

Chancellor's Advisory Committee LGBTA

CLIMATE REPORT

April 4, 1997

DRAFT

STUDENTS:

Lesbian, Gay, Bisexual and Questioning Student Life at UCSD

Undergraduate Student Life: Non Academic

LGBT students on the various UC campuses experience quite different campus climates and have access, in differing degrees, to campus resources. For example, here at UCSD, undergraduate students are fortunate to have an LGBA 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 staff center with an active peer counseling network.

We are also fortunate at UCSD to have the full cooperation of a knowledgeable staff at Psychological Services who provide sensitive and supportive counseling to students who are coming out, struggling with depression or loneliness, or troubled by their encounters with homophobia on campus. At UC Santa Cruz, however, all students at Kresge and Porter College are required in their first year to participate in a homophobia sensitivity workshop which helps to create a much more accepting environment in the residence halls.

Observing these various dimensions of LGBT affairs on other campuses can help us to identify where we might look on our campus to find both the achievements which are cause for celebration and the troubling realities which may be in quite serious need of attention. This section of the CAC LGBT Climate Report will assess the history, achievements, needs and goals of the UCSD Lesbian Gay and Bisexual Association, Psychological Services including the Lesbian, Gay and Bisexual Peer Counseling Program and the protocol for addressing of homosexuality and homophobia in student housing facilities.

LGBA: History and Description of Activities

Because of the difficulty creating continuity in student run organizations, the organizational memory of the Lesbian Gay Bisexual Association is not as extensive

*
contact info. on last page.

as we might hope. However, through word of mouth, information has been gathered about the achievements and challenges encountered by the valuable student organization.

The Lesbian Gay Bisexual Association (LGBA) will be celebrating its Twentieth Anniversary at UCSD on November 14, 1997. The group was originally called the Lesbian, Gay Organization. In the early 1990s, the group changed its name to the Lesbian Gay Bisexual Association to demonstrate inclusivity towards bisexuals.

The mission of the LGBA is to provide a comfortable, safe and supportive environment for lesbians, gays, bisexuals, transgendered and questioning students. LGBA is a social and educational organization. There are no dues or membership fees to be in our group. Our meetings are usually held every Monday at 7pm at the Graduate Student Association lounge and are open to everyone on campus. We have had students from every college and year attend our meetings, as well as staff, faculty and graduate students.

To become a member, one simply has to attend the meetings and provide contact information including phone number or e-mail address for the purpose of notification about upcoming events. Phone calls are made and returned discreetly upon request when signing on to our organization roster.

The LGBA sponsored a number of social events each quarter. Historically, we have held two "non-sexist" dances per quarter. Our dances are called "non-sexist" because there is no worry of gender or orientation. Our dances are well attended and there have been no problems with opposition to our presence in recent years. We also have at least one movie night per quarter. We alternate each quarter with gay male-themed movies and lesbian-themed movies so that there is an even balance of representation between both women and men.

Every Fall Quarter, we have a National Coming Out Day rally in the Price Center Plaza. There is an open mike for anyone who is willing to come out in support of the gay cause. There are also inspiring speakers who precede the open mike.

Every Winter Quarter, we hold our Annual Drag Show which has recently been called "Divas in Denial". The shows have been held at UCSD for many years, they

are performed by UCSD students and have been our most non-gay attended event every year for a number of years.

Our events are open to the entire campus, including faculty, who have been known to attend. We are supported on campus by some groups on campus such as the Student Affirmative Action Committed and A.S. External. We have had excellent responses to our dances and the Administration has often noted the smoothness and absence of trouble at our events.

All of our events are free but donations are always welcome. Donations are only solicited through word of mouth, however, as bureaucratic complications prohibit us from requesting them on flyers.

Regarding the educational aspect of our organization, the 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. For a number of reasons, including limits on student time, our ability to do extensive outreach on campus has been constrained. (Please see section on Residence Halls Life for more information on education.)

In the Spring, LGBA devotes an entire week to Gay Awareness Week. During this week we hold a number of seminars on gay issues including Gay and Lesbian History, Lesbian Sexuality and Gay Literature. Speakers from campus and off-campus give lectures on these topics but the LGBA encourages students to do research and present some seminars.

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

The Importance of the LGBA on Campus

The LGBA is an extremely valuable resource for students on campus. For many undergraduates (and some graduates) who are either questioning their sexual identity or who are "out of the closet" but isolated on campus, the association is the only social outlet for providing comfort and companionship on campus. The courage it might take for a student to call the LGBA office or attend an LGBA meeting cannot be underestimated. When we hear the deeply disturbing news about suicide attempts that have taken place on campus in response to homophobic harassment or by students who suffer from their own internalized homophobia and doubt, we are reminded of the importance of the LGBA and of creating a climate which can help LGBT or questioning students to reach this organization. For this reason, a campus climate that can help to foster the security and development of the LGBA and which can help its student members to realize their goals is paramount. Nevertheless, the LGBA has not been without its organizational obstacles.

Obstacles Encountered By The LGBA

The Lesbian Gay Bisexual Association 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 taken.

Most recently, the LGBA has encountered many hurdles with the student finance board. Because the LGBA is only 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.

We used to be allocated the funds to support two dances (\$305.00 each), one movie (approximately \$110.00) and some other funding for the special event for that quarter (i.e. National Coming Out Day, Drag Show, Gay Awareness Week). For Spring Quarter, 1997, we were only allocated \$210.00 for one dance. This

money did not even completely pay the expense for that dance. When we appealed, we received nothing. The same scenario happened the previous quarter. We sent about nine representatives from LGBA to attend the appeal meeting but even their presence did not influence the unfair decision not to allocate our group more funds.

In short, the constantly changing political nature of the student government makes it hard for the LGBA, a controversial group, to secure on-going support. It should be noted that we are not controversial because of our politics, but because of the students we represent. As a result, our organization's activity and outreach is often curtailed due to discriminatory factors influencing funding. The judgments of our students peers elected to a representative government are able to determine the extent to which we can help the LGBQ student population on campus.

