

A Staff and Faculty Association
of the University of California, San Diego

UCSD MEDICAL CENTER

BI, LESBIAN AND GAY NETWORK MEETING

OPEN DISCUSSION/SOCIAL

Thursday, February 17, 1994 at 6:00 pm

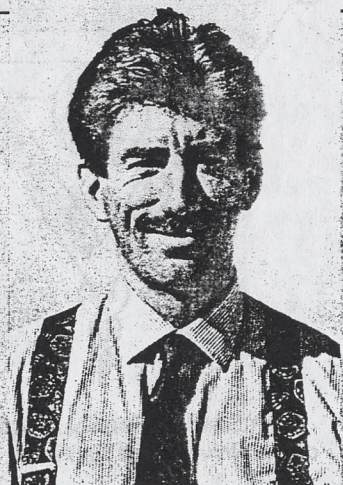
**UCSD Medical Center
11th Floor, Southwing Tower Link
Conference Room 309**

Bring Munchies!!

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Speaking of Diversity

by Mark J. Mans
Administrative Assistant
Development and Community Relations



Diversity is the condition of being different. In the context of UCSD Medical Center patients and staff, diversity is that collection of differences that we bring to our interactions at home and throughout our work day at UCSD Medical Center.

Diversity is a clear and present reality among UCSD Medical Center patients, staff and in San Diego County, the state of California and the nation. UCSD Medical Center's Diversity Planning Team was established to embrace these personal differences which are evident in the everyday life of the Medical Center.

The Diversity Planning Team is a permanent, standing task force made up of staff representing the many differences found in the UCSD Medical Center workforce. The team was created in the spring of 1993 at the request of Michael Stringer, director of Hospitals and Clinics, and the team reports directly to him. The team meets weekly for 1-1/2 hours. One meeting each month — the last Friday of the month, from 11:30 a.m. to 1 p.m. — is an open meeting which may include a scheduled speaker. Interested UCSD Medical Center staff members should let a team member know if they wish to attend an open meeting. The team welcomes the interest, input, support and questions of all employees.

The mission of UCSD Medical Center's diversity initiative is to create an organizational culture that understands, respects and values its diversity; that empowers each employee to focus energy to achieve the organizational objectives; that rewards and recognizes the value of each employee's contribution; and that attracts, retains and develops a workforce that represents the community served by UCSD Medical Center.

The Diversity Planning Team members are Valorie Ashley, Health Sciences Communications; Rosie Coriz, Admissions and Registration; Brad Donaldson, Ophthalmology and Dental clinics; Cece Echon, Clinical Research Center; Juan Galvan, Social Work; Tina Holmes, Human Resources; Bill James, Facilities Engineering; Mark Mans, Development and Community Relations; Michelle Price, Ambulatory Services; Ed Tsu, Pharmacy; Marta Walter, Medical Staff Administration; and Jo Williams, Admissions and Registration. Eveline Buchanan, Respiratory Therapy, served on the team until she retired on October 31, 1993. Members of the team serve terms of limited length.

The Diversity Planning Team is chaired by a team leader, which rotates every three months. Bill James served as team leader from September through December 1993. Marta Walter will serve as team leader from January through March 1994. Grace Miller, Training and Development, is the team's facilitator and ex-officio member. Kristin Reid, an intern in Training and Development, attends team meetings and assists the team.

This column will appear regularly and be devoted to issues of diversity as they effect UCSD Medical Center. Readers are encouraged to share their concerns and views in this column or directly with the Diversity Planning Team, c/o Training and Development, 8909, UCSD Medical Center, 200 W. Arbor Dr., San Diego, CA 92103-8909.

For those who missed last months (January) meeting, Mark Mans was our guest speaker and also a member of the "Network." The article to the right explains what the "Diversity Planning Team" is all about.

Approved on February 23, 1994

STATEMENT ON DIVERSITY

PURPOSE

Quality and diversity have come to be profoundly connected in pursuing goals that are explicit in the mission statements of colleges and universities themselves: goals of expanding knowledge, educating capable citizens and serving public needs. This connection gave rise to the portions of the Standards adopted by the Commission in 1988 dealing with diversity. Accordingly, diversity issues are addressed in each phase of the accreditation process. Based upon Commission experience thus far, there is need for a statement of expectations regarding thoughtful and thorough institutional self study on these issues.

BACKGROUND

Robert Rosenzweig, then president of the American Association of Universities, wrote to the Commission:

"I think that, at present, accreditation has a useful role to play in the movement of education toward greater diversity Most institutions, even those with the best-developed approaches to diversity, can profit from an outside look at how they are doing, a look that is not filtered through local lenses clouded either by rosy optimism or by local political disputes. That look should be part of every accreditation review, and it should be a part of every self-study, but it should be made clear that it is not a criterion on which approval will be based . . . say clearly that it is one purpose of WASC to promote diversity within its region, but that it chooses the route of education, evaluation and constructive advice rather than the route of sanctions."

The Commission agrees with this statement while underlining that thoughtful engagement with all Standards, including those which address diversity, is an obligation of all accredited institutions in the self-study process.

Following adoption of the 1988 *Handbook of Accreditation*, the Commission designated the new Standards on assessment, general education (for undergraduate institutions), the meaning of doctoral degrees (for graduate institutions), academic program review, and diversity as areas deserving special attention in the institutional self-study and visiting team processes. In the area of assessment, the Commission developed and then published *Achieving Institutional Effectiveness Through Assessment: A Resource Manual to Support WASC Institutions* in April 1992. With respect to general education, the Commission undertook a reconsideration of

Standard 4 B. culminating in a revised Standard in November 1991. Concerning doctoral degrees, the Commission published "Guidelines for the Evaluation of Ph.D. Programs" in September 1992. The 1992 Accreditation Liaison Officers' meeting was devoted to a review of the Standards on program review and has led to ongoing work to improve our efforts in this area. This statement on diversity is part of the continuing implementation of the 1988 Standards.

