

1995

Promoting a positive campus climate for gay, lesbian, and bisexual college students

Cindy Jo Haarstad
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1995 Cindy Jo Haarstad

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

Recommended Citation

Haarstad, Cindy Jo, "Promoting a positive campus climate for gay, lesbian, and bisexual college students" (1995). *Graduate Research Papers*. 2468.
<https://scholarworks.uni.edu/grp/2468>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Promoting a positive campus climate for gay, lesbian, and bisexual college students

Abstract

A review of the literature indicates that gay, lesbian, and bisexual students do not experience a positive campus climate while in college. Rather, statistics reveal that these students frequently contend with negative attitudes of others, discrimination, harassment, violence, rejection, isolation, and a lack of role models. This paper will attempt to define what the campus climate is currently like for gay, lesbian, and bisexual students and discuss strategies for promoting a positive campus climate. strategies for improving the campus climate include: comprehensively assessing campus climate; creating and supporting policies which are inclusive of sexual orientation; educating the campus community regarding homosexuality and bisexuality; providing resources on gay, lesbian, and bisexual issues; having gays, lesbians, and bisexuals represented in college and university faculty, staff, and administration; and becoming an ally with gays, lesbians, and bisexuals.

PROMOTING A POSITIVE CAMPUS CLIMATE FOR
GAY, LESBIAN, AND BISEXUAL COLLEGE STUDENTS

A Research Paper
Presented to
The Department of Educational Administration
and Counseling
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Cindy Jo Haarstad
May 1995

This Research Paper by: Cindy Jo Haarstad

Entitled: Promoting a Positive Campus Climate for
Gay, Lesbian, and Bisexual College
Students

has been approved as meeting the research paper
requirement for the Degree of Master of Arts in
Education.

Michael D. Waggoner

3.27.95
Date Approved

Advisor/Director⁴⁰ of Research Paper

Florence Guido-DiBrito

3.28.95
Date Approved

Second Reader of Research Paper

Michael D. Waggoner

3.28.95
Date Received

Head, Department of Educational
Administration and Counseling

Abstract

A review of the literature indicates that gay, lesbian, and bisexual students do not experience a positive campus climate while in college. Rather, statistics reveal that these students frequently contend with negative attitudes of others, discrimination, harassment, violence, rejection, isolation, and a lack of role models. This paper will attempt to define what the campus climate is currently like for gay, lesbian, and bisexual students and discuss strategies for promoting a positive campus climate. Strategies for improving the campus climate include: comprehensively assessing campus climate; creating and supporting policies which are inclusive of sexual orientation; educating the campus community regarding homosexuality and bisexuality; providing resources on gay, lesbian, and bisexual issues; having gays, lesbians, and bisexuals represented in college and university faculty, staff, and administration; and becoming an ally with gays, lesbians, and bisexuals.

According to national data, at least 10 percent of the population is homosexual (Kinsey, Pomeroy, & Martin, 1948; Masters & Johnson, 1979). Furthermore, since college is a time for sexual experimentation and trying to determine one's sexual orientation, Simon (1993) suggests bisexuality is common on college and university campuses. Therefore, on a campus which enrolls 10,000 students, approximately 1,000 students are homosexual and a greater number may be bisexual.

Tierney (1992) states that bigotry, ignorance, and silence are the three underlying problems which "condone discrimination and undermine identities" of lesbians, gays, and bisexuals on college campuses (p. 45). In order to improve the campus climate for these populations, Tierney suggests we must challenge heterosexism (i.e., the assumption that everyone is or should be heterosexual).

Many authors indicate that combatting homophobia is another key to improving the campus climate for gays, lesbians, and bisexuals (e.g., Baker, 1991; McNaron, 1991; Scott, 1988; Tierney & Rhoads, 1993; Wells, 1989). Homophobia has been defined as "the irrational fear, hatred, and intolerance of people who

are gay, lesbian, or bisexual" (Pharr, 1988, p. 39). According to the literature, religion, laws, media, the military, medical and psychiatric communities, family traditions, and heterosexism are sources of homophobia (Blumenfeld & Raymond, 1988; Gonsiorek, 1988; McDonald, 1976; Pharr, 1988; Pogrebin, 1983; Smith, 1973). This paper will suggest strategies colleges and universities can utilize to counter homophobia and heterosexism in efforts to promote a positive campus climate for gays, lesbians, and bisexuals.