Our organization is often the butt of many jokes in the bi-quarterly newspaper The Koala. Though it is a satirical publication, it goes beyond the bounds of good taste, challenging the validity of our association by portraying our members as perverted sexual deviants.

There has mention of late about the possibility of establishing a funded LGB Center at UCSD. This would greatly help to promote the visibility of LGBQ issues on campus. Also, with the assistance from a Center, the LGBA could secure financial aid to hold the events that our group sponsors to reach out to those in our community and on campus. Not only would LGBQ students feel comfortable knowing that there is a place for them to go if they need someone to talk to or just to find social support, but the educational objectives of a Center could help to ensure a more tolerant and accepting attitude from UCSD's non-gay students. (Please see section of report addressing Residence Halls issues, harassment and curricular issues for more information on factors effecting LGBQ students on campus.)

Graduate Students: Non-Academic

It should be noted when considering the resources available for LGBT graduate student socializing that LGBT social groups are less a luxury than a necessity to our existence. Social organizations do not simply provide the means for improving the

quality of life of a pre-existing campus cohort, they allow an existing but unknown cohort to reveal itself both to its own members and to the campus at large.

That said, LGBT graduate students on campus are not as fortunate as their undergraduate counterparts. Graduate students have few, if any, ways for meeting one another. They may be reluctant to attend undergraduate LGB meetings for obvious age-related reasons including the problem of socializing with potential students. Although there are currently no active graduate student groups at UCSD, groups have existed in the past but only sporadically. They have survived for as long as a committed graduate student is able to find the time in his/her schedule to keep up the commitment. Historically, groups for gay men have had more success (partly due to the difference between gay and lesbian social 'styles'). This has left lesbian graduate students, especially, with a very weak support and social network.

When groups are in operation, they typically receive very little publicity. It is therefore unlikely that the failure to thrive of such groups reflects a low demand, or that the number of gay/lesbian graduate students on campus is negligible. LGBT graduate students are on this campus in larger numbers than may be expected. They just don't know one another. The result is that while all graduate student life is often characterized by relative isolation, this is strikingly moreso the case for LGBT graduate students. There are primarily two ways in which UCSD could improve the campus climate for LGBT graduate students (and those who may be interested in applying to UCSD graduate programs).

The first corresponds with the needs of undergraduates: The development of a professionally staffed LGBT Center. The role that a Center would play in promoting campus visibility, supporting the needs of an often unpopular and isolated campus population, and providing a myriad of valuable resources to graduate and undergraduate students can not be emphasized enough.

The second means by which the campus climate for LGBT graduate students could be vastly improved would be through the active development LGBT academic course offerings. UC San Diego's LGBT curriculum is, unfortunately, sorely in need of development. Please see the section entitled LGBT/Queer Studies: The Academic Front for a more detailed account of these issues.

Recommendations:

- Establish a professionally staffed LGBT Campus Resource Center.
- In recognition of the special role of Association for an unpopular campus population, establish guidelines to ensure consistent funding for LGBA activities.
- Include information on the LGBA and all campus services available to students in orientation packets and at orientation.
- Include information about LGB Campus Resources in the Campus Catalog.
- Ensure that an advisor to the Chancellor is continually informed about issues effecting the health and safety of LGBTQ undergraduate and graduate students.
- Clarify the Chancellor's position on the University's non-discrimination policy to the Associated Students.

CURRICULUM

Gay/Lesbian/Queer Studies: THE ACADEMIC FRONT

Academic offerings with LGBTQ course material is important for gay and non-gay students both because of the University's ability to offer courses in a growing area of curricular interest and because of the degree to which classes in LGBT issues can help to improve campus learning about, and acceptance of, LGBs.

On the undergraduate level, course offerings in LGB/Q studies are not only limited but UCSD is far behind many of its sister campuses in this area.

Courses offered:

Faculty (what disciplines, etc.):

Course enrollment/demand:

Who takes the classes (ie: not just queer students):

For graduate students interested in studying LGBT issues, academic resources are severely limited. This is problematic not only for graduate students already enrolled at UCSD, but it also influences University admissions decisions.

Departments may be reluctant to admit graduate students interested in LGBT studies as there are few departments who can admit to having the advisory and scholarly capacity necessary to support this type of research.

[Steve, would you like to include something about how more faculty would help existing *faculty* teaching queer stuff on campus?]

Two years ago, a graduate student member of the CAC served on the graduate admissions committee of her department. One of the applicants was a very well qualified lesbian who hoped to do research on gay and lesbian issues. The applicant had at least two years of impressive experience working on gay and lesbian issues across the country. Her application demonstrated that she had a practical mind and a solid and broad foundation in political and social theory. Located as number 13 out of over 400 applicants, (12 were admitted), this applicant was not admitted. This past year, the department received a second application from the same individual. Although her qualifications had only improved since the previous year, she was not admitted to the department this time because "there was no advisor who would be available to work with her." Interest in research on gay and lesbian issues is only increasing and as graduate departments are receiving more and more applicants from individuals hoping to pursue such work, we can only hope that the future will witness UCSD's efforts to accommodate such students. At the very least, not to do so has unfortunate consequences for the University's aspirations for diversity, and leaves those students who are doing LGBT research with an empty forum for discussion their research.

[EXCERPT FROM APPEAL TO CHANCELLOR Casserio (sp?):

I have spoken to the two social science faculty members on campus who teach gay/lesbian studies, Harry Hirsch, in Political Science, and Steve Epstein, in Sociology. Both have voiced a strong interest in the possibility of recruiting more faculty to teach in this area. Towards this end, I should emphasize that we have no female, social science scholar with a background in lesbian studies. Hiring an historian would also be particularly useful as much of time in both Professor

Hirsch's gay and lesbian politics course and Prof. Epstein sexuality course is spent focusing not on politics or sociology, but, rather, on reviewing history.

