

1999

# Campus Climate for Gay, Lesbian, and Bisexual Students: A Survey of Faculty, Staff and Students

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*Eastern Illinois University*

This research is a product of the graduate program in [Counseling and Student Development](#) at Eastern Illinois University. [Find out more](#) about the program.

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Campus Climate for Gay, Lesbian. and Bisexual Students:

A Survey of Faculty, Staff and Students

(TITLE)

BY

Amanda D. Barton

1974-

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master's of Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1999

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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CAMPUS CLIMATE FOR GAY, LESBIAN, AND BISEXUAL STUDENTS:  
A SURVEY OF FACULTY, STAFF AND STUDENTS

Amanda D. Barton

A Thesis

Submitted to the Department of Counseling and Student Development  
of Eastern Illinois University  
in partial fulfillment of the requirements  
for the degree of

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May 1999

Committee:  
Dr. Charles Eberly, Advisor  
Dr. Barbara Powell  
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## ABSTRACT

### Campus Climate for GLB Students

By

Amanda D. Barton

This study examined the campus climate for gay, lesbian, and bisexual students at Eastern Illinois University. The population (N=210) was studied to investigate three hypotheses: 1) there are no differences between the variables of gender, campus involvement, race and university status in relation to attitudes towards homosexuals; 2) there are no differences among students, and faculty/staff/administration in the type of involvement each would extend to homosexual students under duress; and 3) there are no differences among students, faculty, and staff in their willingness to be educated and their levels of education about homosexual issues. The population of students and faculty, staff, and administration were randomly selected in spring, 1999. A survey including the Attitudes toward Lesbians and Gay Men (ATLGM) administered to the population sample showed some significant differences among variables such as gender, campus involvement, race, and university status.

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## **CHAPTER 1**

### **Introduction**

#### Introduction to Research Problem

As society approaches the 21st century, universities, along with their officials, faculty, and students have increasingly become a microcosm of society and societal issues. University personnel need to understand the type of environment they are providing for their students. Most campus professional staff profess to trying to prepare their students to work in a diverse world. However, they cannot provide this if the general campus environment is not supportive of the needs of a variety of students. An institution's campus climate is not something created by the administration for the view book or determined by the faculty and administration. It is a myriad of student, faculty and staff attitudes and actions toward one another.

At many colleges and universities there are either specific offices or individual faculty and staff who deal primarily with different subgroups of the population such as Greeks, international students, women, and athletes; however, the same universities usually do not have the same services for the student subgroup of gays, lesbians, and bisexuals (Obear, 1991). "Homophobia and heterosexism are manifested at the institutional level at college and universities by the invisibility and denial of the issues and concerns of bisexual, lesbian, and gay students, faculty, and staff" (Obear, 1991, p. 40).

Some campuses are striving to understand the environment experienced by their gay, lesbian, and bisexual students. Surveys provide an opportunity to gain a comprehensive view of what is happening on a campus. Oberlin and the University of

Illinois-Chicago have all conducted surveys of the campus climates for gays, lesbians, and bisexuals (Norris, 1991; Johnson, Barnes, & Barnett, 1998). Each survey took a different approach and each campus was unique in a substantial way. Norris (1991) focused on Oberlin, which has many policies and statements reaffirming homosexuality. This college has made strides toward inclusiveness, but is still struggling with actual behaviors and attitudes. Johnson, Barnes, & Barnett (1998) focused their survey on the University of Illinois-Chicago, a major urban, more commuter based institution. They have yet to publish results of their study.

A campus climate survey for gays, lesbians, and bisexuals (GLBs) needs to be done on a Midwestern campus with a predominately traditional age population. No survey has been done in this manner. To really get a view of a typical campus, an average campus needs to be selected. Eastern Illinois University lends itself to this purpose well. Eastern has few policies or statements protecting or reaffirming homosexuality (EIU Organizer Calendar Handbook, reprinted from the 1999-2000 University catalog, inside front cover). There is not a specific campus office or an individual designated to work with GLB issues. In comparison to others, this campus appears to be average (EIU Viewbook, 1998-1999). A lesbian, gay, and bisexual student group has been formally recognized for this university since November 1992 (DEN, 1992).

#### Statement of Purpose

The purpose of the present research study was to examine the campus climate for gays, lesbians, and bisexuals at a traditional, medium-size Midwestern university. The climate was explored by assessing the self reports of faculty, staff, and students in terms of

their behaviors and projected actions towards gay, lesbian, and bisexual students. The author strived to provide some answers to the studied university that will allow them to make strides towards inclusiveness of the gay, lesbian, and bisexual student in the next millennium.

### Primary Research Questions

The primary research questions were as follows:

1. Are the variables gender, campus involvement, race and university status related to student, faculty, staff and administration attitudes towards homosexuals?
2. What type of involvement do students, staff, and faculty extend to homosexual students under duress?
3. Are students, faculty, and staff educated about homosexual issues?
4. Are students, faculty, and staff willing to be educated about homosexual issues?

### Assumptions/Limitations

This research study made several assumptions regarding the issue of the college campus. Eastern markets itself as a “traditional residential state university” (EIU Viewbook, 1998-1999). This research also assumed that a significant number of students, faculty and staff would return the survey for the results to be representative of the entire campus population. One limitation for this research was that off-campus students were not included.

### Terminology

For the purpose of this study, a traditional campus was operationally defined as a university with a mainly residential population of traditionally aged students between 18

and 22 years old. Campus climate was operationally defined as the actions, reactions, and feelings to statements about campus involvement, student life, and attitudes of the students, staff, and faculty. Homosexuality was defined as an affectional or sexual attraction to members of the same sex.

Homophobia was defined as “the irrational fear, hatred and intolerance of people who are gay, lesbian, or bisexual” (Obear, 1991, p. 39). Besner and Spungin (1995) defined it as a dislike, fear or hatred of individuals who are attracted to members of the same sex. Heterosexism was the preferred term because the author felt it placed the emphasis on the group that perpetuates the problem. For the purposes of the study, heterosexism was defined as an irrational dislike, fear, hatred, or intolerance of individuals who are attracted to members of the same sex. Homohatred was operationally defined as violence against gay, lesbian and bisexual persons. This was slightly altered from the definition in Wall & Evans (1991) which included only gays and lesbians (p.32). Homohaters were defined as individuals who act upon their exaggerated fear (Wall & Evans, 1991).



## **Chapter II**

### **Literature Review**

This section presents a summary of the literature in three primary areas: a) identity formation, b) college campus climates, and c) individual and cultural heterosexism.

#### **Identity Formation**

The traditional age for college attendance occurs in a student's adolescence or early adulthood. A central task of early adulthood and adolescence, according to developmental psychologist Erik Erikson (cited in Wall & Evans, 1991) is the development of identity including the integration of adult sexuality into one's identity. Identity formation is not something that begins and ends in college. Identity formation is an individual lifelong process which takes place in transaction with the environment from birth to death (Woodman, 1992).

One component of the identity development process has to do with knowing oneself as a sexual being, called "coming out" in the homosexual identity process. Coming out is not about discussing sexual details, but about identity (Elliott, 1996). Sexual identity is a complex interplay of affectional relationships and preferences, sexual behaviors, and fantasy experiences from both past and present (Krysiak, 1987). Hersch (1991) pointed out that sexual identity is indistinguishable from the core identity.

Newman and Muzzonigro (1993) supported the "view that sexual orientation is a more integral part of identity than sexual behavior alone" (p. 223). Homosexual identity is emergent and is never fully determined, but always subject to modification and further change (Troiden, 1988).

Disclosure is important to many homosexuals. Disclosure leads to decreased feelings of loneliness and guilt, increased identity synthesis, positive gay identity, and healthy psychological adjustment (Laird & Green, 1996). Disclosure also reveals to heterosexuals that gay men, lesbians, and bisexuals have always occupied supposedly heterosexual spaces and reduces homophobia and heterosexism (Slagle, 1995). Pope (1995) found other reasons for disclosure including personal reasons (like honesty, integration of sexuality), professional, political or societal reasons (like providing role models for other gays and lesbians and eliminating any fear of blackmail), and practical reasons (like obtaining health benefits for their domestic partners and allowing them to bring their partners to business or social events).

Some students do not disclose their homosexuality, which is often referred to as “passing” (Wall & Evans, 1991, p. 31). They may not even be comfortable discussing their orientation. In D’Augelli’s 1989 survey, 45% (N=160) of the respondents were not at all comfortable disclosing their orientation and 34% were only somewhat comfortable (D’Augelli, 1989b). Only 4% were very comfortable discussing their orientation.

In the same 1989 survey (D’Augelli, 1989b), over 80% of the respondents hid their orientation from their roommates, 89% from other undergraduates, and 65% from faculty. These homosexuals choose not to disclose for a variety of reasons including possible rejection of family of origin, societal censure, and fear of physical violence (Pope, 1995).