Similarly, Obear (1991) believes:

[c]ollege and university administrators, student affairs staff, and faculty can help shape the future by giving the students who move through college and universities the building blocks to truly value diversity. They can impact the quality of life for generations to come if they work to combat homophobia and heterosexism and all of the other forms of oppression within their spheres. (p. 63)

The purpose of this paper is to assist college and university administrators, faculty, staff, and students develop a comprehensive understanding of the campus

climate for gay, lesbian, and bisexual students. Without such an understanding, it would be impossible to attain O'bear's vision of creating a community that "truly values diversity."

Specifically, this paper will attempt to define what the campus climate is currently like for gay, lesbian, and bisexual students. Then, based on a review of the literature, this paper will present a comprehensive summary of strategies to improve the campus climate for gay, lesbian, and bisexual students.

Campus Climate

Heterosexism and homophobia take many forms on the college and university campus. For example, negative attitudes, harassment, discrimination, and violence toward gays, lesbians, and bisexuals has been well documented (e.g., Berrill, 1992a & 1992b; La Salle, 1992; National Gay and Lesbian Task Force (NGLTF), 1987; NGLTF, 1990; Shepard, 1990; Yeskel, 1985).

Negative Attitudes

"All gay, lesbian and bisexual people should be taken out and shot in the head. They are going to hell anyway. I would not think twice about making an anti-gay remark."

"I personally have no objection to PRIVATE homosexual activity. I believe that homosexuality is deviant behavior and should not be publicly condoned."

La Salle (1992) obtained the above statements from a survey of 7,500 faculty, staff, and undergraduate students at a large (i.e., enrollment = 38,000), northeastern public research university (p. 1). The survey was conducted to assess attitudes toward lesbian, gay, and bisexual issues at the university. Responses to an optional, open-ended question requesting comments on issues related to sexual orientation at the university were analyzed. A continuum of five categories were inductively derived which described the responses as advocating, accepting, neutral, oppositional, or hostile. Fifty percent of the faculty and staff respondents' and 49% of the student respondents' comments were oppositional in nature.

In a further analysis of the oppositional comments, La Salle (1992) found the majority of the responses to indicate that it was a waste of time to address issues related to sexual orientation on campus.

Such attitudes contribute to the negative campus climate gays, lesbians, and bisexuals experience.

Grieger and Ponterotto (1988) assessed student attitudes toward homosexuality. The authors found heterosexual females to have more accepting general attitudes toward gays and lesbians than heterosexual males. D'Augelli's (1989) survey of resident assistants (RAs) supported this finding. Furthermore, D'Augelli's results indicated that males tend to view gay men more negatively than lesbians. D'Augelli also found male RAs, when compared to female RAs, were more likely to make abusive comments about homosexuals, were less supportive of legal protection for gays, lesbians, and bisexuals, were more negative toward gay materials in the classroom, and were more negative about being taught by a gay instructor.

Research on attitudes toward gays, lesbians, and bisexuals affirm a positive association exists between knowing someone who is gay, lesbian, or bisexual and attitudes toward homosexuality (Grieger & Ponterotto, 1988; Wells & Franken, 1987). Specifically, Grieger and Ponterotto (1988) discovered that students who are close to someone who is gay are more accepting of, and

have positive attitudes, toward gays, lesbians, and bisexuals than individuals who are not close to a gay person. In a related study, Wells and Franken (1987) discovered that knowing a gay, lesbian, or bisexual friend or family member increased an individual's knowledge of homosexuality. Furthermore, as knowledge of homosexuality increased, attitudes toward homosexuality became more positive.

The above findings have implications for improving the campus climate for gay, lesbian, and bisexual students. It seems that educating the campus population, especially males, about homosexuality and encouraging heterosexuals and homosexuals to interact may be a means to achieve a more positive campus climate.

Discrimination, Harassment, and Violence

College and university environments are a microcosm of society. The same issues that exist in the larger community also exist in the residence halls and student organizations found on our campuses. Issues of oppression must be addressed within college and university environments to combat their persistence in the

larger society. (Evans, 1991, pp. xiii-xiv)

A 1990 report by the National Gay Lesbian Task Force (NGLTF) stated that 7,031 incidents were reported against gays and lesbians in 1989. Approximately 67% were acts verbal harassment; 34%, physical assaults; 31%, threats of violence; 17%, vandalism; 14%, police abuse; 3%, homicides; and 1%, arson or other victimization. As Evans (1991) suggested, such findings are unfortunately replicated in college and university statistical reports.