Along these lines, I have an initial list of scholars (attached) who may be available for recruiting purposes. I also know that there are many doctoral students across the country who are currently working on dissertations in gay and lesbian studies. A number of whom will be earning their degrees from our sister campuses.

The second suggestion I would like to make today is that the University find the funds to support graduate T.A.'s to teach sections for Professor Hirsch's and Professor Epstein's courses. These two classes represent the only existing social-science courses on gay and lesbian studies available to undergraduates at UCSD. Since these courses have been available, they have been enrolled to capacity. (Graduate courses, to my knowledge, are only available in the literature department.)

Professor Epstein's course on sexuality and sexual identity was full this year with 150 students. In Epstein's words, "there were no sections which I think is quite unfortunate. Students need an opportunity to discuss highly charged topics in small group settings."

Professor Hirsch's course on Gay/Lesbian politics has consistently enrolled 75 students for three years.. Hirsch has told me that he would set the enrollment higher, but he cuts it off at 75 "because there are no sections and it's important that there be some opportunity for students to speak up." Needless to say, many of the younger or less secure students fail to do so. Hirsch added that "there has been a waiting list for his class all three years it has been offered" and that each year the request has been made to offer an upper division supplement to the course.

Clearly, there is undergraduate demand for these courses. Ensuring that diversely situated undergraduates can comfortably discuss the course material is only one of the reasons why sections would be valuable, though. Sections would also help to bring together gay and lesbian graduate students interested in this material, to assist them in developing a working relationship with one another, and with the professors who teach the courses. Finally, sections would serve graduate

students well in training them to teach this, often difficult, subject matter. Graduate students may not only develop the skills to possibly teach summer courses here at UCSD, but would also be able to apply this background to their C.V. for job search purposes.

RECOMMENDATIONS:

- An institutionalized effort on behalf of academic affairs to recruit social-science faculty who can teach classes in gay/lesbian studies. (special needs: lesbian scholar, (social sciences), historian)

[OPTIONAL: Possible recruits include:

John D'Emilio, North Carolina, historian, sociology,
George Chauncy, University of Chicago, historian,
Shane Phelan, University of New Mexico, (lesbian),
Cathy Cohen, Yale University, (African-Am. lesbian).]

- Provide funds to support graduate T.A.'s in teaching sections for existing UCSD courses in gay/lesbian studies. (Professor Hirsch, Political Science, and Professor Epstein, Sociology). Sections would:

- ensure that diversely situated undergraduates can comfortably discuss the course material,

- help gay and lesbian graduate students interested in gay/lesbian studies to meet each other and develop a working relationship with one another and with the professors who teach the courses,

- serve graduate students well in training them to teach this, often difficult, subject matter,

- provide graduate students with an opportunity to develop course curriculums for possible summer offerings at UCSD and for use on their CV.

Karin Swann
3336 6th Avenue
San Diego, CA 92103
(619)296-2312

Mail Code on campus: -0525
kswann@weber.ucsd.edu

DRAFT (07/08/1998)

of Student Support and Safe Space sections, in no particular organization:

Prepared for the LGBT Center Proposal Subcommittee of UCSD CACLGBTI
by Scott D. Heath (sheath@ucsd.edu)

The following sections address needs and concerns of lesbian, gay, bisexual and transgender (LGBT) students, including consideration of the current conditions and recommendations of support for the undergraduate student organization, the Lesbian Gay Bisexual Association (LGBTBTA) at UCSD. In some instances, a broader context of student, faculty and staff issues are addressed as appropriate.

CAMPUS COMMUNITY EDUCATION.

Prior to the establishment of the Chancellor's Advisory Committee on Lesbian, Gay, Bisexual and Transgender Issues (UCSD CACLGBTI), the Lesbian Gay Bisexual Association (LGBTBTA)* was the primary LGBT education and advocacy body on the campus, and its members have continued to try to enlighten and to have dialogue with their peers. Their efforts have always been constrained by limited funding and the availability of student volunteers. The majority of their funds from the Associated Students at UCSD (ASUCSD) and their other fund-raisers go to social events, a necessary and important function of their organization. Their budget for educational efforts is extremely limited, coming from the ASUCSD, CACLGBTI, and other sources on an ad hoc basis. The LGBTBTA presents several programming events each year to heighten LGBT sensitivity and understanding on campus, such as Gay Awareness Week. [Editor: "LGBT Awareness Week" has yet to be used in place of "Gay Awareness Week".]

The CACLGBTI, as primarily staff volunteers, while successful in its campaigns to get diversity education materials to as many students, staff and faculty as possible, has been unable to effectively assist the LGBTBTA in reaching students of all sexual orientations and gender identities for educational purposes. In general, LGBT student organizations at UCSD, both now and in the past, have not coordinated well with CACLGBTI or other campus support entities. Students' academic schedules and cooperative leadership arrangements are often at odds with campus bureaucracies.

STUDENT SUPPORT (DRAFT)

In contrast, cultural student organizations at UCSD have blossomed in recent years, in part because of the support of the Cross Cultural Center. Dedicated professional staff at a LGBT Resource Center would serve students organizations in cooperative campus diversity-related educational efforts and programming events. Such staff available to students can provide them with guidance and assistance not otherwise possible.

The Women's Center and the Cross Cultural Center would be partners with a LGBT Resource Center in promoting discussion and understanding of diversity issues on campus. Cooperative educational and programming efforts between the Centers would address both general diversity concerns and specific issues. A LGBT Resource Center also would work with CACLGBTI in preparing educational materials similar to "Straight Talk About Homosexuality: A UCSD Resource and Information Guide", and would produce other informational materials on its own. [Editor: I suggest including "Straight Talk About Homosexuality" with those copies of the Proposal that are printed by CACLGBTI, or reprinted in the Appendices of the Proposal. See Appendix 1. for excerpts on heterosexism and homophobia, for possible inclusion with this or the following section.]