College Campus' Climate Across the NationInclusion

A debate is raging in the counseling community over the inclusive definition of multiculturalism (including racial, ethnic, and sexual minorities) and the exclusive definition which includes only ethnic and racial minorities (Pope, 1995). Some believe that sexual minorities should not be included because they believe they have no culture or geographic area to call their own. However, Pope (1995) showed that gays, lesbians, and bisexuals have developed geographic communities such as Greenwich Village in New York and West Hollywood in Los Angeles. Gay-, lesbian-, and bisexual-owned businesses are predominant in these areas and include clothing stores like *Leather Forever* and *All-American Boy*. Each major religious denomination, political organization, and professional organization has a gay, lesbian, and bisexual group associated with it such as Dignity for GLB Catholics (Pope, 1995). Bennett (1997) said that many educators are putting themselves in the line of fire for their students to ensure an equal and safe education for all students. They are becoming advocates for GLB students and others.

Educational institutions are in the midst of trying to bridge some of the “schisms and resolve some of the conflicts not only in their environment, but also within society at large” (Sidel, 1995, p. 46). These conflicts include the acceptance of gay, lesbian, and bisexual students. Universities are including classes, majors, and student centers that focus on gay, lesbian, and bisexual students and issues. Gay student groups are often the most visible and active groups on campuses (Stanley, 1983/84). Bennett (1997) agreed

that Gay-Straight Alliances are becoming increasingly common in metropolitan and suburb areas.

Harvard University has hosted a national conference on gay and lesbian research and inquiry, while other campuses have created centers for gay and lesbian research (McNaron, 1991). Northeastern University implemented the first college-level program that was a proactive approach to gay, lesbian, and bisexual issues (Straight, 1995). These programs are slowly spreading across the country.

#### Student Affairs Staff

Student Affairs staff (SAS) have the power to establish the tone of the acceptance toward GLB issues and students on campus (Croteau & Lark, 1995). Professional staff in student affairs help student organizations to set bylaws and policies. SAS are the ones who determine policies regarding multicultural organizations. If staff make it a priority within the responsibilities of their positions, students they work with and influence will acknowledge the importance of homosexual issues (Croteau & Lark, 1995).

Exemplary practices of SAS have been explored in Croteau and Lark's research. The exemplary practices involved being "vocal, visible, strong and unapologetic" about gay, lesbian and bisexual issues and students (Croteau & Lark, 1995, p. 474). Where SAS have been reported to be supportive, the students have reported feeling supported and validated by these professionals.

Even with some SAS exhibiting exemplary practices, campuses are facing increasingly serious problems. Many student affairs units at many colleges are not required to protect GLB students or even address their issues (Marszalek & Goree, 1995).

Students have heard SAS members making derogatory comments or simply ignoring the issue of gay, lesbian, and bisexual students. Gay, lesbian, and bisexual students have reported a range of negative to positive experiences with SAS (Marszalek & Goree, 1995).

### Intolerance

In spite of the many programs, which support gay, lesbian, and bisexual students, college campus climates increasingly are becoming hostile places. Higher education mirrors the climate of society and contributes to the maintenance of institutionalized heterosexism (Evans & Rankin, 1998). Many gay and lesbian youths terminate their formal education because they feel alienated or unsafe in the school system (Rofes, 1989).

Gays, lesbians, and bisexuals (GLB) at Oberlin College, where employees and students of all races, ethnicities and sexual orientation expressed strong positive attitudes towards GLB issues, were confronted with instances of direct discrimination ranging from verbal abuse to physical attacks and violent intolerant language; they often felt they had no place to turn to when attacked (Norris, 1991). There is a discrepancy between thought and action.

In the same study, over 90% of students (N= 869) reported supporting GLB's presence on their campus, but 30% of these same students censured themselves in speech, writing or actions in their academic life in addressing GLB issues (Norris, 1991). While 90% of students indicated that courses on GLB issues should be offered and 60 percent of them would take them, over 80% had overheard stereotypical or derogatory comments about GLBs and over 70% had also seen graffiti degrading or stereotyping GLB students

(Norris, 1991). Oberlin College is not the only institution facing these types of instances. The climate for GLB students at some colleges and universities is even more disparaging (Norris, 1991).

The University of California at Davis has begun to rate its campus' intolerance of homosexuality as more serious than racial intolerance (Rhoads, 1994). Homophobic prejudice, harassment, and violence are pervasive on college and university campuses (Croteau & Lark, 1995). D'Augelli (1989b) found that over 25% of lesbian and gay students have been verbally assaulted once and been threatened with physical violence. Roommates, other undergraduates, and faculty were named as the harassers. According to Engstrom & Sedlacek (1997), students expressed experiencing feelings of alienation by peers in the residence halls and in their academic program. Another survey at a different university found that 3/4 of the gay and lesbian students reported experiencing verbal insults and a fourth reported being physically threatened (Engstrom & Sedlacek, 1997). About half of these students expressed concern for their own personal safety. In the O'bear (1991) study combining four university campuses, the population of gays, lesbians, and bisexuals were combined to find that between 45 and 65% of the respondents reported experiencing verbal insults and some of them had objects thrown at them, had their property damaged, received public exposure threats, were spat upon and assaulted with weapons (O'bear, 1991).

Evan and Rankin chapter published in the Hoffman, Schuh, and Fenske book focused on heterosexism and campus violence (1998). It compiled data from over 30 colleges and universities. Of those reviewed, 13 conducted surveys, 6 conducted focus

groups, and five operated a combination of both quantitative and qualitative methodology. Six reported no method of assessment. The populations sampled varied as much as the methods of assessment. Although the differences between the studies varied, it is apparent that anti-LGBT prejudice does exist in higher education (Evans & Rankin, 1998).

#### Eastern Illinois University

An assessment of the campus climate for GLB students has never been done at Eastern Illinois University. There are indicators about the type of campus that it may be. The Lesbian, Gay, Bisexual, and Allies Union (LGBAU) applied for recognition from the Student Government Association in 1992 (Ferak, Oct. 20, 1992). The Daily Eastern News headline read "Some oppose gay student union." The article basically allowed those with opposing views to have front-page space to profess their distaste for gays, lesbians, and bisexuals (Ferak, 1992, p. 1). The article never even recognized the allies nor reported any type of response from them. The second article on the LGBAU in the Daily Eastern News also received front-page attention (Kiel, Oct. 21, 1992). This article primarily focused on student government activities in general. The speaker of the student government senate said he was prepared for anything because he knew some opposition might become apparent. The student senate approved LGBAU.

University documents also provide some insight into Eastern's campus climate. The EIU organizer calendar handbook distributed to all students highlights the cultural diversity statement (Appendix E) of the university which does not include sexual orientation (EIU, 1998-1999). The affirmative action statement in the same handbook (Appendix E) does state that discrimination based on sexual orientation "is strictly



prohibited” (EIU Organizer Calendar Handbook, 1998-1999, reprinted from the University catalog).

### Individual and Cultural Heterosexism

Students are not only bringing their heterosexist attitudes with them to college, but individuals on the campus are perpetuating these attitudes. Students learn the difference between acceptable and unacceptable behavior on campus when they hear coaches, faculty, administrators, hall directors, and staff confront racist and sexist remarks and jokes, but not homophobic ones (Obear, 1991). When students say “fag” or “lezzie,” it should be examined whether anyone responds to challenge these ideas or they are silent (Schaecher, 1989). Epstein (1994) found that the policy of omission seems to be a practiced act as if lesbians, gays, and bisexuals did not exist. Over 80% of prospective resident assistants (N= 103) in one survey have heard disparaging remarks about lesbians and gay men (D’Augelli, 1989a). In the same survey of prospective resident assistants, over 70% of these students had made disparaging comments about GLB students before. These students were applying to be resident assistants whose job is to provide security for all of their residents and they had themselves made culturally insensitive remarks. The males in D’Augelli’s study held significantly more negative view about gays and lesbians than the women (1989a).

D’Augelli and Rose’s 1990 study of freshmen (N= 249) found that 29% of them believed that the university would be a “better place if only heterosexuals attended” (p. 487). Almost half of the freshmen in that study stated that homosexual male behavior was “plain wrong” and labeled gay men “disgusting” (p. 487).



In one survey, students in business, education & natural sciences are more negative towards homosexuality than students in the humanities, fine arts, and social-behavioral sciences are (Wells & Franken, 1988). In a third study, business majors expressed less knowledge about gays and lesbians than students in education (Kim, D'Andrea, Sahu, & Gaughen, 1998). Pogrebin (1983) found in a 1983 study that over half of the college students surveyed labeled homosexuality as more deviant than murder and drug addiction.

### Cultural Homophobia

Heterosexism and homophobia are found both in society and individuals. Tinney's cultural homophobia theory in Besner and Spungin (1995) proposed that there is a large conspiracy of homophobia which does not allow individuals to express or manifest their behavior and covertly denies individual identities and this implies to homosexuals that something is wrong with them. Blumenfeld (1992) said that societal homophobia prevents some gay, lesbian, bisexual, and transgender people from developing an authentic self identity and adds pressure to marry, which in turn places undue pressures and stresses and usually trauma on themselves and their partners. Buxton (1991) has described the trauma associated with many such marriages..

### Individual Homophobia

On the individual level, heterosexism manifests itself internally and subconsciously. The superficial fear regarding male homosexuality is attributed to ignorance about or lack of experience with gay men (Morin & Garfinkle, 1978). Heterosexism is not only overt, but subtle in society and individuals. Assumed heterosexuality may be "the single, most pervasive, and quietly damaging practice of all" (Croteau & Lark, 1995). An example of

assumed heterosexuality is seen in many of the census-type forms that students must fill out. The forms, invariably, ask for marital status using only single, divorced, and married as categories. This leaves no room for homosexual couples to mark their relationship.

