-6811.

Undergraduate Housing

Mesa Court and Middle Earth, UCI's residence halls, house 2,441 single undergraduate students. Each hall houses from 40 to 60 students and a student resident assistant. The small-scale buildings provide excellent opportunities for social interaction, student government, and leadership experience. Each hall tends to have distinctive characteristics and often focuses on a specific interest or life-style. Examples include halls devoted to the fine arts, the humanities, languages, the outdoors, or crafts. The residences are divided into suites of four or five double rooms, with living room and bath; each residence also contains a lounge and recreation and

ADDENDUM: CHAPTER IV. PSYCHOLOGICAL AND COUNSELING SERVICES (PCS)

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

RECOMMENDATION FROM 1995 *CAMPUS CLIMATE REPORT*

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

1997 UPDATE ON RECOMMENDATION

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

CURRENT STATUS

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

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

LGB Peer Program

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

when student peer counselors facilitate the group. Individual peer counseling is available on an appointment basis.

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

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

Student Concerns

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

Issues related to religion present another area of pressure for LGBT students. When a student has been raised with religious beliefs that condemn homosexuality, it may be necessary to help the student find methods to reconcile incongruent beliefs and experiences and to reduce emotional distress.

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

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

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

Finally, based on input from students, there is a lack of clarity regarding the level of awareness and sensitivity

exhibited by faculty. Students have expressed a desire to know that faculty and staff members in the UCSD community have received training related to LGBT issues.

RECOMMENDATIONS

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