[* The LGBTA at UCSD has gone through several name changes in its more than twenty years of existence as a recognized undergraduate student organization. These have included the GSU (Gay Student Union)?, LAGO (Lesbian And Gay Organization) and LGBA (Lesbian Gay Bisexual Association).]

OUTREACH AND EDUCATION WITHIN THE LGBT STUDENT COMMUNITY.

Currently the quality of support from student leaders for their peers depends on the knowledge and level of personal development of individual students. For basic concerns of peer acceptance and understanding of homosexual or bisexual sexual/affectational orientation, they are able to greatly help their fellow students. However, in some areas, such as bisexual and transgender concerns, the needs of bisexual and transgender students can be outside of their peers' knowledge base or ability to help them. For transgender students in particular, resources are sorely lacking, and helping the LGBTA and other student organizations become more educated on their issues would substantially impact campus support for them.

STUDENT SUPPORT (DRAFT)

LGBT students in the midst of their identity development and acceptance of their sexual orientation or gender identity need more than the peer support currently available through the LGBTA or the Peer Counseling Program of Psychological and Counseling Services. The professional staff, educational resources, and programming offered by a LGBT Resource Center would provide opportunities for personal understanding in supportive, comfortable environment. The "coming out" process, in which LGB persons go through stages of self-awareness and acceptance about their sexual and affectational orientation, can be traumatic for them. Much of this trauma comes from a perceived incongruity with heterosexist social expectations and homophobic attitudes that they and the people around them may possess. Similarly, transgender persons can experience similar feelings of conflict with social gender roles and identities (which can manifesting itself as a condition often referred to as "gender dysphoria"). The consequences of such emotional conflict for LGBT individuals can include higher rates of clinical depression and, especially for teenagers, higher incidence of suicide. Support of LGBT student, faculty and staff in increasing their knowledge, understanding, and comfort can substantively improve their quality of life, and in some cases, even be life-saving.

SAFE SPACE.

"There needs to be some safe space available for LGB students that is not therapeutic in nature..." -- 1992 Climate Report

Safe space per se is a specific and important student need, for their personal development in "coming out", and for their emotional well-being while in the University. Indeed, LGBT students struggle with unsupportive or insensitive peer environments on this campus, regardless of their personal level of comfort with themselves. These include such negative and emotionally detrimental situations as homophobic/heterosexist attitudes, actions and culture in on-campus student housing, or defamatory speech in student media.

Currently the LGBTA is fortunate to have an office with telephone and furniture. Unfortunately, it is grossly unsuited for student "safe space". It can comfortably accommodate merely five people. When possible, office hours are kept by student volunteers. Drop-in visitors may get information or speak with a peer about personal issues. The room serves as a small lounge where students of all sexual orientations can relax or socialize in a supportive environment. The LGBTA will continue to need a business

STUDENT SUPPORT (DRAFT)

office to handle the bureaucratic aspects of the organization, but the functions of "safe space" cannot be accommodated adequately there any longer.

Such space should be secure, in which students would feel and actually be physically safe. Some students fear verbal or physical assault if they are perceived as lesbian, gay, bisexual or transgender. (See the 1995 and 1997 Climate Report for reports of assault and harassment.) The current LGBTQA office is not physically secure. For example, the doorlock has needed to be replaced for at least five years. Theft of office equipment has occurred several times in that period. During office hours, a single student will often man the room alone, which limits drop-in hours to when the facility seems safe to volunteers. Currently, the LGBTQA occupies a corner office that is only accessible at the dead end of a second floor open balcony in the Student Center. The Student Center itself has historically lacked adequate staff presence for a sense of genuine security. A staffed, physical separate center that seems welcoming and secure to visitors alone can meet the actual and perceived security needs of a safe space.

LGBT students need to be able to visit such space confidentially. The two primary meeting spaces of the LGBTQA illustrate well what should be avoided. The LGBTQA office is accessible only by crossing a second floor balcony above the waiting area for Soft Reserves, where at any time there may be 50 to 100 people standing. Since they are generally bored, they watch you crossing that balcony as though you are walking on a fashion catwalk, at the end of which is a conspicuous "LGBA" sign. The office shares the end of the balcony with the only bathrooms on the second floor, and the constant traffic further diminishes any sense of privacy. For the weekly meetings, the LGBTQA uses another office in the Student Center, specifically the Graduate Student Association Lounge, which has glass walls on two sides. At night, the well-lit room, which lacks operable window shades, visually is completely exposed to outside. (Also, there are often 30 to 50 people at any particular weekly LGBTQA meeting in the Lounge, far exceeding its seating capacity.)**

The physical requirements of safe space (outlined in elsewhere in this proposal) are necessary to meet student needs in a reasonable and adequate manner for confidentiality and other concerns. The center must be visually and auditorily separate from the outside. There must be common space for students to congregate during the day. Privacy is valued by students in general, and is a prerequisite for students just coming out to even attempt to effectively use the resources of a center. Also, there should be space for accessing

STUDENT SUPPORT (DRAFT)

collections of books, brochures, and various printed materials. Very important would be space for drop-in counseling and discussion in soundproof separate rooms. Space that is not adequately partitioned into separate volumes for these purpose, such as single common room for all Center space, would greatly undercut the effectiveness of a LGBT Resource Center as a safe space. The center should be usable by a number of students at one time as comfortably and with as ample personal space as possible.

Such space should include resources appropriate for their personal education and "self-help" on LGBT issues. A well-shelved and comfortable library and reading area is needed for acquiring both basic information and personal studies on LGBT and Queer topics.