Heterosexuals of both sexes tend to be more homophobic towards homosexuals of their own sex (Laird & Green, 1996). A survey of men and women in undergraduate and graduate classes found overall that men were more “uncomfortable” or “disgusted” by homosexuals (Donnelly, Donnelly, Kittleson, Fogarty, Procaccino, & Duncan, 1997, Engstrom & Sedlacek, 1997). Caucasians have a greater knowledge about and more accepting views toward homosexuality in comparison with Japanese, Filipino, and Chinese people (Kim, D’Andrea, Sahu & Gaughen, 1998). Protestants are more homophobic than Catholics and Jews (Young, Gallaher, Belasco, Barr & Webber, 1991). Atheists and agnostics are the least homophobic.

Besner and Spungin (1995) found that the predominant characteristics of people with strong homophobic/heterosexist beliefs:

1. Have limited personal contact with lesbians and gay men
2. Have limited homosexual activity and less likely than those with lesser homophobic beliefs to consider themselves lesbian or gay
3. Perceive peers as negative, especially males
4. Live in areas where being negative toward gay men and lesbian is norm, especially during the teen years
5. Tend to be older and have limited education

6. Tend to be religious and frequent church goers with conservative religious perspective
7. Hold traditional, restrictive views about sex roles
8. Are less permissive sexually or feel more negative and guilty about sex
9. Are more authoritarian in personality characteristic

Heterosexism on the part of lesbians and gay students results in self-loathing, loss of esteem, and behavior inconsistent with one's true feelings, but consistent with heterosexual societal expectations (Wall & Evans, 1991). This internalized heterosexism can result in conflicts. Homosexual students build up levels of self-hatred and guilt (Rhoads, 1994). O'bear (1991) found that these internalized feelings are often due to some degree of self-hatred and low self-esteem. People who are trying to deny or suppress their own homosexual orientation may choose to prove they are not homosexuals by actively participating in homophobic harassment and abuse (O'bear, 1991).

Homophobia is not only detrimental to homosexuals, but to heterosexuals as well. Heterosexism locks "all people into rigid gender-related roles" that inhibit creativity and self expression as well as compromising the integrity of people by pressuring them to treat GLB students badly (Blumenfeld, 1992).

#### Changing Heterosexist Levels

Some studies suggest that heterosexism levels can be reduced in individuals. According to Wells & Franken (1988), it is suggested that reduction in heterosexism can be achieved "by increasing knowledge about homosexuality and that knowledge will increase as individuals reduce" their heterosexism. Wells and Franken (1988) also found that

“reporting knowledge of an identified homosexual friend or family member was related to increased knowledge and reduced” homophobia.

The level of knowledge that individuals have about gays and lesbians are correlated to their attitudes toward the issue of homosexuality (Kim, et. al., 1998). People in the Kim, et. al., (1998) study who had a large amount of information reported significantly more positive attitudes toward homosexuality. Whether students, staff, or faculty would choose to attend any type of educational class was not considered in Kim’s study. Many students who attended a panel presentation by lesbian, gay, and bisexual students do acknowledge change (Geasler, Croteau, Heinemann, & Edlund, 1995). These students were in human sexuality and family relations classes. Whether or not students would have chosen to attend these panels independent of a formal course was unexamined.

Equity training fosters an appreciation of diversity and examines individual and collective responsibility for creating school climates that are “fair” in outcomes as well as practices (Friend, 1993). Equity training is combining the “isms” of gender, race, disability, and sexual orientation to change the climates of their schools.

Gays, lesbians, and bisexuals combat heterosexism from others as well as themselves (Obear, 1991, p. 51). Gays, lesbians, and bisexuals clearly represent a “stigmatized group who are frequently discriminated against” and often are “subjected to violence as a result of their sexual identity” (Kim, D’Andrea, Sahu, & Gaughen, 1998).

### Discussion

Only one of the surveys discussed above provided a comprehensive picture of the campus climates (Norris, 1991) . Reynolds (1989) campus climate survey at one

university used only 64 male participants. Other surveys highlighted only prospective resident assistants (D'Augelli, 1989a), freshmen (D'Augelli & Rose, 1990), and other such groups. Oberlin College survey by Norris provided the only comprehensive study (1991).

However, this campus is unique in that it has a relatively small student population of 2700 and is a highly, selective liberal arts school (Norris, 1991). Religion also permeates this school (Norris, 1991).

Eastern Illinois University is different from the other campus which have done GLB campus climate surveys in terms of size. The campus professionals itself needs to be made of aware of the type of climate that it is provides. If the campus professionals are made aware of the climate they are providing, they may be able to make improvements on it.

## **CHAPTER III**

### **DESIGN & METHODOLOGY**

#### Definition of the Population

The subjects for this study of the GLB climate at Eastern Illinois University were selected from the on-campus population of undergraduate and graduate students, faculty, and staff during Spring, 1999. It was determined that systematic random sampling provided the best way for administering this survey (Gay, 1981).

#### Student Sample

The Spring, 1999, on-campus population of students living in University Housing and Dining Services facilities included “3927 in residence halls and Greek Court, 139 in University Apartments, and 277 in University Court” (William Schnackel, personal communication, May 18, 1999). It was determined *a priori* that 1,100 surveys would be sufficient to generate a return response large enough for the purposes of this survey (Gay, 1981).

The survey was distributed to ten selected residence halls, eight Greek letter organization houses, and two university owned and operated apartments through campus mail. The entire residence hall system consisted of 12 residence halls, 19 Greek letter organization houses, and 300 apartment units. The specific buildings were selected so that there was a reasonable opportunity to obtain students across all four undergraduate class years and of both genders. In an attempt to obtain a sample of minority students for analysis, buildings with a majority of minority residents were selected for the survey. The student population sampled constituted 25% of the total on-campus population (N=4343).

Each person living in an even numbered room/apartment in the selected facilities received the survey.

Each survey packet included the survey (Appendix B), a letter of transmittal (Appendix C), and a self-addressed return campus mail envelope. The Vice President for Student Affairs endorsed the letter of transmittal under the author's signature. The letter emphasized the importance of the survey, its confidential nature, and assurance that individual responses would not in any way be individually identified. In order to facilitate a strong return-rate, each self-addressed campus mail return envelope was marked with a code number on the back of each envelope so that a reminder could be sent to non-respondents after a period of ten days.

#### Faculty, Staff and Administration Sample

Faculty and staff were identified by randomly entering the 1998 EIU phone directory and choosing every ninth name until a total sample of 225 people were selected. Surveys were sent to these faculty and staff through campus mail. This systematic 1/9th sample (11.71 percent) of the total faculty and staff (N = 1921) should reflect the EIU population.

It should be noted that the alphabetical phone book listing was without reference to tenure or position. A code number was assigned to each self-addressed campus mail envelope to facilitate the use of a reminder to non-respondents after a period of ten days.

The survey packet contained a letter of transmittal signed by the author and endorsed by the Vice President of Student Affairs, the survey, and a self-addressed return campus mail envelope. The letter emphasized the importance of the survey, its confidential nature, and that individual responses would not in any way be identified. In order to



facilitate a strong return-rate, each self-addressed campus mail return envelope was marked with a code number on the back of each envelope so that a reminder could be sent to non-respondents after a period of ten days.

### Generalizability

Based on the size of the sample in relation to the on-campus EIU population and its random selection from that population, it seems defensible to conclude that this study sample is representative of those students, staff and faculty who attended the University in the spring term, 1999. Since a University should apprise itself of the attitudes and perceptions of students at regular intervals, generalization to the campus climate at Eastern Illinois University in spring of 1999 is important for the purpose of this study. The survey fills a gap of knowledge about the campus climate for gay, lesbian and bisexual students. It would be unwise to generalize the results of this survey to another university or another period of time at the same university.

### Instrumentation

The University of Illinois-Chicago's (UIC) Campus Climate Survey was adapted for this study (Johnson, Barnes & Barnett, personal communication, Nov. 15, 1998) to fit the characteristics of Eastern Illinois University. These researchers have yet to produce published results (Johnson, Barnes & Barnett, personal communication, May 25, 1999), but their survey was chosen due to its comprehensiveness. It included both attitudes and projected behaviors along with the type of questions that this author sought. Items included topics dealing with the classroom, the campus and the wider community, and out-of-class student life. Selected editorial changes were made to the spelling, grammar,



and sentence structure of the UIC survey. All of the items grouping the campus and the community were split into two separate sections and the UIC identifying markers were changed to fit this campus' services. The campus involvement survey needed to be detailed to include the types of different organizations and special interest areas available to students at Eastern Illinois University.

One demographic question was added to identify Resident Assistants, Graduate Assistants, Student Affairs Professionals, and members of Athletic teams and Greek-letter organizations (item 49) in order to be able to compare the survey results with other research such as D'Augelli & Rose (1990); D'Augelli (1989a) and Croteau and Lark (1995). Croteau and Lark (1995) detailed exemplary practices of Student Affairs Staff (SAS). In order to find out if student affairs professionals are exhibiting exemplary practices in their activities at this university, it was necessary to add an item that allowed for student affairs staff to be identified.