To illustrate, O'bear's (1991) summary of the results of four surveys which assessed the types of abuse gay, lesbian, and bisexual college students had suffered upholds Evans' suggestion. According to O'bear (1991), 45-65% of the gay, lesbian, and bisexual students surveyed had experienced verbal insults, 22-26% reported being followed or chased, 12-15% were sexually harassed or assaulted, 16-25% feared for their safety, and over 90% expected to experience further homophobic acts while still in college.

Similarly, a University of Illinois study showed that 58% of the gay, lesbian, and bisexual students surveyed had been verbally threatened or harassed while

15% reported being physically confronted or assaulted (O'Shaughnessey, 1987). At the University of Oregon, 54% of gay, lesbian, and bisexual students experienced verbal harassment or threats, 61% feared for their personal safety, 86% viewed anti-gay graffiti, and 96% overheard anti-gay jokes (University of Oregon, 1990). Yeskel's (1985) survey of gay, lesbian, and bisexual students found 45% had been verbally threatened or harassed and 21% were physically confronted or assaulted. Interestingly, only 5% of the total student body reported having been physically attacked. Although these statistics are alarming, Obear (1991) proposes that the vast majority of incidents involving homophobic harassment are not reported by college students for fear of public exposure.

Other Factors

Other authors have cited the AIDS epidemic (Myers & Kistler, 1991b; Evans, 1991), the lack of gay, lesbian, and bisexual faculty on campus (Rosser, 1990), and the lack of reaction to homophobia and heterosexism on campus by college and university officials (Jenkins, 1990) as factors which contribute to negative campus climates. For example, Myers and Kistler (1991b) note

"the AIDS epidemic . . . has exacerbated the misunderstanding and emotionalism about homosexuality" (p. 5).

Rosser (1990) contends that underrepresentation of gay, lesbian, and bisexual faculty contributes to feelings of alienation and isolation among gay, lesbian, and bisexual students. Without this population having representation in the faculty, administration, and staff, homosexual and bisexual students lack appropriate role models.

Strategies to Improve the Campus Climate

Numerous articles have been written which include descriptions of what specific colleges and universities have done to combat homophobia and heterosexism on individual campuses across the nation. This section of the paper will compile the documented information into a comprehensive list of suggestions.

After reviewing the literature, I classified the information and recommendations into the following categories: assessing campus climate; policy and commitment; education and resources; diversity represented in administration, faculty, and staff

positions; and becoming an ally. It is important to remember that these categories are not separate and distinct. Rather, the ideas within each category tend to overlap and interact with recommendations in other categories.

Assessing Campus Climate

Tierney (1992) acknowledged that "surfacing the problems" is the first step toward improving the campus climate and building diversity. In order to surface the problems, Tierney proposed that a committee be formed to uncover and research specific issues and problems faced by gay, lesbian, and bisexual students. To be effective, this campus-wide task force would need to develop clear goals and strategies (Berrill, 1992b), propose solutions to the problems (Tierney, 1992), and involve all members of the committee in the decision-making processes (Obear, 1991). In addition, Obear believes it is critical that the group "reflect the diversity within the community" and have the necessary power and resources to thoroughly assess the campus climate (p. 54).

Policy and Commitment

The most common recommendation for improving the campus climate focuses on developing non-discrimination and sexual harassment policies which include sexual orientation (Baker, 1991; Berrill, 1992b; Obear, 1991; Scott, 1988; Tierney, 1992; Tierney & Rhoads, 1993). In addition, institutional policies must provide protection from harassment (Evans & Levine, 1990). However, merely stating a policy does not give the policy vitality. Berrill (1992b) suggests that policies need to be widely publicized and support for the policies must come from the top administrator and continue down through the hierarchical chart. Obear (1991) accentuates Berrill's ideas by requiring formal discipline procedures be established for individuals who violate the policies.

Documentation of anti-gay harassment and discrimination was cited by Berrill (1992b) as a strategy to utilize to promote a more positive campus climate for gays, lesbians, and bisexuals. He notes that it is important to offer support to the victim and help the victim through the reporting process. However, Berrill warns that some victims may choose not

to report harassment or discrimination due to fear of publicity or revictimization. It is crucial to respect the victim's decision.

In addition to including sexual orientation in non-discrimination and sexual harassment policies, colleges and universities need to ensure equal treatment to all (Tierney & Rhoads, 1993). For instance, some institutions have developed policies which extend privileges granted to heterosexual faculty to domestic partner agreements. Berrill (1992), Obear (1991), and Tierney and Rhoads (1993) cite extending personnel benefits (e.g., medical insurance and educational opportunities) as examples of institutional policies that are inclusive of gays, lesbians, and bisexuals. According to Scott (1988), recognizing same-sex relationships in personnel policies will promote a multicultural environment which includes gays, lesbians, and bisexuals.