Currently, the LGBT Peer Counseling Program sponsored by Psychological and Counseling Services has specific peer support groups for gay and bisexual men, and lesbian and bisexual women. The support groups offer a supportive environment for confidential discussions and exploration of personal issues for interested students. Moderated by trained student peer counselors, the groups meet weekly. These temporarily create a Safe Space, but alone cannot suffice to provide the informal, accessible and secure space needed by LGBT students. Originally, the program included drop-in office hours with peer counselors available to any student who wanted to talk about personal and LGB-related concerns. However, because of a lack of facilities and funding, such drop-in peer counseling is no longer available. Similar limits on resources have complicated the establishment of a Transgender support/discussion group for students. (It has long been a recommendation of CACLGBTI for the peer counselors, to be paid student employees and not simply unreimbursed volunteers. See 1995 and 1997 Climate Reports.) The Peer Counseling Program (see the Appendices of the 1997 Climate Report) would benefit from being able to use the facilities of a LGBT Resource Center.

[** The LGBTA originally began using the Lounge when it was the Women's Resource Center, then a student organization and supportive ally of the LGBTA.]

ASSISTANCE IN PROGRAMMING FOR STUDENT ORGANIZATIONS.

The Women's Center and Cross Cultural Center serve excellent examples of institutional support of educational- and diversity-related programming. The majority of such events or

STUDENT SUPPORT (DRAFT)

efforts are cosponsored between a Center and student organization. An LGBT Resource Center as needed would provide assistance in planning, funding, or hosting similar kinds of programming with various organizations, such as the LGBTA or the Umbrella Group staff association. Indeed, a LGBT Resource Center would be partners with the Cross Cultural Center and the Women's Center in campus-wide educational efforts on diversity, particularly through support of student organizations in facilitating programming events. (See programming section of this report.)

Currently, the LGBTA has a social and educational focus. With center support of LGBT organizations on campus, more lesbian, gay, bisexual, transgender and queer cultural events could take place than is currently possible, further enriching campus life for persons of all sexual orientations and gender identities. Cooperative programming events with other student organizations and campus units would be possible, which together could address larger complexes of multiple issues including LGBT/Queer concerns.

INFORMATION/REFERRAL HUB FOR STUDENTS.

The dissemination of LGBT information on campus suffers from being decentralized and handled by volunteers. The primary means of information on LGBT issues and resources on campus are the "Straight Talk About Homosexuality: A UCSD Resource and Information Guide" and similar previous materials produced and distributed by UCSD CACLGBTI. The LGBTA, as a student organization, doesn't have the physical space or human resources to keep an adequate "info desk" or reference area for its members and the rest of the campus community. Often people new to the community, or people needing help, contact the LGBTA. Unfortunately, the students as volunteers are unable to be adequately informed of current resources, policies, services and organizations to meet the many calls and requests for information from undergraduate and graduate students and even staff and faculty, that they currently receive. The availability and use of information and resources for members of the campus community would substantially increase with the establishment of a professionally-staffed LGBT Resource Center.

Additionally, the UCSD CACLGBTI often has the role of ombudsman for referrals and problem situations. While the Committee does so in fulfilling its charge in serving the campus community, its members and leadership are neither able to be available at all times nor are all trained for crisis situations. A staffed Center is needed for drop-in and in

STUDENT SUPPORT (DRAFT)

person advice, informational support, and, when necessary, initial emergency support and referrals.

The Women's Center possesses a model collection of printed resources, in addition to its library. Hundreds of fliers, brochures, pamphlets, periodicals and other distributed printed materials are available in organized, accessible displays or collections that are easily browsed or searched. Without such organization and accessibility, such resources aren't effectively used by students.

GRADUATE STUDENT SUPPORT.

Currently there is no graduate-specific student organization at UCSD. The 1992 Climate Report (produced prior to the establishment of CACLGBTI; see CACLGBTI Web Site) listed several active campus LGBT/Queer organizations, including two for LGB graduate students. Unlike the ASUCSD, the Graduate Student Association (GSA) has far less funding capacity for assisting graduate student organizations, and the combined support structure of SOLO and ASUCSD for undergraduate student organizations does not have a counterpart for graduate student organizations. Currently graduate, medical, SIO students and educational affiliates at UCSD participate in the LGBTA, even though the organization doesn't receive official support or funding for them. The culture and undergraduate focus of the LGBTA, however, may not be totally compatible with LGBT graduate students' particular needs and circumstances.

Graduate students need the Safe Space functions of a LGBT Resource Center, just as undergraduate students do. While staff, faculty and affiliates have the Umbrella Group, and undergraduate students have the LGBTA, graduate students do not have an existing support network. (It is possible that the support of graduate students by LGBT Resource Center might possibly aid the establishment of LGBT graduate student organization. Indeed, experience at other UC campuses suggests that organizations multiply and flourish with the support of a center or similar institutional support.) (See the 1997 Climate Report, Chapter "Campus Climate from the Students Perspective" for further discussion of graduate concerns.) [Editor: See Appendix 1: Excerpt of Graduate Student section from Karin Swann's draft for the Student Chapter of the 1997 Climate Report.]

ARCHIVES AND ASSISTANCE IN RETAINING INSTITUTIONAL MEMORY.

Each year organizations learn and adapt to changing circumstances, but at the same time forget the experience gained in previous years. Student organizations in particular, as their membership is fairly transient, "reinvent the wheel" endlessly. Worst of all, student leaders do not maximize their use of existing campus resources and support structures, which are decentralized and piecemeal and therefore difficult to become well acquainted with. Student organizations often lack appropriate and stable space for archives and "vertical files". As a result, the efficacy of organizations in their planning and organizing suffers, and they do not reach their possible potential as often as they might.

Helping organizations such as the LGBTA and the Umbrella Group maintain and utilize their collective memory of past achievements and efforts would contribute to the well-being and advancement of the LGBT communities at UCSD. Also, as campus constituencies with historically low visibility, the experiences and heritage of LGBT/Queer students, faculty and staff at this campus too easily slip away. While recently LGBT staff on the campus and the UCSD Medical Center have been recognized for their contributions to campus diversity, the history and contributions of LGBT persons over the nearly four decades of the campus have not had the benefit of being well-documented or reflected in stable archives of collected materials.