Graduate assistants and resident assistants were included in student affairs, but distinguished on this survey in order to compare and contrast their responses to the responses of full-time professional student affairs staff. Selected parts of the survey were used for the purposes of this study. See Appendix B for the complete survey.

The first survey questions used focused on respondent knowledge and interest in learning about gay, lesbian, and bisexual issues (items 20 and 21). Respondents could designate how much they knew about lesbian, gay, and bisexual issues by marking the following options: a) nothing, b) very little, c) some, and d) a great deal (item 20). Item 21 asked respondents about their interest "in learning about bisexual, gay, and lesbian

issues,” using the response options of a) not at all, b) somewhat interested, c) fairly interested, and d) very interested.

The second set of questions used in this study showed self-projected actions of students and faculty/staff/administration (items 41 and 42). The responses available were a) nothing, b) report incidents to authorities, c) intervene directly, d) try to find others to help and e) something else. The last option (e) allowed for a free response to be made.

ATLGM--The attitude scale used in the UIC survey was replaced with Herek’s (1988) Attitudes Toward Lesbians and Gay Men scale (ATLGM). See Appendix B under Attitude Scale for the survey administered for this study. The ATLGM scale was used in both of D’Augelli’s studies (1989a, 1989b) and has been shown to be reliable. The original ATLGM scale was shortened from a nine point Likert scale to a five-point scale for the purposes of this study due to local optical scanning and data management requirements. It is acknowledged that the reduction in response range reduces reliability slightly (Gay, 1981). Some of the questions were posed in negative form (i.e. female homosexuality is a sin) would indicate a high level of homophobia if answered with strongly agreement. Others in positive form (i.e. a woman’s homosexuality should not be the cause for job discrimination in any situation) would indicate a low level of homophobia if answered with a strongly agree. This was done in order to check for the possibility of respondents randomly marking response options. The ten ATLGM questions regarding gay men and the ten regarding lesbians were presented as listed in D’Augelli (1989a) with Likert response options ranging from 0 = strongly agree to 4 = strongly disagree.

### Research Design

The objective of the present study was to determine the campus climate for gay, lesbian, and bisexual students as revealed by faculty, staff, and students. In contrast to prior research which was limited to a small, selective campus (Norris, 1991); or which focused on Resident Assistants (D'Augelli, 1989a); or freshman students only (D'Augelli & Rose, 1990), this survey was designed to assess the campus climate for GLB students by sampling responses from on-campus resident students, faculty, staff, and administration.

The current student sample was identified to obtain data from students representing all undergraduate classes, freshman through senior. The faculty, staff, and administration sample was selected to represent a cross-section of professional adults without regard to faculty, staff, or administrative status.

### Statistical Hypotheses

Since the review of previous research reported in Chapter II indicated few or conflicting results associated with variables included in this study, all research hypotheses were phrased in a non-directional, null form:

**H<sub>1</sub>: There are no differences between the variables of gender, campus involvement, race and university status in relation to attitudes towards homosexuals.**

**H<sub>2</sub>: There is no difference between students, and faculty/staff/administration in the type of involvement each would extend to homosexual students under duress.**

**H<sub>3</sub>: There is no difference between students and faculty/staff/ administration in their willingness to be educated and their levels of education about homosexual issues.**

#### Statistical Analyses

Statistical analyses performed for this study reported differences or similarities in overall group means. In terms of interpretation, the relative agreement of subjects within a group needed to be considered on a given variable or set of variables. Data were analyzed using independent t-tests of the difference between group means (Hypotheses 1) and the Chi Square statistic (Hypotheses 2 and 3). All analyses were performed using the Statistical Package for the Social Sciences, Version 8.0.

## CHAPTER 4

### ANALYSIS OF DATA

The purpose of this chapter is to present a detailed account of the results and data analysis. Approximately 1100 students and 225 faculty, staff and administration received surveys.

#### Survey Return

The actual number of returned usable surveys were 187 out of 1,100 distributed for students, and 40 out of 225 for faculty and staff, resulting in final return rates of 17 percent for students and 18.54 percent for faculty and staff.

The sample was representative in terms of race. Nine percent of the respondents were non-whites, which relates closely to the 7.5% of minority students enrolled at EIU (EIU Fact Sheet, 1998-1999). The respondents had to answer a minimum of ten items in the ATLGM in order to be analyzed in the first hypothesis. Therefore, the number of surveys used for hypothesis one were slightly less (179 instead of 187 students and 38 instead of 40 faculty/staff/administration) than those returned. In terms of gender, the male population was underrepresented in the sample with only 31.3%, while Eastern's male student population was 42 % (EIU Fact Sheet, 1998-1999).

#### Results

**H<sub>1</sub>: There was no difference between the variables gender, campus involvement, race, and university status in relation to attitudes towards homosexuals.**

Gender.—Attitudes toward homosexuals was assessed by means of the ATLGM scale (Cronbach Alpha = .9425). All respondents without regard to university status were included in this analysis. In terms of gender, women had an overall mean homophobia score on the ATLGM scale of 2.2529 and men of 2.6547. The men were significantly more homophobic ( $t(df = 218) = 2.573, p = .011$ ) than women. Among individual items from the 20 items of the ATLGM, there were significant t-tests of mean differences on eight items. Men were significantly less likely ( $t(df = 106.9) = 2.666, p = .009$  with equal variance not assumed) to believe that “a woman’s homosexuality should not be cause for job discrimination in any situation” (item 51).

The male respondents significantly more likely to believe ( $t(df = 116.903) = 4.636, p \leq .0001$ ) than women that “if a man has homosexual feelings, he should do everything he can to overcome them” (item 55). Male respondents were more likely to believe that homosexuality between two men is “just plain wrong” ( $t(df = 121.948) = .018, p = .015$  with equal variance not assumed) than female respondents (item 57).

Men, more than women, significantly believed ( $t(df = 129.658) = 2.392, p = .018$ ) that male homosexual marriage is “a ridiculous idea” (item 58). Male respondents were significantly more likely ( $t(df = 112.938) = 2.106, p = .037$ ) than females to believe that lesbians are “a threat to many of our basic social institutions” (item 62). Men more than woman agreed significantly ( $t(df = 113.035) = 2.244, p = .027$ ) that “male homosexuals are disgusting” (item 66). Men were significantly more likely ( $t(df = 96.355) = 3.093, p = .003$ ) to believe that “male homosexuals should not be allowed to teach” (item 67). And males were also significantly more likely ( $t(df = 108.239) = 2.444, p = .016$ ) to believe

that “male homosexuality is a perversion” (item 68).

There were no significant difference between men and women in areas such as lesbians fitting into society (item 50), female homosexuality being “detrimental to society” (item 52), laws regarding lesbians behavior (item 53), lesbians being sinful (item 54), being upset if the respondents’ son was gay (item 56), growing number of lesbians indicates a decline in morals (item 60), society makes a problem of lesbians (item 61), lesbian sex being inferior (item 63), lesbians being sick (item 64), and male homosexuality not being a natural form of sexuality (item 69). See Table 4.1.

Table 4.1  
Attitudes Towards Lesbians and Gay Men by Gender

	Woman (N=152)		Men (N=69)		Total (N=221)		Woman		Men		Total	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	M	SD	M	SD	M	SD
1. Lesbians just can't fit into our society.	5.9	77.0	11.66	69.6	7.7	74.7	1.5789	1.1424	1.8405	1.3893	1.6606	1.2276
2. A woman's homosexuality should not be a cause for job discrimination in any situation.	80.9	12.5	63.8	27.5	75.6	17.2	1.6316	1.3699	2.2754	1.7813	1.8326	1.5356
3. Female homosexuality is detrimental to society because it breaks down the natural division between the sexes.	13.8	71.7	18.8	60.9	15.4	68.3	1.8421	1.4471	2.1594	1.5869	1.9412	1.4958
4. State laws regulating private, consenting lesbian behavior should be loosened.	35.3	30.0	42.6	30.9	37.6	30.3	2.8933	1.6185	2.7647	1.7114	2.8532	1.6451
5. Female homosexuality is a sin.	29.4	52.9	29.4	50.0	29.4	52.0	2.5294	1.7587	2.5882	1.7469	2.5475	1.7513
6. If a man has homosexual feelings, he should do everything he can to overcome them.	12.6	69.5	30.4	34.8	18.2	58.6	1.8606	1.4144	2.9130	1.6246	2.1902	1.5586
7. I would not be too upset if I learned my son was a homosexual.	28.7	42.0	20.9	56.7	26.3	46.5	3.2667	1.6655	3.7184	1.6219	3.4055	1.6615
8. Homosexual behavior between two men is just plain wrong.	27.6	50.0	45.6	36.8	33.2	45.9	2.5526	1.7101	3.1765	1.8198	2.7455	1.7644
9. The idea of male homosexual marriage seems ridiculous to me.	34.2	46.1	50.0	30.9	39.1	41.4	2.7632	1.7819	3.3824	1.7707	2.9545	1.7974
10. Male homosexuality is merely a different kind of lifestyle that should not be condemned.	52.6	23.7	44.1	35.3	50.0	27.3	2.4211	1.6539	2.8235	1.7867	2.5455	1.7022
11. The growing number of lesbians indicate a decline in American morals.	15.8	60.5	32.4	54.4	20.9	58.6	2.1053	1.5057	2.5588	1.8234	2.2455	1.6200



Table 4.1 (Cont.)