Education and Resources

As stated earlier in this paper, exposure to information and personally knowing a gay, lesbian, or bisexual increases positive attitudes toward gays, lesbians, and bisexuals. Thus, educating the campus

community on issues related to sexual orientation should promote a positive campus climate (Baker, 1991; D'Emilio, 1990; Obear, 1991).

Educating the campus community involves educating the various campus populations: the general student population, student leaders, student staff, student affairs professionals, faculty, staff, and administrators (Obear, 1991). Information can be disseminated to these various constituencies by means of college coursework, in services, workshops, conferences, bulletin boards, and newsletters.

McClintock (1992) suggests that speakers' panels are a highly powerful and effective way to educate people about gay, lesbian, and bisexual lifestyles, issues, and concerns. The author believes speakers' panels are successful because they provide individuals the opportunity to: personally interact with individuals whose sexual orientation may be different than one's own, challenge stereotypes and myths by comparing them to real life stories, and engage people in informal processing of information that was presented by the panel.

Tierney (1992) offers insight into the role

dialogue can play in educating individuals regarding issues related to sexual orientation. Dialogue enables individuals to confront the bigotry, ignorance, and silence which fuel discrimination and harassment against gays, lesbians, and bisexuals. Baker (1991) also reports that getting to know gays, lesbians, and bisexuals enables individuals to become better informed and challenge personal heterosexist and homophobic attitudes.

Education in the classroom has been cited by many authors as a key to battling homophobia and heterosexism (Baker, 1991; Marso, 1990; McClintock, 1992; Scott, 1988; Wells, 1989). According to Baker, the classroom setting provides opportunities for heterosexual students to interact with gays, lesbians, and bisexuals. Moreover, it provides a location for students to discuss issues related to sexual orientation. Allowing gay material, resources, and perspectives in coursework demonstrates that diversity is valued on campus (Tierney & Rhoads, 1993).

Correspondingly, McNaron (1991) asserts that curricular reforms at colleges and universities provide means for making life more livable for gays and

lesbians. Conferences focusing on gay and lesbian research, creation of gay and lesbian studies programs and/or minors, and establishing centers for lesbian and gay research were cited as examples of curricular reforms which promote diversity. However, the author states that such reforms will not occur without "atmospheric improvement" (p. 20).

While educating the campus community about issues related to sexual orientation, it is important to include information on gay, lesbian, and bisexual student development. Marso (1991) maintains that in addition to the developmental issues that all college students face, traditional age (i.e., 18-25 years) lesbian and gay college students experience unique developmental issues and tasks related to their sexual orientation. For example, lesbian and gay students frequently struggle with their sexual identity, coming out, developing a positive self-concept, and developing primary relationships. Moreover, lesbian and gay students also frequently deal with issues of homophobia, rejection, harassment, and discrimination.

Scott (1988) would expand Marso's (1991) list of developmental tasks and issues to include legal issues

(e.g., ability to retain custody of children, adoption, etc.), health issues, and AIDS. Scott suggests that in order to assist lesbian and gay students, it is essential to understand the unique issues and developmental tasks gay, lesbian, and bisexual students encounter. He asserts that it is especially important for people working with gays, lesbians, and bisexuals to understand theories of sexual orientation development.

Diversity Represented in Administration, Faculty, and Staff Positions

Rosser (1990) insists that "a nation as diverse as ours needs institutions with an equally diverse faculty" (p. 48). He further asserts that the quality of education is enhanced when there is representation by minority group members in administration, faculty, and staff positions. Hence, the literature suggests colleges and universities should be actively recruiting, hiring, tenuring, and promoting gay, lesbian, and bisexual faculty, staff, and administrators (Bourassa & Shipton, 1991; Hooker, 1990; Rosser, 1990). In addition, Obeir (1991) maintains it is important to educate faculty, staff, and

administration about homophobia and heterosexism in order to promote a positive campus climate for gay, lesbian, and bisexual students.