A DEFINITION OF DIVERSITY

The word "diversity" has been used frequently in discussions of higher education policy in the last 70 years. It has been used to refer to the great variety of American institutions of higher education—their varying missions, pedagogies and constituencies. It also has been used to refer to the enrollment of students from various regions of the United States and nations of the world. Beginning in the decade of the 1960s, diversity was used to describe students from historically underrepresented ethnic groups, most of whom were the first in their families to attend college. Shortly thereafter, diversity was applied not only to the student body of an institution, but also to the faculty, administration and board of trustees. The impact and meaning of diversity, however, were still focused upon numerical ethnic profiles and had not reached issues of student life, curriculum or pedagogy.

As is the case with many other important concepts (e.g., innovation, quality, fairness), diversity is difficult, if not impossible, to define in words that are fully satisfactory. However, it is useful to think of diversity in higher education as having three vital and related dimensions: 1) representation; 2) the nature of campus community; and 3) the impact of group membership on both individual development and the content of academic scholarship and study.

1. **Representation.** Diversity concerns representation of different groups in the various constituencies of a college or university—its student body, faculty, staff and governing board. Concerns about representation are closely linked to the challenge of achieving educational equity, in terms of the matriculation and graduation of persons from those ethnic groups in the United States that have been historically under-represented in colleges and universities.*

Given the rapidly changing composition of the population in this region, race and ethnicity are major factors in this discussion of group representation. Other aspects of diversity deserve careful consideration as well, including socioeconomic class, gender, age, religious belief, sexual orientation and disability. Each of these aspects of diversity has been addressed in the self studies conducted by some accredited institutions in this region. In selecting various aspects of diversity for study, institutions have been influenced by the

*The Commission follows the dictionary definition of "ethnic" as "characteristic of a religious, racial, national or cultural group."

nature of their missions, the nature of their student bodies and the requirements of law (particularly with regard to disability and gender).

In thinking about diversity on campus it is important to stress that representation is not merely a matter of numbers, but also concerns how individuals participate in the life of a college or university. The Commission recommends the distinction between diversity and affirmative action drawn by the Diversity Planning Council of the University of California, Davis:

- "Affirmative action is retrospective in that it is designed to rectify the effects of past discrimination. Diversity, on the other hand, is prospective. It looks forward to the creation of an environment that supports the aspirations of all persons"
- "Affirmative action excludes certain groups from consideration under its provisions. For example, it excludes white males except those who are disabled or who are Vietnam era veterans. Diversity includes all groups that are part of the working or living environment"
- "Affirmative action is quantitative in that it emphasizes the numerical representation of women and persons of color in the work force. Diversity views affirmative action efforts to increase the number of persons of color and women as necessary but not sufficient to create the changes in the environment that will enhance the chances of success for those who gained access through affirmative action efforts" (*Building a Diverse Campus, UC Davis*, p. 9, 1991).

2. Community on Campus. A second dimension of diversity concerns the character of the academic community that emerges through the interaction of people of different backgrounds and points of view. An effective academic community calls for respect and cooperation among the various groups represented within the institution. One important goal is the strengthening of collegiality that, in turn, encourages vigorous debate and the examination of competing ideas. Such collegiality becomes impossible where there is domination of members of one group by members of another or the systematic neglect of the perspectives and aspirations of the members of any group on campus.

During the course of discussion of this statement, conflicting positions were expressed with regard to how the issue of sexual orientation should be addressed. Commission Standards state that "religious institutions have the right to select students and faculty on the basis of adherence to religious beliefs."

There is an extremely important consensus among accredited institutions in this region that all institutions are obligated to adhere to Commission Standard 1.B on respect of persons, including policies against harassment, and to provide due process procedures to resolve

individual grievances. Whatever an institution's prohibitions may be regarding the behavior of its members, these must not be accompanied by institutional actions that express animosity or disrespect for persons for reasons of race, ethnicity, socio-economic class, gender, age, religious belief, sexual orientation or disability.

3. **Group Membership and Identification.** A third dimension of diversity concerns the extent to which group differences and affiliations should be recognized and affirmed by colleges and universities. It can be said of each of us, "In some ways you are like everyone else, in other ways you are like some, and in some ways you are like no other." We are accustomed to thinking of ourselves as part of the human race ("like everyone else") and as unique persons ("like no other"). Dilemmas arise with respect to group membership ("like some") and whether the recognition of group membership contributes to academic and community-building goals.

Every person is simultaneously a member of many groups, and these group memberships have different saliency with respect to various functions carried out by academic institutions. For example, a student may begin her day by attending early Mass. For this purpose, her religious identification is crucial. She may then visit the financial aid office where socioeconomic class and age are relevant. In her history class her Asian heritage may well affect her perspective on the matters under discussion and how she serves as a resource for her fellow students. Later in the day, as a member of the College task force responding to the Americans with Disabilities Act, her reliance upon a wheel chair is the group identification of most importance. And, finally, as she returns to her living group, her gender has helped determine where she lives and with whom. This person is a unique human being. But important aspects of her uniqueness are shaped by her simultaneous membership in many groups. A campus that recognizes these groups, and seeks to serve the needs of each of them, is not negating the uniqueness of this student or the shared humanity of all, but rather, is striving to enhance and build upon some of the group memberships that shape a student's life.