	Woman (N=152)		Men (N=69)		Total (N=221)		Woman		Men		Total	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	M	SD	M	SD	M	SD
12. Female homosexuality within itself is no problem, but what society makes of it can be a problem.	54.6	23.7	55.9	23.5	55.0	23.6	2.3816	1.6635	2.3529	1.6730	2.3727	1.6627
13. Female homosexuality is a threat to many of our basic social institutions.	8.0	65.3	16.2	51.5	10.6	16.2	1.8533	1.2765	2.2941	1.4969	1.9908	1.3610
14. Female homosexuality is an inferior form of sexuality.	11.9	61.6	15.2	51.5	12.9	58.5	2.0066	1.4024	2.2727	1.4733	2.0876	1.4262
15. Lesbians are sick.	17.1	69.1	13.2	72.1	15.9	70.0	1.9605	1.5435	1.8235	1.4346	1.9182	1.5088
16. Male homosexual couples should be allowed to adopt children the same as heterosexual couples.	36.4	32.5	22.4	53.7	32.1	39.0	2.9205	1.6634	3.6269	1.6407	3.1376	1.6847
17. I think male homosexuals are disgusting.	19.2	61.6	36.8	50.0	24.7	58.0	2.1523	1.5906	2.7353	1.8578	2.3333	1.6955
18. Male homosexuals should not be allowed to teach school.	5.3	77.0	20.6	58.8	10.0	71.4	1.5658	1.1139	2.2353	1.6218	1.7727	1.3253
19. Male homosexuality is a perversion.	12.8	61.7	30.9	50.0	18.4	58.1	2.0201	1.4260	2.6176	1.7707	2.2074	1.5630
20. Just as in other species, male homosexuality is a natural expression of sexuality in human men.	39.3	29.3	32.4	33.8	37.2	30.7	2.8000	1.6507	3.0294	1.6388	2.8716	1.6467
TOTAL Homophobia Score							43.15	28.855	51.366	31.835	45.69	30.124

Table 4.2  
T-Test for Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	
Lesbians just can't fit into our society.	7.108	.008	**	1.368	111.421	.174
A woman's homosexuality should not be cause for job discrimination in any situation.	24.062	.000	**	2.666	105.974	.009
Female homosexuality is detrimental to society because it breaks down the division between the sexes.	3.362	.068		1.465	219	.144
State laws regulating private, consenting lesbian behavior should be loosened.	1.724	.191		-.534	216	.594
Being a lesbian is a sin.	.098	.754		230	219	.818
If a man has homosexual feelings, he should do everything he can to overcome them.	1.306	.254		4.882	218	.000
I wouldn't be too upset if I learned my son was a homosexual.	.000	1.000		1.852	215	.065
Homosexuality between two men is just plain wrong.	1.136	.288		2.451	218	.015
The idea of male homosexual marriage seems ridiculous to me.	.004	.952		2.386	218	.018
Male homosexuality is merely a different kind of lifestyle that should not be condemned.	1.184	.278		1.627	218	.105
The growing number of lesbians indicates a decline American morals.	13.522	.000	**	1.796	109.584	.075
Female homosexuality within itself is no problem, but what society makes of it can be a problem.	.001	.974		-.118	218	.906
Female homosexuality is a threat to our basic social institutions	5.560	.019	**	2.106	112.938	.037
Female homosexuality is an inferior form of sexuality.	.556	.457		1.266	215	.207
Lesbians are sick	1.500	.222		-.622	218	.535
Male homosexual couples should be allowed to adopt the same as heterosexual couples.	.388	.534		2.905	216	.004

Table 4.2  
T-Test for Gender (Cont.)

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
I think male homosexuals are disgusting	9.978	.002	**	2.244	113.035
Male homosexuals should not be allowed to teach	33.184	.000	**	3.093	96.355
Homosexuality is a perversion	13.311	.000	**	2.444	108.239
Just as in other species, male homosexuality is a natural expression of sexuality in human men.	.423	.516		.953	216
					.342

Campus Involvement.— For the purpose of this study, the variable, campus involvement, was defined as the number of campus organizations in which the respondent was affiliated (item 45). The possible options varied from none to three or more. There was no overall significant difference between those involved ( $M=2.4135$ ) and those uninvolved ( $M= 2.3771$ ) in campus organizations ( $t(df = 208) = -.224, p = .823$ ). The individual item results surrounding campus involvement and ATLGM showed one significant difference between those involved in none or more than one campus organization. Those involved in more than one or more organization were more likely ( $t(df = 207) = -2.110, p = .036$ ) to agree that “lesbians are sick” than those involved in no organization (item 54). See Table 4.3, 4.4 and 4.5 for further information on campus involvement.

Table 4.3  
Attitude towards Lesbians and Gay Men by Campus Involvement

	None		One		Two		Three or More	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
1. Lesbians just can't fit into our society.	7.8	76.6	1.8	78.9	14.0	62.8	8.5	74.5
2. A woman's homosexuality should not be a cause for job discrimination in any situation.	75.0	17.2	78.6	16.1	67.4	20.9	81.3	12.5
3. Female homosexuality is detrimental to society because it breaks down the natural division between the sexes.	15.6	65.6	14.0	71.9	23.3	65.1	12.8	66.0
4. State laws regulating private, consenting lesbian behavior should be loosened.	29.7	31.3	45.6	28.1	26.2	40.5	41.3	26.1
5. Female homosexuality is a sin.	23.4	62.5	31.6	47.4	33.3	42.9	35.4	43.8
6. If a man has homosexual feelings, he should do everything he can to overcome them.	19.0	60.3	14.0	64.9	20.9	53.5	19.1	55.3
7. I would not be too upset if I learned my son was a homosexual.	23.0	52.5	24.6	54.4	23.8	42.9	25.5	38.3
8. Homosexual behavior between two men is just plain wrong.	33.3	46.0	31.6	49.1	38.1	42.9	33.3	37.5
9. The idea of male homosexual marriage seems ridiculous to me.	37.5	45.3	40.4	40.4	47.6	38.1	40.4	34.0
10. Male homosexuality is merely a different kind of lifestyle that should not be condemned.	48.4	26.6	54.4	26.3	38.1	38.1	57.4	21.3
11. The growing number of lesbians indicate a decline in American morals.	17.2	56.3	17.5	61.4	28.6	57.1	23.4	59.6
12. Female homosexuality within itself is no problem, but what society makes of it can be a problem.	59.4	23.4	61.4	21.1	33.3	28.6	55.3	23.4

Table 4.3 (Cont.)

	None		One		Two		Three or More	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
13. Female homosexuality is a threat to many of our basic social institutions.	12.5	59.4	7.0	71.9	19.0	57.1	6.5	52.2
14. Female homosexuality is an inferior form of sexuality.	14.3	57.1	8.8	66.7	21.4	50.0	6.4	55.3
15. Lesbians are sick.	17.2	67.2	12.3	78.9	26.2	45.2	8.5	83.0
16. Male homosexual couples should be allowed to adopt children the same as heterosexual couples.	38.1	44.4	33.9	26.8	21.4	45.2	23.4	42.6
17. I think male homosexuals are disgusting.	22.2	60.3	22.8	61.4	42.9	42.9	19.1	59.6
18. Male homosexuals should not be allowed to teach school.	10.9	70.3	5.3	77.2	14.3	59.5	8.5	74.5
19. Male homosexuality is a perversion.	20.3	57.8	19.6	60.7	22.5	45.0	14.9	59.6
20. Just as in other species, male homosexuality is a natural expression of sexuality in human men.	35.9	32.8	43.9	28.1	31.0	35.7	37.0	26.1

Table 4.4  
Mean and Standard Deviation for Campus Involvement

	None		One		Two		Three or More		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD
1. Lesbians just can't fit into our society.	1.6250	1.2280	1.4561	2.0233	2.0233	1.4718	1.6809	1.2702	1.6730	1.2275
2. A woman's homosexuality should not be a cause for job discrimination in any situation.	1.8439	1.5453	1.4561	.9272	2.0698	1.5045	1.6250	1.3780	1.8152	1.5178
3. Female homosexuality is detrimental to society because it breaks down the natural division between the sexes.	2.0000	1.5119	1.8421	1.4613	2.1628	1.7034	1.9362	1.4356	1.9763	1.5164
4. State laws regulating private, consenting lesbian behavior should be loosened.	3.0301	1.5733	2.6491	1.6955	3.2857	1.6273	2.6957	1.6312	2.9043	1.6380
5. Female homosexuality is a sin.	2.1288	1.6947	2.6842	1.7643	2.8095	1.7564	2.8333	1.7904	2.6019	1.7547
6. If a man has homosexual feelings, he should do everything he can to overcome them.	2.1746	1.5917	1.9825	1.4698	2.3488	1.6166	2.2766	1.5839	2.1810	1.5577
7. I would not be too upset if I learned my son was a homosexual.	3.5902	1.6470	3.5965	1.6888	3.3810	1.6072	3.2553	1.5944	3.4734	1.6334
8. Homosexual behavior between two men is just plain wrong.	2.7460	1.7777	2.6491	1.7778	2.9048	1.8187	2.9167	1.6990	2.7905	1.7592
9. The idea of male homosexual marriage seems ridiculous to me.	2.8438	1.8276	3.0000	1.8127	3.1905	1.8641	3.1277	1.7398	3.0190	1.8037
10. Male homosexuality is merely a different kind of lifestyle that should not be condemned.	2.5625	1.6891	2.4386	1.7219	3.0000	1.7669	2.2766	1.6379	2.5524	1.7083
11. The growing number of lesbians indicate a decline in American morals.	2.2188	1.5376	2.1228	1.5592	2.4286	1.7826	2.2766	1.6902	2.2476	1.6209

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Table 4.4 (Cont.)