Becoming An Ally

Supporting gay, lesbian, and bisexual students was an underlying theme throughout the literature on promoting a positive campus climate for gay, lesbian, and bisexual students. Many authors cite suggestions for promoting a positive campus climate which include informal support mechanisms (e.g., recognition, education, and resources). However, specific formal support mechanisms can be built into the campus environment. These support mechanisms may include hiring a coordinator for gay, lesbian, and bisexual equity (Tierney, 1992), creating a committee or task force to counter anti-gay prejudice and improve the quality of life for gay and bisexual students (Berrill, 1992b), or hiring an ombudsperson for gay, lesbian, and bisexual concerns (D'Emilio, 1990). Whatever the form, researchers suggest formal support services help to meet the special needs of, and promote a positive campus climate for, gay, lesbian, and bisexual students.

Conclusion and Suggestions

As illustrated in this paper, the campus climate currently is not positive for gay, lesbian, and bisexual students. These students are having to contend with negative attitudes of others, discrimination, harassment, violence, rejection, isolation, and having a lack of role models as a consequence of their sexual orientation. Considering the fact that approximately 10 percent of the population is gay, one-tenth of our students may be experiencing a campus climate distinctly different than the remainder of the student population.

The literature indicates that some colleges and universities have been assessing campus climates and are attempting to implement programs and policies to promote a positive campus climate for gay, lesbian, and bisexual students. Although some campuses have seen positive changes, significant gains have yet to be made on the majority of our nation's campuses.

I suspect little improvement in campus climate has occurred because colleges and universities have taken a micro, or elemental, approach to improving the climate. For example, administrators at "Education State

University" amend their non-discrimination and sexual harassment policies to include sexual orientation. However, no other efforts are made to improve the campus climate.

I believe it is necessary for colleges and universities to take a macro, or comprehensive, approach to promoting a positive campus climate for gay, lesbian, and bisexual students. By this, I mean, colleges and universities need to eliminate homophobia and heterosexism at all levels. Promoting a positive campus climate for gay, lesbian, and bisexual college students begins with a thorough assessment of the campus climate and continues through missions, policies, procedures, discipline processes, employment opportunities, educational programs, resources, and institutional support networks that reflect a commitment to equal treatment for *all*, regardless of sexual orientation.

References

- Baker, J. A. (1991). Gay nineties: Addressing the needs of homosexual community and junior college students and faculty. Community/Junior College, 15(1), 25-32.
- Berrill, K. T. (1992a). Anti-gay violence and victimization in the United States: An overview. In G. M. Herek, & K. T. Berrill (Eds.), Hate crimes: Confronting violence against lesbians and gay men (pp. 19-35). Newbury Park, CA: Sage Publications, Inc.
- Berrill, K. T. (1992b). Organizing against hate on campus: Strategies for activists. In G. M. Herek, & K. T. Berrill (Eds.), Hate crimes: Confronting violence against lesbians and gay men (pp. 259-269). Newbury Park, CA: Sage Publications, Inc.
- Blumenfeld, W. J., & Raymond, D. (1988). Looking at gay and lesbian life. Boston: Beacon Press.
- Bourassa, D., & Shipton, B. (1991). Addressing lesbian and gay issues in residence hall environments. In N. J. Evans, & V. A. Wall (Eds.), Beyond tolerance: Gays, lesbians, and bisexuals on campus (pp. 79-96). Alexandria, VA: American College Personnel Association.

- D'Augelli, A. R. (1989). Homophobia in a university community: Views of prospective resident assistants. Journal of College Student Development, 30(6), 546-552.
- D'Emilio, J. (1990). The campus environment for gay and lesbian life. Academe, 76, 16-19.
- Evans, N. J. (1991). Introduction: Why we need this book. In N. J. Evans, & V. A. Wall (Eds.), Beyond tolerance: Gays, lesbians, and bisexuals on campus (pp. xiii-xxi). Alexandria, VA: American College Personnel Association.
- Evans, N., & Levine, H. (1990). Perspectives on sexual orientation. In L. V. Moore (Ed.), Evolving theoretical perspectives on students (pp. 49-58). New Directions for Student Services, no. 51. San Francisco: Jossey-Bass Inc.
- Gonsiorek, J. (1988). Mental health issues of gay and lesbian adolescents. Journal of Adolescent Health Care, 9(2), 114-122.
- Grieger, I., & Ponterotto, J. G. (1988). Students' knowledge of AIDS and their attitudes toward gay men and lesbian women. Journal of College Student Development, 29(5), 415-422.