Identification with groups, including ethnic identification, is certainly nothing new on American college campuses. But what is new is the number of groups now pressing for recognition and their proportions within the student bodies of most institutions. In particular, the proportion of students of color has now grown to the point that they represent the majority of students in the public elementary and secondary schools of our region and on many of our college campuses. The negotiation of new relationships among individuals and groups is underway, and these changes produce a good deal of the controversy that accompanies diversity. Such changes are often awkward and sometimes difficult. But these changes also bring new intellectual challenges and can contribute greatly to educational quality by offering a more profound understanding of ourselves and our world and an education of greater relevance to participants in a multicultural society.

EDUCATIONAL QUALITY AND DIVERSITY

Discussions of quality in higher education are often dominated by measures such as student scores on examinations taken at college entrance (the SAT or the ACT), scores on the Graduate Record Examination or examinations for entrance into professional schools, the proportion of applicants refused admission, endowment per student, or the reputation of faculty members in individual disciplines. As measures of the quality of teaching and learning, especially at the undergraduate level, these measures are plainly inadequate. When the meaning of educational quality is examined at a deeper level, the connections between quality and diversity become clearly important:

- A quality education introduces students to the richness of the intellectual world and broadens the range of scientific and cultural topics on which students can exercise discernment, logic and balanced judgment. Many colleges and universities have found that these purposes are advanced by curricula that examine more fully the philosophies, values, perspectives, history and achievements of the various cultures of the world and of the United States. In extending the curriculum, these efforts have not replaced study of Western and European values, but rather can connect with and extend beyond these traditions. Such efforts have had substantial effects on the content and methodology of political science, literature, philosophy, art, sociology and history and of certain professional fields such as law, medicine and business.
- A quality education helps students acquire the habit of critical analysis of data, assumptions and argument. It is therefore of educational value when students, through classroom instruction, study and interaction with students and faculty of diverse backgrounds learn to evaluate differing points of view. Immersion in an environment of diverse and competing ideas is important to the development of independent thought.
- A quality education prepares a student to grasp and respond constructively to persons, ideas, situations and challenges novel to his or her experience. In most college and university mission statements these purposes are connected with the importance of higher education in equipping students for the responsibilities of life after graduation. Today's students will live in a society, and quite likely in a locality, of many ethnic and cultural traditions. They will live in a world of highly interdependent national economies. This world will call for the ability to understand and work with people of other backgrounds. Diversity and educational quality are thus connected in accomplishing, in today's terms, the task of preparing students for the worlds of work and civic participation.
- One of the contributions of a quality education is greater awareness of the vicissitudes of the individual life, including one's own. Higher education can

promote an understanding that people can succeed under adverse conditions. Diversity is of especial value here. For example, a college has enhanced the future of its graduates if its students come to know disabled persons who are participating, contributing members of the campus community.

- Participating in a quality academic program enriches faculty as well as students. In a diverse academic community faculty are called upon, in their teaching, to be aware of the differing experiences and perspectives of students and their varying interests and learning styles. In responding, faculty also learn.

The colleges and universities accredited by the Commission have enormous assets when using diversity to enhance quality in these ways. Among these assets are:

- The demographic diversity of the region
- Their traditions of scholarship that commit them to the extension of knowledge
- Their tradition of cosmopolitanism—the tradition that educated people are citizens of the world, and not only of nations, classes and ethnic groups
- Their traditions of free inquiry

On this final point we are mindful that some claim that a focus on diversity brings with it an intimidating environment on campus that discourages individuals from freely expressing their ideas within the very broad boundaries set by judicial interpretation of the First Amendment of the Bill of Rights. As the foregoing discussion of diversity and quality would suggest, the Commission firmly rejects curtailment of free expression and inquiry. The bedrock of education in a democratic society is free and open discussion. Indeed, one sign of a healthy institution is the thoughtfulness of its internal disagreements and the extent to which all segments of the institution feel free to participate in its debates. The Commission carefully chose the following words for the opening paragraph of the Commission's first Standard on Institutional Integrity.

"An institution of higher education is, by definition, dedicated to the search for truth and its dissemination. As a consequence, faculty, students, administrators, trustees, and staff are committed to and supported in the free pursuit of knowledge and expression of ideas Those within an educational institution have as a first concern, knowledge, evidence and truth. This concern should not be undermined by particular judgments of institutional benefactors, of public or social pressure groups, or of religious or political groups."

EXPECTATIONS FOR SELF STUDY

Existing standards in the region raise issues with respect to diversity, and should lead to open-minded discussion and constructive action at each institution:

1. *In addressing Standard 2 on institutional purposes and planning, institutional mission and purpose should be re-examined.* Governing boards have an especially important role in this regard. As students, faculty and staff within institutions become more diverse, there is an even greater need to focus on common purposes and to identify core values. For example, Occidental College has identified this set of values to which it is committed: honesty, integrity, promise keeping, pursuit of excellence, pursuit of truth, caring, compassion, and respect for others. The re-examination of institutional purpose, which should be at the heart of every self study, also implies a sober assessment of conflicting goals. As an example, how might an institution balance its desire to diversify its student body by providing more financial aid for low-income students with the objective of increasing faculty salaries or providing more academic support services to all students on campus?