APPENDICES:

APPENDIX 1.

Excerpts from "Straight Talk About Homosexuality: A UCSD Resource and Information Guide" (1998).

What Is Heterosexism?

Heterosexism is the assumption that everyone is heterosexual. It is a form of oppression (like racism, sexism, classism, etc.) that targets gays, lesbians, and bisexuals. Heterosexism infers rights and privileges to heterosexuals that are denied to gay, lesbian, and bisexual people, such as spousal benefits and hospital visiting rights.

What Is Homophobia?

Homophobia is the irrational fear, disgust, or hatred of gays, lesbians or bisexuals, or of homosexual feelings in oneself. Homophobia refers to the discomfort one feels with any behavior, belief, or attitude that does not conform to traditional sex role stereotypes. This is revealed through personal behaviors (telling "faggot" jokes, graffiti, verbal and physical harassment), and discriminatory policies such as denial of health, retirement and housing benefits. Homophobia results in fear of knowing, befriending, or associating with gays, lesbians, or bisexuals; fear of being perceived as gay or lesbian; or fear of stepping out of accepted gender role behavior.

APPENDIX 2.

Excerpt of Graduate Student section from Karin Swann's draft for the Student Chapter of the 1997 Climate Report.

Graduate Students: Non-Academic

It should be noted when considering the resources available for LGBT graduate student socializing that LGBT social groups are less a luxury than a necessity to our existence. Social organizations do not simply provide the means for improving the quality of life of a pre-existing campus cohort, they allow an existing but unknown cohort to reveal itself both to its own members and to the campus at large.

That said, LGBT graduate students on campus are not as fortunate as their undergraduate counterparts. Graduate students have few, if any, ways for meeting one another. They may be reluctant to attend undergraduate LGB meetings for obvious age-related reasons including the problem of socializing with potential students. Although there are currently no active graduate student groups at UCSD, groups have existed in the past but only sporadically. They have survived for as long as a committed graduate student is able to find the time in his/her schedule to keep up the commitment. Historically, groups for gay men have had more success (partly due to the difference between gay and lesbian social 'styles'). This has left lesbian graduate students, especially, with a very weak support and

social network.

When groups are in operation, they typically receive very little publicity. It is therefore unlikely that the failure to thrive of such groups reflects a low demand, or that the number of gay/lesbian graduate students on campus is negligible. LGBT graduate students are on this campus in larger numbers than may be expected. They just don't know one another. The result is that while all graduate student life is often characterized by relative isolation, this is strikingly more so the case for LGBT graduate students. There are primarily two ways in which UCSD could improve the campus climate for LGBT graduate students (and those who may be interested in applying to UCSD graduate programs).

The first corresponds with the needs of undergraduates: The development of a professionally staffed LGBT Center. The role that a Center would play in promoting campus visibility, supporting the needs of an often unpopular and isolated campus population, and providing a myriad of valuable resources to graduate and undergraduate students can not be emphasized enough.

The second means by which the campus climate for LGBT graduate students could be vastly improved would be through the active development LGBT academic course offerings. UC San Diego's LGBT curriculum is, unfortunately, sorely in need of development. Please see the section entitled LGBT/Queer Studies: The Academic Front for a more detailed account of these issues.

DATE: March 11, 1999
TO: Chancellor Robert C. Dynes
FROM: Sarah L. Archibald, Chair, Ad Hoc LGBT Center Committee
Francesco Carusi, CACLGBTI Co-Chair
Nicki Golden, CACLGBTI Co-Chair
Jon Welch, CACLGBTI Co-Chair
RE: LGBT Safe Space Steering Committee

At your request we are providing a list of people to serve on a steering committee that will be appointed to advise you regarding staffing, equipping and usage of the recently allocated LGBT space in University Center Building 201. The list was constructed in consultation with the CACLGBTI, the LGBA (student organization), and the Ad Hoc LGBT Center Committee.

We agree that small groups are typically very efficient, at the same time we know that it is important to include germane constituents, such as undergraduate and graduate students, faculty, staff, alumni, community members and resource experts informed with respect to LGBT issues and this process. The attached list of names reflects an attempt to include these constituents, which will generate the need for a slightly larger committee. We note that a very efficient and effective steering committee was appointed to established the Cross-Cultural Center with 21 individuals.

In addition to the list of steering committee members, we also believe strongly that the Directors of the Cross-Cultural and Women's Centers should be included as consultants. Edwina Welch and Nancy Loevinger are consultants to CACLGBTI and they have been very helpful advising us to date.

We believe the individuals named here would have the time and energy to devote to this process. Edwina Welch and Nancy Loevinger have indicated their willingness and interest to serve as consultants. We recommend that Professor Harry Hirsch serve as Chair.

Thank you for moving forward on this important issue. Please contact any one of us if you have questions about the attached list or we can be of further assistance in this process.

Proposed Steering Committee Members:

Sarah Archibald, Academic Specialist, Department of Psychiatry

Lupe Cook, SIO Diversity Coordinator and Administrator, Joint Institute for Marine Observations

Paula Doss, JD, Director, Equal Opportunity Staff Affirmative Action

Nickie Golden, Ph.D. Psychologist, Psychological and Counseling Services

Reynaldo Guerro, Assistant Resident Dean, Eleanor Roosevelt College

Marta Hanson, Ph.D. Assistant Professor, Department of History

Scott Heath, Undergraduate Student

Harry Hirsch, Ph.D. Professor and Chair, Political Science Department

Patty Mahaffey, Student Activities Coordinator, Muir Student Affairs

Eric Peterson, Graduate Student, Department of Philosophy

Jane Rhodes, Ph.D. Assistant Professor, Ethnic Studies Department

John White, Associate Director Facilities and Financial Analysis, Academic Affairs

Consultants

Nancy Loevinger, Women's Center Director

Edwina Welch, Cross-Cultural Center Director

PLANNING CALENDAR OF LGBT/Q OUTREACH, EDUCATION AND PROGRAMMING EVENTS AND EFFORTS AT UCSD

DRAFT - Prepared by Scott Heath - June 1, 1999

The following is a calendar of many campus events and efforts historically done at UCSD and also a number of proposed items that would support or expand what is currently being done on campus. Some of the latter have been included in the last section, while other have been incorporated into the rest of the calendar. As such, this calendar mixes a survey of current efforts by various campus entities with projections of possible efforts by the LGBT Resource Center.