	None		One		Two		Three or More		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD
12. Female homosexuality within itself is no problem, but what society makes of it can be a problem.	2.2813	1.6853	2.1930	1.6414	2.9048	1.5897	2.3617	1.6737	2.400	1.6607
13. Female homosexuality is a threat to many of our basic social institution.	2.0625	1.4240	1.7018	1.2242	2.2381	1.5897	2.0870	1.2441	2.004	1.3746
14. Female homosexuality is an inferior form of sexuality.	2.1429	1.4686	1.8421	1.3064	2.4286	1.6101	2.0213	1.2422	2.090	1.4130
15. Lesbians are sick.	2.0000	1.5533	1.6667	1.3801	2.6190	1.6668	1.5106	1.2136	1.923	1.5040
16. Male homosexual couples should be allowed to adopt children the same as heterosexual couples.	3.1270	1.8271	2.8571	1.5659	3.4762	1.5810	3.3830	1.5956	3.182	1.6638
17. I think male homosexuals are disgusting.	2.2381	1.6628	2.2281	1.6799	3.000	1.8741	2.1915	1.5967	2.378	1.7141
18. Male homosexuals should not be allowed to teach school.	1.8125	1.3671	1.5614	1.1183	2.0952	1.4785	1.6809	1.2702	1.771	1.3107
19. Male homosexuality is a perversion.	2.2560	1.6134	2.1786	1.6080	2.5500	1.6005	2.1064	1.4925	2.256	1.5787
20. Just as in other species, male homosexuality is a natural expression of sexuality in human men.	2.9375	1.6702	2.6814	1.6814	3.0952	1.6500	2.7826	1.5904	2.866	1.6470
TOTAL HOMOPHOBIA SCORE	47.622	31.896	44.79	31.107	54.01	33.16	47.03	30.37	48.11	31.6



Table 4.5  
T-tests for Campus Involvement

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Lesbians just can't fit into our society.	.244	.622	-.374	209	.709
A woman's homosexuality should not be cause for job discrimination in any situation.	.104	.747	.180	209	.857
Female homosexuality is detrimental to society because it breaks down the division between the sexes.	.000	.988	.149	209	.881
State laws regulating private, consenting lesbian behavior should be loosened.	2.176	.142	.744	207	.458
Being a lesbian is a sin.	.344	.558	-2.110	209	.036
If a man has homosexual feelings, he should do everything he can to overcome them.	.095	.758	-.039	208	.969
I wouldn't be too upset if I learned my son was a homosexual.	.089	.766	.664	205	.508
Homosexuality between two men is just plain wrong.	.078	.780	-.239	208	.811
The idea of male homosexual marriage seems ridiculous to me.	.229	.633	-.932	208	.352
Male homosexuality is merely a different kind of lifestyle that should not be condemned.	.274	.601	.057	208	.955
The growing number of lesbians indicates a decline American morals.	1.595	.208	-.170	208	.865
Female homosexuality within itself is no problem, but what society makes of it can be a problem.	.080	.778	-.685	208	.494
Female homosexuality is a threat to our basic social institutions	.401	.527	.402	207	.688
Female homosexuality is an inferior form of sexuality.	.429	.513	.348	207	.728
Lesbians are sick	.560	.455	.485	208	.628

Table 4.5  
Campus Involvement (Cont.)

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	t	Sig. (2-tailed)
Male homosexual couples should be allowed to adopt the same as heterosexual couples.	7.034	.009	** -.317	.751
I think male homosexuals are disgusting	.985	.322	-.774	.440
Male homosexuals should not be allowed to teach	.414	.521	.300	.764
Homosexuality is a perversion	.129	.720	-.037	.971
Just as in other species, male homosexuality is a natural expression of sexuality in human men.	.000	.995	.416	.678

Race.—Race was defined as white and non-white. The results using race as the variable showed no significant difference in mean ATLGM homophobia score ( $t(df = 217) = -.250, p = .803$ ) between whites ( $M=2.3863$ ) and non-whites ( $M=2.3211$ ). See tables 4.6 and 4.7 for more information on race and the ATLGM.

Table 4.6  
Attitudes Toward Lesbians and Gay Men by Race

	Non-White		White		Non-White		White		Total	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	M	SD	M	SD	M	SD
1. Lesbians just can't fit to our society.	10.0	80.0	7.5	74.5	1.6000	1.3139	1.6600	1.2214	1.6545	1.2271
2. A woman's homosexuality should not be a cause for job discrimination in any situation.	85.5	10.0	75.0	17.5	1.5000	1.2773	1.8500	1.5458	1.8182	1.5241
3. Female homosexuality is detrimental to society because it breaks down the natural division between the sexes.	10.0	65.0	16.0	69.0	1.9000	1.3727	1.9400	1.5126	1.9364	1.4975
4. State laws regulating private, consenting lesbian behavior should be loosened.	36.8	15.8	37.4	31.8	2.5789	1.4266	2.8889	1.6641	2.8618	1.6441
5. Female homosexuality is a sin.	31.6	42.1	28.9	52.7	2.7895	1.7505	2.5224	1.7466	2.5455	1.7446
6. If a man has homosexual feelings, he should do everything he can to overcome them.	15.0	55.0	18.1	59.3	2.2000	1.5079	2.1759	1.5584	2.1781	1.5505
7. I would not be too upset if I learned my son was a homosexual.	31.6	47.2	25.4	47.2	3.2105	1.7505	3.4365	1.6513	3.4167	1.6573
8. Homosexual behavior between two men is just plain wrong.	36.8	42.1	33.0	46.0	2.8947	1.8225	2.7400	1.7629	2.7534	1.7644
9. The idea of male homosexual marriage seems ridiculous to me.	31.6	42.1	40.0	41.0	2.7895	1.7505	2.9800	1.8044	2.9635	1.7967
10. Male homosexuality is merely a different kind of lifestyle that should not be condemned.	47.4	26.3	50.0	27.5	2.5789	1.7100	2.5500	1.7065	2.5525	1.7029
11. The growing number of lesbians indicate a decline in American morals.	10.5	63.2	21.5	58.5	1.9474	1.3934	2.2600	1.6327	2.2329	1.6129

Table 4. 6 (Cont.)

	Non-White		White		Non-White		White		Total	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	M	SD	M	SD	M	SD
12. Female homosexuality within itself is no problem, but what society makes of it can be a problem.	52.6	15.8	55.0	24.0	2.2632	1.5218	2.3800	1.6702	2.3699	1.6549
13. Female homosexuality is a threat to many of our basic social institution.	0.0	63.2	12.1	61.1	1.7368	.9912	2.0202	1.4069	1.9954	1.3760
14. Female homosexuality is an inferior form of sexuality.	5.3	57.9	13.7	58.4	1.9474	1.2236	2.1066	1.4477	2.0926	1.4275
15. Lesbians are sick.	5.3	78.9	17.5	69.0	1.5263	1.1239	1.9700	1.5528	1.9315	1.5235
16. Male homosexual couples should be allowed to adopt children the same as heterosexual couples.	15.8	36.8	33.8	39.4	3.4211	1.4266	3.1111	1.7122	3.1382	1.6885
17. I think male homosexuals are disgusting.	26.3	63.2	25.6	56.8	2.2632	1.7902	2.3769	1.7096	2.3670	1.7128
18. Male homosexuals should be allowed to teach school.	73.7	0.0	70.5	11.0	1.5263	.9048	1.8100	1.3613	1.7854	1.3288
19. Male homosexuality is a perversion.	15.8	47.4	19.3	58.4	2.3684	1.4985	2.2183	1.5837	2.2315	1.5737
20. Just as in other species, male homosexuality is a natural expression of sexuality in human men.	21.1	47.4	38.9	28.8	2.7980	1.6370	3.5263	1.6114	2.8618	1.6441
TOTAL HOMOPHOBIA SCORE					45.840	29.193	48.523	31.862	47.686	31.651