- Hooker, M. K. (1990). A case study: Campus action and video film, "Still Burning." In R. Hively (Ed.), The lurking evil: Racial and ethnic conflict on the college campus (pp. 55-58). Washington, DC: American Association of State Colleges and Universities.
- Jenkins, J. R. (1990). The college as a racial model for society. In R. Hively (Ed.), The lurking evil: Racial and ethnic conflict on the college campus (pp. 25-32). Washington, DC: American Association of State Colleges and Universities.
- Kinsey, A. C., Pomeroy, W. G., & Martin, C. E. (1948). Sexual behavior in the human male. Philadelphia: Saunders.
- La Salle, L. A. (1992). Exploring campus intolerance: A textual analysis of comments concerning lesbian, gay, and bisexual people. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Marso, J. L. (1991). Addressing the developmental issues of lesbian and gay college students. Fargo, ND: North Dakota State University. (ERIC Document Reproduction Service No. ED 328 861)
- Masters, W., & Johnson, V. (1979). Homosexuality in perspective. Boston: Little, Brown.

- McClintock, M. (1992). Sharing lesbian, gay, and bisexual life experiences fact to face. Journal of Experiential Education, 15(1), 51-55.
- McDonald, A. P., Jr. (1976). Homophobia: Its roots and meanings. Homosexual Counseling Journal, 3(1), 23-29.
- McNaron, T. (1991). Making life more livable for gays and lesbians on campus: Sightings from the field. Educational Record, 72(1), 19-22.
- Myers, R., & Kistler, B. (1991a). Homosexuality: Just the facts, Part I. ACU-I Bulletin, 59(5), 4-9.
- Myers, R., & Kistler, B. (1991b). Homosexuality: Just the facts, Part II. ACU-I Bulletin, 59(6), 4-9.
- National Gay & Lesbian Task Force (1987). Antigay violence, victimization, and defamation in 1987. Washington, DC: Author. (Copies of this and other NGLTF reports [in subsequent references, see "Available from the NGLTF"] may be obtained from the NGLTF, 1734 14th Street NW, Washington, DC 20009)
- National Gay & Lesbian Task Force (1990). Anti-gay violence, victimization, and defamation in 1989. Washington, DC: Author. (Available from the NGLTF)

- Obear, K. (1991). Homophobia. In N. J. Evans, & V. A. Wall (Eds.), Beyond tolerance: Gays, lesbians, and bisexuals on campus (pp. 39-66). Alexandria, VA: American College Personnel Association.
- Pharr, S. (1988). Homophobia: A weapon of sexism. Little Rock, AR: Cardon Press.
- Pogrebin, L. (1983). The secret fear that keeps us from raising free children. Interracial Books for Children Bulletin, 14(3&4), 10-12.
- Rosser, J. M. (1990). Recruitment of underrepresented faculty and administrators. In R. Hively (Ed.), The lurking evil: Racial and ethnic conflict on the college campus (pp. 47-54). Washington, DC: American Association of State Colleges and Universities.
- Scott, D. (1988). Working with gay and lesbian students. ACU-I Bulletin, 56(2), 22-25.
- Shepard, C. F. (1990). Report on the quality of campus life for lesbian, gay, and bisexual students. Student Affairs Information and Research Office, University of California at Los Angeles.
- Simon, T. (1993). Sexuality on campus - '90s style. Change, 25(4), 50-56.
- Smith, B. (1983). Homophobia: Why bring it up? Interracial Books for Children, 14(3&4), 7-8.

- Smith, K. (1973). Homophobia: A tentative personality profile. Psychological Reports, 29, 1091-1095.
- Tierney, W. G. (1992). Building academic communities of difference: Gays, lesbians, and bisexuals on campus. Change, 24(2), 41-46.
- Tierney, W. G., & Rhoads, R. A. (1993). Enhancing academic communities for lesbian, gay, and bisexual faculty. In R. J. Menges & M. D. Svinicki (Eds.), Building a diverse faculty, (New Directions for Teaching and Learning, 53, 43-50). San Francisco: Jossey-Bass Publishers.
- University of Oregon. (1990). Creating safety, valuing diversity: Lesbians and gay men in the university. Task Force on Lesbian and Gay Concerns.
- Wells, J. W. (1989). Teaching about gay and lesbian sexual and affectional orientation using explicit films to reduce homophobia. Journal of Humanistic Education and Development, 28(1), 18-34.
- Wells, J. W., & Franken, M. L. (1987). University students' knowledge about and attitudes toward homosexuality. Journal of Humanistic Education and Development, 26(2), 81-95.

Yeskel, F. (1985). The consequences of being gay: A report on the quality of life for lesbian, gay and bisexual students at the University of Massachusetts, Amherst. (Available from the Office of the Vice Chancellor for Student Affairs, University of Massachusetts, Amherst, MA 01003).