The calendar is broken into seven sections as follows, with several sections further divided into "Programming" and "Planning and Other Efforts" subsections. Some entries by in parentheses the currently responsible campus entities and/or a specific time of year.

- I. Ongoing Meetings
- II. Summer
- III. Fall Quarter
- IV. Winter Quarter
- V. Spring Quarter
- VI. Conferences and Other Community Events
- VII. Additional Possible Programming & Efforts

* * * * *

I. ONGOING MEETINGS

- * LGBTA Meetings (weekly)
- * CACLGBTI Main Committee Meetings (monthly)
- * CACLGBTI Subcommittee Meetings -- multiple (semi-monthly)
- * Men's Peer Support Group Meetings (weekly)
- * Women's Peer Support Group Meetings (weekly)
- * Queer Quorum (graduate student group) (TBA)
- * QPOC (Queer People of Color) Meetings (TBA)
- * LGBT Resource Office Steering Committee Meetings (TBA)

II. SUMMER

Programming

- * Orientation sessions for Colleges -- diversity workshops, panels, Office open to drop-in traffic (June, July)
- * Open Zone Program training sessions for student housing staff
- * CACLGBTI Special Meeting at UCSD Medical Center (semi-annual)
- * CACLGBTI Leadership Retreat -- staff, faculty, students (semi-annual)

Planning and Other Efforts

- * Coordinate academic speakers and other programming for Fall Quarter, including Keynote speaker for National Coming Out Day Rally in October
- * Produce materials such as flyers, calendars, updated brochures, etc., as needed for Welcome Week and beginning of Fall Quarter.
- * Update LGBT-related web site(s) to reflect new programs, leadership and other information (CACLGBTI, LGBTA)
- * Coordinate with CACLGBTI, Umbrella Group and possibly Staff Council in preparation of annual budget requests and planning of programming for the year.

III. FALL QUARTER

Programming

- * (Late) Orientation sessions for Colleges (September)
- * Panel presentation to ASUCSD council at leadership retreat (September)
- * Welcome Week: Campus Services Fair -- tabling (September)
- * National Coming Out Day/Week -- "coming out" rally (October)
- * Center Fest (October) (Women's Center, Cross-Cultural Center, CACLBGTI)
- * UCSD Homecoming Week -- tabling, possible LGBT Alumni gathering (October)
- * LGB History Month -- possible programming, displays, etc. (October)
- * World AIDS Day -- various campus events (December 1) (Student Health, Women's Center, Cross-Cultural Center, Hillel, CACLBGTI, etc.)
- * 2 LGBTA Dances
- * LGBT Shabbat Dinner (Hillel, LGBTA, Women's Center)
- * Academic / Faculty Speakers (various)
- * Video Screenings and Discussions (LGBTA, Women's Center, etc.)
- * Speaker's Bureau Panels & LGBTA Panels
- * Umbrella Group social events
- * Possible Open House (for Resource Office) (September / October)
- * Possible LGBTA Movie Night -- free screening in PC Theater
- * Possible QPOC Dance
- * Possible Food Drive for "Something Special" Food Pantry

Planning and Other Efforts

- * Promote and help coordinate UCSD contingent to San Diego AIDS Walk (October)
- * Coordinate academic speakers and other programming for Winter Quarter, and World AIDS Day events in December.
- * Plan arrangements for UCSD contingent of students, staff and faculty to attend UCLGBTA conference.
- * Advise and assist LGBTA & QPOC in preparing budget requests to ASUCSD for Winter Quarter events.

IV. WINTER QUARTER

Programming

- * Drag Show "Divas in Denial" (LGBTA)
- * Medical Center National Coming Out Day (Umbrella Group and UCSD Medical Center LGBT Network)
- * 2 LGBTA Dances
- * LGBT Shabbat Dinner (Hillel, LGBTA, Women's Center)
- * Academic / Faculty Speakers (various)

- * Video Screenings and Discussions (LGBTQA, Women's Center, etc.)
- * Speaker's Bureau Panels & LGBTQA Panels
- * Umbrella Group social events
- * Speaker's Bureau Panels & LGBTQA Panels

Planning and Other Efforts

- * Update, print and distribute Marx & Marshall Scholarship brochure (CACLGBTI, Scholarship Office)
- * Promote Marx & Marshall Scholarship and Russ Ty Scholarship for undergraduate student
- * Promote and coordinate attendance of students, staff and faculty at UCLGBTQA conference
- * Coordinate academic speakers and other programming for Spring Quarter, especially Out and Proud Week.
- * Advise and assist LGBTQA & QPOC in preparing budget requests to ASUCSD for Spring Quarter events.
- * Possibly convene a committee of faculty, staff and students for Rainbow Grad Reception (Umbrella Group, CACLGBTI, etc.)