Table 4.7  
T-test for Race

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Lesbians just can't fit into our society.	.018	.892	-.208	218	.835
A woman's homosexuality should not be cause for job discrimination in any situation.	4.289	.040	**		
Female homosexuality is detrimental to society because it breaks down the division between the sexes.	.504	.478	-1.144	24.922	.263
State laws regulating private, consenting lesbian behavior should be loosened.			-1.14	218	.910
Being a lesbian is a sin.	1.422	.234	-.784	215	.434
If a man has homosexual feelings, he should do everything he can to overcome them.	.355	.552	.637	218	.525
I wouldn't be too upset if I learned my son was a homosexual.	.214	.644	.066	217	.947
Homosexuality between two men is just plain wrong.	.030	.863	-.567	214	.571
The idea of male homosexual marriage seems ridiculous to me.	.001	.976	.365	217	.716
Male homosexuality is merely a different kind of lifestyle that should not be condemned.	.386	.535	-.441	217	.660
The growing number of lesbians indicates a decline American morals.	.101	.751	.071	217	.944
Female homosexuality is a threat to our basic social institutions			-.807	217	.421
Female homosexuality is an inferior form of sexuality.	2.800	.096	-.293	217	.769
Lesbians are sick	1.305	.255			
Male homosexual couples should be allowed to adopt the same as heterosexual couples.					
I think male homosexuals are disgusting	4.473	.036	**		
Male homosexuals should not be allowed to teach			-1.141	25.545	.265
Homosexuality is a perversion	1.640	.202	-.463	214	.643
Just as in other species, male homosexuality is a natural expression of sexuality in human men.	7.401	.007	**		
			-1.583	25.046	.126
	2.622	.107	.764	215	.446
	.038	.847	-.276	216	.783
	4.547	.034	**		
			-1.240	26.463	.226
	.579	.447	.396	214	.692
	.000	.991	1.855	215	.065

University status.—University status was defined as undergraduate students and faculty/staff/administration. The faculty/staff/administration had a mean ATLGM homophobia score of 2.3193 and the students had a mean ATLGM homophobia score of 2.3844. Overall, there was not a significant difference between faculty/staff/administration and students ( $t(df = 214) = -.334, p = .739$ ). The item results showed only one significant difference between faculty/staff/administration and students and how homophobic each group was. Students were significantly more likely ( $t(df = 57.891) = 2.737, p = .008$ ) to believe that “being a lesbian is a sin” than faculty, staff, and administration (item 54).

The hypothesis that there are no differences among the variables of campus involvement, race and university status in relation to attitudes towards homosexuals was partially rejected. There was a difference in attitudes toward homosexuals by gender.

Table 4.8  
Attitudes Towards Lesbians and Gay Men by University Status

	Student		Faculty, Staff, & Administration		Student		Faculty, Staff, & Administration		Total	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	M	SD	M	SD	M	SD
1. Lesbians just can't fit into our society.	74.9	6.7	76.3	10.5	1.6369	1.3377	1.6842	1.3377	1.6452	1.2127
2. A woman's homosexuality should not be a cause for job discrimination in any situation.	78.2	13.4	71.1	26.3	1.7039	1.7826	2.1053	1.7826	1.7742	1.4875
3. Female homosexuality is detrimental to society because it breaks down the natural division between the sexes.	68.2	15.6	73.7	13.2	1.9497	1.5038	1.7895	1.4362	1.9217	1.4902
4. State laws regulating private, consenting lesbian behavior should be loosened.	34.1	31.3	52.6	23.7	2.9432	1.6203	2.4211	1.6706	2.8505	1.6376
5. Female homosexuality is a sin.	31.8	47.5	18.4	73.7	2.6872	1.7586	1.8947	1.5903	2.5484	1.7530
6. If a man has homosexual feelings, he should do everything he can to overcome them.	24.3	43.2	16.8	61.5	2.1061	1.5306	2.6216	1.6219	2.1944	1.5549
7. I would not be too upset if I learned my son was a homosexual.	25.4	46.9	30.6	44.4	3.4294	1.6504	3.2778	1.7339	3.4038	1.6615
8. Homosexual behavior between two men is just plain wrong.	34.1	44.7	29.7	51.4	2.7877	1.7673	2.5676	1.7723	2.7500	1.7660
9. The idea of male homosexual marriage seems ridiculous to me.	38.8	42.1	36.8	39.5	2.9326	1.8027	2.9474	1.7698	2.9352	1.7929
10. Male homosexuality is merely a different kind of lifestyle that should not be condemned.	48.3	27.0	57.9	26.3	2.5730	1.6867	2.3684	1.7464	2.5370	1.6950
11. The growing number of lesbians indicate a decline in American morals.	20.2	58.4	21.1	60.5	2.2360	1.6052	2.2105	1.6466	2.2315	1.6087



Table 4.8 (cont.)

	Student		Faculty, Staff, & Administration		Student		Faculty, Staff, & Administration		Total	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	M	SD	M	SD	M	SD
12. Female homosexuality within itself is no problem, but what society makes of it can be a problem.	52.8	24.2	63.2	21.1	2.4270	1.6631	2.1579	1.6526	2.3796	1.6606
13. Female homosexuality is a threat to many of our basic social institutions.	10.2	60.8	13.2	63.2	1.9886	1.3522	2.0000	1.4519	1.9907	1.3669
14. Female homosexuality is an inferior form of sexuality.	11.9	58.2	19.4	58.3	2.0734	1.3981	2.2222	1.6055	2.0986	1.4323
15. Lesbians are sick.	16.9	69.1	13.2	71.1	1.9551	1.5361	1.8421	1.4431	1.9352	1.5175
16. Male homosexual couples should be allowed to adopt children the same as heterosexual couples.	31.8	36.4	34.2	50.0	3.0909	1.6536	3.3158	1.8322	3.1308	1.6844
17. I think male homosexuals are disgusting.	26.6	57.6	18.4	57.9	2.3785	1.7315	2.2105	1.5796	2.3488	1.7033
18. Male homosexuals should not be allowed to teach school.	9.0	72.5	13.2	63.2	1.7303	1.2867	2.0000	1.4519	1.7778	1.3177
19. Male homosexuality is a perversion.	18.3	56.0	21.1	65.8	2.2457	1.5544	2.1053	1.6569	2.2207	1.5701
20. Just as in other species, male homosexuality is a natural expression of sexuality in human men.	36.9	30.1	42.1	34.2	2.8636	1.6366	2.8421	1.7634	2.8598	2.8698
Total Homophobia Score					47.758	31.859	46.588	32.542	47.537	32.781

Table 4.9  
T-test for University Status

	Statistics				
	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Assumptions					
Lesbians just can't fit into our society.	.490	.485	.218	131	.828
A woman's homosexuality should not be cause for job discrimination in any situation.	9.165	.003	**		
Female homosexuality is detrimental to society because it breaks down the State Laws regulating private, consenting lesbian behavior should be loosened.	.910	.341	1.304	47.351	.199
	1.148	.285	-.601	215.000	.548
				212	.075
Female homosexuality is a sin.	4.582	.033	-1.791		
			**		
If a man has homosexual feelings, he should do everything he can to overcome them.	.112	.738	-2.737	57.891	.008
			1.846	214	.066
I would not be too upset if I learned my son was a homosexual.	.182	.670	-.498	211	.619
Homosexual behavior between two men is just plain wrong.	.008	.928	-.689	214	.491
The idea of male homosexual marriage seems ridiculous to me.	.431	.512	.046	214	.963
Male homosexuality is merely a different kind of lifestyle that should not be condemned.	.254	.615		214	.501
			-.675		
The growing number of lesbians indicate a decline in American morals.	.029	.865	-.088	214	.930
Female homosexuality within itself is no problem, but what society makes of it can be a problem.	.127	.722		214	.366
			-.906		
Female homosexuality is a threat to many of our basic social institutions.	.298	.586	.046	212	.963
Female homosexuality is an inferior form of sexuality.	2.321	.129	.567	211	.571
Lesbians are sick.	.782	.378	-.416	214	.678
Male homosexual couples should be allowed to adopt children the same as heterosexual couples.	3.723	.055		212	.457
			.746		
I think male homosexuals are disgusting.	2.370	.125	-.551	213	.582
Male homosexuals should not be allowed to teach school.	2.528	.113	1.146	214	.253
Male homosexuality is a perversion.	.228	.634	-.499	211	.618
Just as in other species, male homosexuality is a natural expression of sexuality in human men.	1.273	.260	-.073	212	.942

**H<sub>2</sub>: There is no difference between students, and faculty/staff/ administration in the type of involvement each would extend to homosexual students under duress.**

Two questions were asked regarding situations where a person perceived to be GLB was under duress. The first question focused on the individual hearing derogatory comments being made by students about gays, lesbians, and bisexuals (item 41). Over half of the students (58.6%) would do nothing, as compared to 42.9% of the faculty/staff/administration. More faculty (37.1%) than students (22.7%) would intervene directly (see table 4.10). However, there was no significant difference between the faculty/staff/administration and the students in their response to students being persecuted with derogatory statements (Chi-Square(df = 4) = 3.77, p = .436). If the Chi Square is collapsed, such that choice option is doing nothing or something, then the results nears significance (Chi Square (df=1) = 2.93, p = .086).

Table 4.10  
Heard One or More Students make Derogatory Remarks about Lesbians, Gays, and Bisexuals, What Would You Do First?