2. *Commission Standards 1, 3, 5 and 7 urge institutions to seek and achieve diversity within their student bodies, faculty, administrative staff and governing boards.* In many cases colleges and universities choose, at their own initiative, to compare their composition to regional or state populations or to the United States as a whole. In other instances, the reference group is the particular constituency, often religious in nature, that the institution has pledged to serve. In applying its Standards, the Commission respects the institution's own view of its constituency, based upon its unique mission. For example, a single-sex institution or a college that requires adherence to a particular religious faith as a requirement for admission need not give up those requirements in order to increase its diversity. Each institution can, however, analyze the diversity present in the constituency it chooses to serve and actively seek to reflect that diversity in its membership.

3. *In addressing Standard 4 on educational programs, and its expectation that each institution will work toward "appreciation of cultural diversity" as an outcome of undergraduate instruction, the Commission recommends consideration of all forms of diversity as they affect the educational process.* Colleges are diverse in many ways (e.g., the various academic disciplines and fields of professional study as well as the diversity of the college community in terms of age, political belief, socioeconomic class, religious faith, interest in the arts and athletics, regional and national background). How can the various forms of diversity be understood, appreciated and valued in the curriculum?

A desirable objective is that all students learn from and about each other. As the Association of American Colleges declared in its 1985 report, "Integrity in the College Curriculum":

"All study is intended to break down narrow certainties and provincial vision In a sense, we are all from the provinces, including New Yorkers and Bostonians, whose view of the world can be as circumscribed as that of native

Alaskans who have never left their village At this point in history colleges are not being asked to produce village squires but citizens of a shrinking world and a changing America."

Faculty of each institution have primary responsibility to rise to this challenge as they plan curricula, design courses, teach and advise students. Each institution is free to pursue these goals as it sees fit. Institutions have chosen a variety of means, including the integration of the study of diversity into existing courses under the sponsorship of existing disciplinary departments, the development of courses that stress the comparative study of different cultures and the creation of women's studies programs and ethnic studies departments.

4. *In addressing Standard 7 and the need for a co-curricular environment that fosters the intellectual and personal development of students, the variety of students already enrolled at the institution should be addressed.* In particular, we recommend steps to achieve a better understanding of the characteristics, interests, aspirations and learning needs of all segments of the student population. As institutions address problems faced by students from historically underrepresented groups and women in terms of classroom learning, support from faculty, the availability of academic support services or the quality of residential life, they often find that the appropriate responses benefit all students. We have in mind here programs of collaborative learning that have served to increase student success in introductory calculus classes and residential programs that have successfully enhanced cross-cultural understanding and student retention by involving a critical mass of students from at least two different ethnic groups.

5. *Again with respect to Standard 2, institutions should assess the strength and weaknesses of efforts to make diversity integral to its plans for institutional improvement.* What are the next steps to be taken? Whose cooperation and effort is needed to make those steps effective? How will the institution assess its diversity efforts over time? Some of the answers come from retention statistics and other quantitative data. It may be helpful to look at comparable data over time and examine trends in individual schools and departments as well as for the campus as a whole. Of equal importance is probing beneath the numbers to illuminate individual perceptions and patterns of interaction among the members of various groups. The Commission urges institutions to conduct systematic assessments of how different students, faculty and staff view their experiences on campus (often referred to as studies of "campus climate"). These assessment tasks are complex and difficult. For example, expressions of disappointment that an institution does not yet meet goals regarding diversity may be more the product of forward progress which raises expectations rather than the result of a lack of commitment. Questionnaires and small group meetings of students, staff and faculty from different backgrounds can bring such experiences and perceptions to the surface and can serve as the source of creative suggestions. One important result of such discussions is likely to be the

healthy questioning of stereotypes about what people think and a high degree of interest in improving human communication and understanding within the institution. In this regard, institutions may want to review the reports of the Diversity Commission at Westmont College, the Diversity Committee at The Master's College and Seminary, the Commission on Human Relations at San Francisco State University, the University Committee on Minority Issues at Stanford, the findings of the Diversity Project and the Commission on the Changing Student Body at the University of California, Berkeley, the campuswide survey conducted for the Chancellor's Council on Diversity at UCLA, and the studies of campus climate designed by the California Postsecondary Education Commission. In addition, the Commission has sponsored the creation of *Dialogues for Diversity*, with the assistance of The James Irvine Foundation. This new book is a resource for campuses wishing to organize campus dialogues about diversity issues. This book is part of the American Council on Education Series on Higher Education. Copies may be purchased for \$16.50 from Oryx Press, 4041 N. Central Avenue, Phoenix, Arizona 85012.

The fundamental challenge is to create a culture on campus where the wisdom and will to build trust among people and groups is widely distributed and opportunities for enhancing diversity and community are encouraged and supported. There is no expectation that within the richness of our institutional variety that there will be a uniform response. Nevertheless, we all have the same challenge—to perform well the special role of higher education in effectively realizing the human potential of all of our citizens, a goal critical for students, faculty, staff and for the common good of our society.

APPENDIX A

Excerpts from the *Handbook of Accreditation* July 1988

"The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity" (Standard 1.B.3).

"The institution selects students, faculty, administration, and staff according to institutionally developed and published nondiscrimination, equal opportunity, and affirmative action policies" (Standard 1.b.6).

"The board includes adequate representation of the public interest and/or the diverse elements of the constituency . . ." (Standard 3.A.1).

"Undergraduate studies ensure, among other outcomes: (a) competence in written and oral communication; (b) quantitative skills; and (c) the habit of critical analysis of data and argument. In addition to these basic abilities and habits of mind, goals also include an appreciation of cultural diversity" (Standard 4.B.2).