V. SPRING QUARTER

Programming

- * National Day of Silence (April)
- * Admit Day / Thurgood Marshall College Cultural Celebration -- tabling, speaking in programs (CACLGBTI, LGBTQA) (April)
- * Take Back the Night -- week of events (Women's Center, Student Safety Awareness Program, etc.)
- * Transfer Admit Day -- tabling (April / May)
- * Community Challenge Ride -- host rest stop at UCSD (CACLGBTI, The Center)
- * Multicultural Freedom Seder (Hillel, Office of Religious Affairs, the centers and various cultural and religious orgs)
- * Umbrella Group Camping Trip (Umbrella Group, LGBTQA)
- * Out & Proud Week (LGBT Awareness Week) & Gay Jeans Day -- rally, workshops, speakers, videos, etc. (LGBTQA, CACLGBTI)
- * Sun God Festival -- tabling, fund-raiser (LGBTQA)
- * All People's Celebration -- encourage nominations of LGBT students, staff and faculty for contributions to UCSD community (Cross-Cultural Center and others) (May)
- * Women of Color Honors (Cross-Cultural Center, Women's Center, etc.) (June)
- * Rainbow Grad Celebration (June)
- * 2 LGBTQA Dances
- * LGBT Shabbat Dinner (Hillel, LGBTQA, Women's Center)
- * Umbrella Group Rummage/Yard Sale (semi-annual)
- * Academic / Faculty Speakers (various)
- * Video Screenings and Discussions (LGBTQA, Women's Center, etc.)
- * Speaker's Bureau Panels & LGBTQA Panels

- * Umbrella Group social events
- * Possible Food Drive for "Something Special" Food Pantry

Planning and Other Efforts

- * Update, print and distribute "Straight Talk About Homosexuality: A UCSD Resource and Information Guide" (CACLGBTI)
- * Distribute materials for orientation packets to colleges (May)
- * Submit ad for SOLO summer publication, "Get Involved," for new students (April / May)
- * Submit info for various campus guides, such the Guardian's "Comprehensive Student Guide to UCSD"
- * Submit info for Welcome Week calendar and schedule events
- * Submit ad for Homecoming Week program and schedule any events for week
- * Submit ad for Imperial Court Program (CACLGBTI)
- * Promote Speaker's Bureau to Colleges, Depts, etc., during period of planning orientations and events for the next year (CACLGBTI)
- * Coordinate UCSD contingent to San Diego Pride Parade, including arranging VIP guest of honor, such as the Chancellor (Umbrella Group, CACLGBTI, LGBT, Owen's Clinic, etc.)
- * Advise and assist LGBT & QPOC in preparing budget requests to ASUCSD for Fall Quarter events.
- * Possibly advise and assist Rainbow Grad committee in preparing and submitting budget request to AS Council for allocation in following year's executive budget of ASUCSD, and funding requests to other campus entities for the current year's grad celebration.
- * Update to Campus Climate Report (every two to three years) (CACLGBTI)
- * Other outreach and education efforts

VI. CONFERENCES AND OTHER COMMUNITY EVENTS

- * UCLGBT Steering Committee Meetings (quarterly)
- * San Diego Pride Parade -- UCSD contingent, including Medical Center (July)
- * San Diego AIDS Walk -- UCSD contingent (October)
- * PROGRESS Conference (October)
- * NGLTF "Creating Change" Conference (November)
- * Martin Luther King, Jr. Parade -- campus contingent including centers, support offices, staff associations, and multicultural orgs (January)
- * UCLGBT Annual Conference (February)
- * Queer Pilipino/a Conference (Winter)
- * Students of Color Conference (Spring)
- * NCORE Conference (May / June)
- * Queer Studies Conference (semi-annual)
- * Various community gala events, such as The Center annual gala, etc., esp. in conjunction with VIP delegations from administration to such events.

- * Various other community outreach events, such as educational outreach fairs, etc.

VII. ADDITIONAL POSSIBLE PROGRAMMING AND EFFORTS

- * Volunteer network -- Foster a network of student and staff volunteers to keep the Resource Office open beyond those hours that the staff person is able to be present or when he/she must be away from the office for meetings, etc., esp. during weekday afternoons.
- * Organizational meetings in Resource Office -- encourage and enable meetings listed in the first section above to take place in the LGBT Resource Office and adjoining conference room of OSHPP (though LGBTQA and CACLGBTI meetings are often too large to take place in the Resource Office rooms or the OSHPP conference room).
- * Peer Counselor office hours in LGBT Resource Office
- * Student internships for academic credit at the LGBT Resource Office
- * Office Hours for TA's and instructors of LGBT/Queer courses in LGBT Resource Office
- * Student-Faculty "brown-bag" lunches with light refreshments in LGBT Resource Office
- * LGBT/Queer Course List -- Develop and keep updated a listing of LGBT/Queer-related courses offered in the current year, and informally advise students of the availability of these classes and what requirements they might fulfill (either automatically or by petition).
- * Faculty / Academic Lecture Series -- planned out series instead of ad hoc academic programming, cosponsored with academic depts and programs, and the Centers.
- * Artist In Residence Series -- coordinate and cosponsor with academic depts and the Centers to bring one artist, musician, creative writer, etc., to campus each quarter for a performance/presentation.
- * Video & Discussion Series -- coordinate LGBT/Queer video showings into a series instead of ad hoc showings, focusing on a variety of subjects and different multicultural perspectives, in cooperation with the Centers, staff associations, and LGBT/Queer and cultural student organizations.
- * Co-sponsor CWD Movie Screenings -- collaborate with Committee for World Democracy to bring one LGBT/Transgender/Queer film to campus per quarter, as part of their quarterly film series.
- * Welcome Week BBQ on Sun God lawn for new and returning students (Fall)
- * Staff Association picnic -- tabling with the staff associations and the Centers (spring?)
- * Centralized Web Site -- In cooperation with the CACLGBTI, Umbrella Group and LGBTQA, produce a central LGBT/Queer web site similar to that of UCSB, including: listing of campus resources and information, updated master calendar of events, and separate pages for each entity. The current cost for an independent departmental or organizational web site at UCSD is \$50 per month (\$600 per year), which includes a custom address such as "<http://rainbow.ucsd.edu/>". The cost could be shared between the Resource Office, CACLGBTI and the Umbrella Group, and maintained by the Resource Office.
- * LGBT/Q ListServ -- co-moderate a listserv for LGBT-related campus announcements, for all interested students, faculty and staff.
- * CACLGBTI -- the LGBT Resource Office staff person ought to be appointed to the CACLGBTI as an ex officio member, and participate as schedule and priorities permit.