"Within the parameters defined by its mission, the institution actively seeks diversity in its student body" (Standard 4.H.3).

"Recognizing both the importance of faculty as role models, and the present and projected demographics of the WASC region, institutions are encouraged, within the boundaries defined by institutional purposes, to seek diversity in the hiring of faculty. Nondiscrimination, equal opportunity, and affirmative action policies are published, and made known to faculty, to search committees, and to faculty candidates. These procedures and their results are monitored and periodically reviewed. Institutions at which religion has been determined to be a *bona fide* qualification for hiring, so indicate in announcements of positions" (Standards 5.B.4).

"Needs of the physically disabled are accommodated" (in the library) (Standard 6.E.3).

"Facilities are constructed and maintained with due regard for appropriate health and safety considerations, and for access by the physically disabled" (Standard 8.A.6).

"The institution systematically identifies the characteristics and learning needs of the student population, including such constituencies as traditional-aged undergraduates, women students, re-entry and older students, student parents, international students, the physically limited and learning disabled, racial and religious minorities, the academically disadvantaged, veterans, and off-campus students such as military students. The institution then makes provision for meeting those identified needs, building an academic community that significantly involves its various populations" (Standard 7.A.1).

APPENDIX B

Chronology of the Commission's Consideration of Diversity

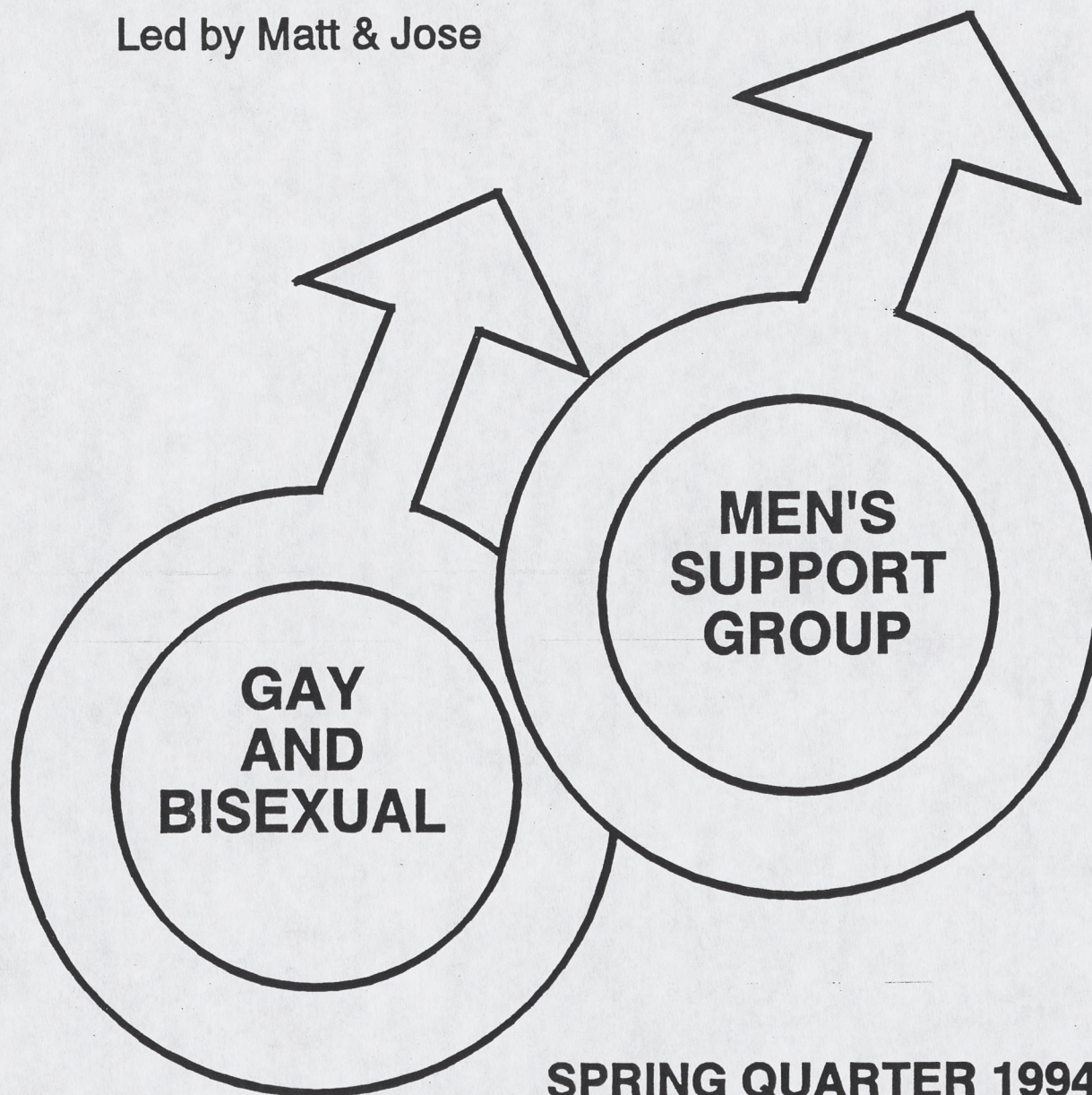
Diversity was an important topic on the agenda of the Commission when it began the most recent revision of the *Handbook of Accreditation* in 1985. After a two-year period of discussion with institutional representatives, the Commission adopted a comprehensive revision of the Standards, effective in 1988. The core of the Commission's position with respect to diversity is found within Standard One: "The (accredited) institution demonstrates its commitment to the increasingly significant role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity."

Drawing on three years of experience with the new Standards, and recognizing the need for further understanding of the relationship between educational quality and the ethnic diversity so predominant in our society, the Commission circulated for comment an initial draft of a policy statement on diversity to accredited institutions on December 16, 1991. The Commission Committee on Diversity then organized four one-half day meetings to discuss the December 1991 draft with institutional representatives. These meetings were held on February 28, 1992, near the San Francisco Airport and on March 19, 1992, in Irvine. Representatives from 72 institutions participated in these meetings. The Committee also solicited written comments. Four national higher education associations and 20 accredited institutions submitted comments. After considering these comments and the recommendations of its Committee on Diversity, the Commission, at its meeting on June 26, 1992, directed the Committee to make additional revisions and to circulate a second draft to institutions for further discussion.

The second draft was discussed at a public meeting of the full Commission on the afternoon of November 4, 1992, in San Francisco. The president of each accredited institution, or a representative of the President, was invited to participate. Further, institutions were asked to submit written comments by January 8, 1993. The Commission considered the comments at its February 24-26, 1993 meeting and made further revisions in the document. The Commission also asked its Committee on Diversity to meet with a dozen persons whose institutions had submitted contrasting views as to how this Statement should address questions of sexual orientation. That meeting was held on April 27, 1993, and led to further revisions adopted at the June 23-24, 1993 Commission meeting and the distribution of a third draft for institutional comment. An additional public meeting was held on November 5, 1993, to hear comments. A final draft was prepared by the Commission Committee on Diversity on January 5, 1994. The Commission, after a public hearing, unanimously approved the Statement on February 23, 1994.

**IF YOU HAVE OR HAVE HAD QUESTIONS
ABOUT YOUR SEXUALITY, YOU'RE NOT
ALONE !! COME OUT AND JOIN US!**

Led by Matt & Jose



SPRING QUARTER 1994

**WEDNESDAYS, 7:00 TO 8:30 PM
SOUTH CONFERENCE ROOM,
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Sponsored by Psychological & Counseling Services, UCSD

1994 Diversity Speakers Series

As part of the UCSD 1994 Diversity Speakers Series,
the following presentation is offered:

Ethnoviolence on Campus

Presented by

Howard J. Ehrlich, Ph.D.,
Director of the Center for the Applied Study of Ethnoviolence

and Milton Kleg, Ph.D.,
Director of the Center for the Study of Ethnic and Racial Violence

Drs. Kleg and Ehrlich are nationally-acclaimed experts in the field of ethnoviolence and have co-presented workshops in a variety of settings. As a participant, you will be able to learn about:

- American right-wing movements and their influences on campus
- Current trends in campus ethnoviolence
- Reverse racism and backlash issues
- Nature and "myths" of prejudice
- Skills to cope with campus ethnoviolence

When: Thursday, April 21, 1994*

8:30 am - 4:30 pm

Where: Price Center, Ballroom A



*This is the second of two sessions to be presented at UCSD. If you are interested in attending this workshop, please R.S.V.P. by Friday, April 15, 1994, by returning the lower portion of this flier to the Staff Affirmative Action Office, 0923. Attendance will be on a first-come, first-served basis. Seating is limited to 100 people.

Sponsored by: *The Staff Affirmative Action Office*
The American Indian Faculty and Staff Association
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The Women's Caucus
Community Advocates for Disability Rights and Education
UCSD Staff Association
Staff Subcommittee to the Chancellor's Affirmative Action Advisory Committee

I would like to attend Drs. Ehrlich and Kleg's presentation on Thursday, April 21, 1994.

Name: _____ Department: _____

Mail Code: _____ Phone Extension: _____

Email Address: _____

Please return to the Staff Affirmative Action Office, 0923, by April 15.
Your attendance will be confirmed by April 18.

A CHECKLIST FOR ASSESSING INSTITUTIONAL RESPONSES TO ETHNOVIOLENCE

[Ethnoviolence refers to acts of violence motivated by group prejudice. The acts range across such verbal behaviors as name-calling and insults, harassment and threats, intimidating or insulting phone calls, mail, and flyers. Acts of physical violence include assaults and threats of physical attack, arson and the defacement or destruction of property. The targets of such acts are people who were singled out because of their membership, or perceived membership, in a particular social category. These categories are those conventionally denoted by ethnicity, race, religion, nationality, physical condition, gender, and sexual orientation. Some victims are targeted because of their relationship to persons in these categories. And, of course, people in other categories may be objects of prejudice. While in most ethnoviolent acts the motives of the actors will be quite clear, an institutional response is also called for in ambiguous acts as well. If a person victimized by an act of physical or verbal violence perceives the act as indicative of prejudice, then regardless of the act's ambiguity, there needs to be a clear response by campus administrators.]

- 1. Does the institution have written policies about ethnoviolent incidents?
- 2. Do these policies include sexual harassment?
- 3. When an incident is observed or reported are there established scenarios for all of the relevant college personnel?
- 4. Have all relevant personnel been identified: counselors, police, student life and residence hall staff, appropriate student union personnel, faculty advisors to student organizations?
- 5. Have these people received training in, at least, identifying and responding to such incidents and providing a meaningful response to victims?
- 6. Are students aware of the campus policy on ethnoviolence?
- 7. If a person wanted to report an incident, are there clearly identified channels for doing so?
- 8. Do students, faculty, and staff know what these channels are? Have they been well-publicized?
- 9. Have campus police received training to deal sensitively with ethnoviolent incidents? Is there a special unit or investigative team for ethnoviolent crimes or incidents?

- 10. Do the police, or other officials, maintain a separate reporting system for ethnoviolent incidents and crimes? Who receives these reports?
- 11. Is there a scenario for providing victim assistance?
- 12. Have relevant people been identified and trained to provide such assistance? Are there trained counselors available?
- 13. Do the police and other help providers have a formal procedure for follow-up with the victim?
- 14. Is there a process for counseling and providing assistance to perpetrators?
- 15. Is there a process for victim-offender reconciliation?
- 16. Are peer support groups available for victim/offender assistance?
- 17. Is there an administrative and/or student judicial hearing procedure to establish an official outcome to the incident?
- 18. Are there formal arrangements to insure that the victim as well as the campus community had the opportunity to appear at the hearing and are apprised of its outcome?
- 19. Are campus officials aware of the state of intergroup relations in the surrounding community? Do they have a formal procedure for keeping current?
- 20. Have outreach efforts been established with local community groups?
- 21. Are there multicultural educational efforts directed towards those local high schools from which the college recruits?
- 22. Is there a multicultural, human relations component to first year (and transfer) student orientation programs? Are students informed of the college's position on ethnoviolence during orientation?
- 23. Are there required courses which provide students with an awareness of cultural

**DRAFT PROPOSAL FOR THE CREATION OF A CHANCELLOR'S
ADVISORY COMMITTEE ON CAMPUS LESBIAN, GAY, & BISEXUAL ISSUES**
(Not for general distribution)

Dear Fellow Members & Friends of the Umbrella Group:

A few of us have been working on formulating a proposal to present to Chancellor Atkinson asking him to create a permanent advisory committee composed of a diverse group of student, staff, and faculty of UCSD. Our mission will include:

1. Identifying areas on the UCSD La Jolla and the UCSDMC Campus that do not conform to the University of California's stated policy and/or spirit of non-discrimination based on sexual orientation.
2. Recommending to the Chancellor and the Campus at large, any changes that would improve the climate for the lesbian, gay, bisexual, and transgender population at UCSD.
3. Helping educate the Campus community on issues of concern to our community and reducing the level of homophobia.
4. Assessing Campus Units every five years to insure that they continue to act in the spirit of non-discrimination.
5. Recommending specific new policies as needed, to improve the Campus climate.

COMMITTEE COMPOSITION

We (the Umbrella Group) recommend the inclusion of students, staff, and faculty. We also recommend as much ethnic and gender diversity as is possible.

REPORT PROPOSAL

It's recommended that the Umbrella Group start its own campus climate report for UCSD before approaching the Chancellor for the creation of an Advisory Committee. With the proposal, the group could include a cover letter such as the sample below.

Whereas such advisory groups are established at other U.C.s, and whereas the University has a written policy prohibiting discrimination on the basis of sexual orientation, and whereas the University has reaffirmed its commitment to enforcement of this policy both in spirit and in the letter of the law, and whereas the University prides itself on encouraging diversity, and whereas discrimination and homophobia hurt the mission of the University by preventing the greatest development of human resources, we hereby call on Chancellor Atkinson to establish an Advisory Committee on Lesbian, Gay, and Bisexual Issues to report directly to him.

VOLUNTEERS NEEDED

We are asking for your assistance. First, we are looking for individuals who are open about their sexual orientation (gay, bi, or straight), who would be willing to serve a minimum of a 1 year term on such a Chancellor's Advisory Committee.

We also need volunteers who can research topics to be included in a Campus climate report, regardless of whether or not the Chancellor ever approves an Advisory Committee. We are aiming to have a draft finished by January 1, 1994. This does not require you to be open about your sexual orientation. The greater the number of volunteers, the less work this report will require. The report will entail our members' present knowledge of campus policies and/or personal experience with both the positive and negative climate issues discussed. In addition, some research including letter writing and/or interviewing will be necessary in certain Campus areas. There is no set minimum or maximum length of findings for the area reported on. Below is one example of an area of research that UC Davis's Task Force reported on in 1991, which we may use as a guide, along with UCSD student, Michael Lambert's 1992 Campus Climate Report. Whatever area you choose to work on, we can provide you with a copy of what the UCD or UCSD report discovered.

SAMPLE

"Student Employment: The Student Employment Center assists students, prospective students, students on the Planned Educational Leave Program, and student spouses with listings of employment opportunities offered on campus, in Davis, and in adjacent communities. Spouses are required to present a valid marriage certificate as well as identification and the student's registration card. Although spouses are required to present proof of marital status, the office indicated that marital information is not entered on any document and that non-student partners in same-sex couples may be considered for services at the discretion of the Center Director in accordance with the university nondiscrimination policy. The committee can document at least one case of refusal of services to a student's same-sex domestic partner."

Our report should include the following Campus issues for exploration. If you or someone you know is interested in working on a subcommittee to research a particular area(s) please fill out the bottom of this page and mail it to Paul Harris, University Library 0175L by October 10th. If you have any questions, you can reach me at 534-8164.

1. Introduction/Goals/Objectives
2. Housing (All areas)
3. Sexual harassment
4. Retention, promotion, and tenure
5. Recreation services
6. United Way, ROTC/Other groups using UCSD facilities

7. Faculty, Staff Assistance Program including issues of sensitivity.
8. Health Services including sensitivity of outside providers.
9. Mental Health Services
10. Child Care #
11. Student Employment
12. Library Privileges/Collections #
13. University Forms (allowing specification of "domestic partner", inclusion of UC non-discrimination statement.) #
14. Curriculum offered (Extension also) Queer Studies #
15. Sick Leave#/Bereavement/Life Insurance/Legal Insurance
16. AIDS Education #
17. Staff Development Classes
18. Harassment/Violence - Police Response #
19. Sorority/Fraternity Relations
20. Ethnic Les/Bi/Gay Issues
21. Overall Campus Climate (Campus & Workplace)
22. Special Issues at UCSDMC
23. Research non-discrimination policies & climate at other Universities in the U.S.
24. Support groups already in existence.
25. Regulations regarding subcontractors policies' (special language in their contracts).
26. Other suggestions you may have Ie. the existence of the "closet" atmosphere.

Someone has volunteered but others still encouraged to assist.

1. I would be interested in serving on a Chancellor's Advisory Committee.

YES

NO

2. I would be interested in working on the following areas for the report.

3. I would like to donate \$_____ to help pay for photocopying, envelopes, & any mailing costs related to the report and presenting the proposal to the Chancellor. [Excess funds, if any, to be deposited in the bank account of the Umbrella Group (the UCSD Faculty Staff Association for lesbian, gay, bisexual, and queer employees)]. (Make checks payable to the Lesbian, Gay, Bisexual Faculty Staff Association.) Note: Chancellor Advisory Project Committee

Name _____

E-mail address _____

Mail Code _____

(If organizational messages are okay to send to you.)

Phone # _____

CHANCELLOR'S OFFICE

MAY 10 10 20 AM '94

RECEIVED

April 29, 1994

RICHARD C. ATKINSON
Chancellor, University of California, San Diego

As bisexual, lesbian, or gay UCSD students, staff, and faculty, we ask your help in addressing issues we see as part of the University's concern for diversity.

We are writing to urge the establishment of a Chancellor's Advisory Committee on Lesbian, Gay, and Bisexual Issues similar to the Chancellor's Advisory Committee on the Status of Women and to the chancellor's advisory committees on lesbian, gay, and bisexual issues at UC Berkeley, UC Davis, UC Irvine, UC Los Angeles, UC Riverside, UC Santa Barbara, UC Santa Cruz. Enclosed with this letter is a listing of faculty, staff, and students who have expressed a willingness to serve on this advisory committee.

This committee will serve as a forum for the diverse lesbian, gay, and bisexual communities at UCSD which include students, staff, and faculty of both sexes and members of all races and ethnicities. Some of these groups are already organized as: The Umbrella Group, including Queer University Employees (QUE), the UCSD Medical Center Bisexual, Lesbian, and Gay Network, and the Lesbian Support Group; Lesbian, Gay, and Bisexual (student) Association; and a faculty discussion group. These groups provide an organizational starting point for a chancellor's advisory committee but need an official unifying structure. The committee will then serve as a channel for two-way communication between the administration and this large constituency.

Of concern to us are a wide range of issues, including the following: safety and security; harassment; retention, promotion, and tenure; health services; domestic partnership benefits; faculty, staff, and student counseling and assistance; AIDS education; employment and career services; housing; and recreational services. We are especially concerned about violent hate crimes. At the UCSD-sponsored diversity seminar on Ethnoviolence held on April 21, 1994 in the Price Center, the speakers (Howard Ehlich, Ph.D. and Milton Kleg, Ph.D.) predicted a violent hate crime as a real likelihood on this campus, given the violent graffiti that has surfaced on campus during the past month.

The proposal for a Chancellor's Committee results from the experience of many of us working together informally over the past several years to identify and solve issues of common concern. Our informal network has been useful, but, at this point, we find that we need a formally recognized University structure both to meet our own needs more effectively and to help meet the University's goals for a more diverse campus community.

The University has initiated steps to address the issues of Lesbian, Gay, and Bisexual students, staff, and faculty. The first meeting of the system-wide University of California

RICHARD C. ATKINSON

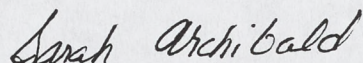
April 29, 1994

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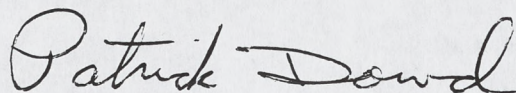
Lesbian, Gay, and Bisexual Association (UCLGBA) with President Peltason and his senior staff was held February 25, 1994. President Peltason was supportive and respectful and agreed to continuing dialogue with the UCLGBA. Topics discussed at this meeting included domestic partner benefits, sexual orientation harassment, and other academic issues of concern to the lesbian, gay, and bisexual UC population. Gerald R. Lowell served as UCSD's representative on this delegation. On April 30, 1994, UCSD will be hosting the UCLGBA steering committee meeting.

We would like to request a meeting with you to discuss our proposal in greater detail. Please contact us through Sarah Archibald at Mail Code 0949, 622-5884, or "sarchibald@ucsd.edu." Thank you for your consideration and support.

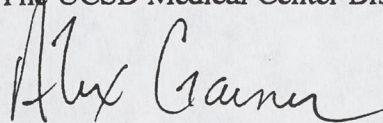
Sincerely,



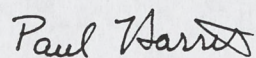
Sarah Archibald
The Umbrella Group/UCLGBA Steering Committee



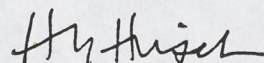
Patrick Dowd
The UCSD Medical Center Bisexual, Lesbian, and Gay Network



Alex Garner
Lesbian, Gay, and Bisexual Association



Paul Harris
Queer University Employees



Harry Hirsch
Faculty Discussion Group