	Nothing		Report Incident		Intervene Directly		Try to Find Others to Help		Something Else	
	%	N	%	N	%	N	%	N	%	N
Faculty/Staff/Administration	42.9	15	2.9	1	37.1	13	2.9	1	14.3	5
Students	58.6	106	2.8	5	22.7	41	2.8	5	13.3	24

The second question dealing with responses under duress asked what the respondent would do if the perceived GLB person were being verbally abused (item 42).

Faculty/staff/administration were more likely to intervene directly (48.5%) while only 33.3% of the students were likely to intervene. The faculty/staff/administration were more

likely (21.2%) to report the incident as compared to students (9.6%). There was a significant difference between the students and the faculty/staff/administration (Chi-Square(df = 4) = 9.287,  $p = .05$ ). The hypothesis that there is no difference between students and faculty/staff/administration in the type of involvement each would extend to homosexual students under duress was rejected. Faculty self-reported behavior appeared to be different than student self-reported behavior.

Table 4.11  
If you witnessed one or more students verbally abusing someone they thought was bisexual, gay, or lesbian, what would you do first?

	Nothing		Report Incident		Intervene Directly		Try to find others to help		Something Else	
	%	N	%	N	%	N	%	N	%	N
Faculty/Staff/Administration	18.2	6	21.2	7	48.5	16	6.1	2	6.1	2
Students	37.9	67	9.6	17	33.3	59	13.0	23	6.2	11

**H<sub>3</sub>: There is no difference between students, faculty, and staff in their willingness to be educated and their levels of education about homosexual issues.**

The first part of Hypothesis Three focused on respondent interest in learning about GLB issues (item 21). Only 8.1 percent of the faculty/staff/administration and 5.0 percent of the undergraduate students were very interested in GLB issues. Over half of the students (55%) were not at all interested, while 43.2% of the faculty/staff/administration were not at all interested in GLB issues. There was no significant difference in interest in GLB issues between faculty/staff/administration and students (Chi-Square(df = 3) = 2.17,

$p = .53$ ). The second half of the hypothesis focused on student and faculty/staff/administration knowledge of GLB issues (item 20). Ten percent of the undergraduate students and 8.1 percent of the faculty/staff and administration reported that they know a great deal about GLB issues. A majority of students (52.8%) and the faculty/staff/administration (62.2%) were somewhat knowledgeable about GLB issues. There was not a significant difference in reported knowledge of GLB issues between faculty/staff/administration and students ( $\text{Chi-Square}(df = 3) = 1.543, p = .672$ ). The hypothesis that there is no difference between students and faculty/staff/administration in their willingness to be educated and their levels of education about homosexual issues was not rejected.

### Summary

The only variable in Hypothesis One that showed overall significant difference in the ATLGM scale was gender. Campus involvement, race, and university status showed no overall differences. According to these data, male respondents were significantly more homophobic than female respondents on the overall ATLGM scale. Eight individual items within the ATLGM were significantly different for male respondents versus females. With the variable of campus involvement, no significant differences appeared overall. However, one item with a significant difference showed that those involved in campus organizations were more likely to believe that “lesbians are sick” compared to those uninvolved in university organizations. There were no significant differences between white and non-white groups on the variable of race versus the ATLGM scores. While there was not a significant difference in overall ATLGM scores between students and faculty/staff/administration, one individual item from the ATLGM scale showed a significant

difference. Students more than faculty/staff/ administration agreed with the statement that “being a lesbian is a sin.”

The second hypothesis focusing on student and faculty/staff/administration response to GLB students under duress showed no significant differences between faculty/staff/ administration and student responses to hearing derogatory remarks about GLB issues. However, when asked about their response to GLB students being verbally abused, faculty/staff/administration were significantly more likely to intervene than students.

On the third hypothesis, no significant differences appeared between faculty/staff/ administration and students in their willingness to learn about GLB issues and their reported knowledge of GLB issues.

## CHAPTER V

### Discussions, Conclusions and Results

#### Purpose and Procedure

The purpose of this research study was to examine the campus climate for gays, lesbians, and bisexuals at a traditional, medium-size Midwestern university. A survey instrument was adapted following an instrument developed by Johnson, Barnes, & Barnett (1998) and including Herek's ATLGM scale (1988). The ATLGM measured homophobia levels, with scores of five being the most homophobic possible, while the lowest score possible was a one. Although the original Herek scale used a Likert response format, which included nine-point response categories, local optical scanning requirements limited the response categories to a five-point Likert scale. The Cronbach Alpha for these ATLGM data was .9425, indicating that overall responses were highly internally consistent (reliable).

Research Questions.--The following questions, restated in three testable hypotheses, were formulated for analyzing data.

- a) Are the variables gender, campus involvement, race and university status related to student, faculty, staff and administration attitudes towards homosexuals?
- b) What type of involvement do students, staff, and faculty extend to homosexual students under duress?
- (c) Are students, faculty, and staff educated about homosexual issues?

- (d) Are students, faculty, and staff willing to be educated about homosexual issues?

Review of Literature.-- The review of literature was presented in three major parts: (a) identity formation, b) college campus climates, and c) individual and cultural heterosexism. Identity formation focused on the coming out process and disclosure. College campus climates focused on inclusion, students affairs staff, intolerance, and Eastern Illinois University. Individual and cultural heterosexism focused on the homophobia that occurs with individuals including internal homophobia and that occurs on a societal level. The research on changing heterosexism levels was presented within the heterosexism level. Each of these sections were broken down into subsegments.

Students selected for study ( $N = 1,100$ ) were from even-numbered rooms in selected residence halls in the population of 4,343 on-campus students who attended Eastern Illinois University in spring, 1999. A systematic random sample of 250 faculty/staff/administration were taken from the EIU phone directory from a total list of 1,921 people. Usable survey returns were lower than anticipated. A total of 187 students and a total of 40 faculty/staff/administration were available for analysis. As a result, some of the statistical analyses originally planned had to be eliminated from further consideration.

The major statistical tool used to analyze the data was the t-test of independent samples and the Chi Square test. In all analyses, the .05 level of confidence was used to determine statistical significance.



### Findings

Three hypotheses were tested from the data collected for the study. Results are discussed below in order. Since faculty/staff/administration survey returns were low, the variables addressed in the first hypothesis, gender, campus involvement, race, and university status, were analyzed for the total group without regard for university status. That is, data for faculty/staff/administration were included with student responses in the analyses.

**H<sub>1</sub>: There are no differences between the variables of gender, campus involvement, race and university status in relation to attitudes toward homosexuals.**

The first hypothesis considered the differences between the variables of gender, campus involvement, race and university status in relation towards homosexuals

Gender.--Results indicated that men were more likely to be homophobic than women as measured by the ATLGM scale. When individual items on the scale were considered by gender, seven of eight items showing significance dealt specifically with gay men. Since the entire ATLGM scale included only ten items each for gay men and lesbians, it would appear that both men and women respondents were more homophobic toward gay men than lesbians. Furthermore, male respondents were significantly more homophobic on the seven individually significant items from the ATLGM scale than were women. It is possible that gay men are more likely to be discriminated against on the EIU campus and experience confrontational problems with others compared to lesbians. Males in general tend to be more homophobic than women (D'Augelli & Rose, 1990). Given the data from

this survey, it would seem that gay men are more likely to be alienated from their heterosexual male peers than from their heterosexual female friends.

Campus Involvement.—The variable of campus involvement showed that respondents involved in one or more campus organizations were no more homophobic on the ATLGM scale than those unaffiliated with a campus organization. The one significant item difference was that those involved in one or more campus organizations believed that “lesbians are sick” (item 64).

Race.--The data involving race showed no significant difference on the ATLGM scale between white and non-white respondents. There were insufficient numbers of minority survey returns to evaluate Eastern’s minorities by separate categories. Whites and non-whites at Eastern may not be different because of the type of student and professional that Eastern attracts. Students are mostly from Illinois and may not differ in their experiences with GLB people. The small town setting in which Eastern is located may attract faculty/staff/administration who are more conservative in social attitudes.

University Status.—Overall, there was no significant differences between faculty/staff/administration and students in their overall ATLGM scores. University status provided one significant difference between faculty/staff/administration and students in terms of individual items on the ATLGM. Students considered being lesbian “a sin” significantly more than faculty/staff/ administration (item 54). If the measured perceptions of university personnel are not significantly different from their students, how can staff help students to reach beyond their own levels of homophobia? If administration, staff, and faculty are not likely to reach out to the GLB students, as these data suggest, then who is

likely to help the GLB student feel at home at Eastern?

Being involved in one or more campus organizations and being a student versus faculty/staff/administration both showed significant differences on lesbians being sick or a sin (item 54 & 64). In the gender area, there was no significant difference on these two items. There is insufficient information to determine whether this result was coincidental or correlated.

**H<sub>2</sub>: There is no difference between students, and faculty/staff/administration in the type of involvement each would extend to homosexual students under duress.**

There is no difference between students, and faculty/staff/administration in the type of involvement each would extend to homosexual students under duress. The questions posed to address Hypothesis Two (items 41 & 42) both involved relatively non-threatening situations, yet many of the respondents reported they were unwilling to get involved. These situations, responding to overheard derogatory comments and responding to verbal abuse directed toward a GLB student, did not involve physical danger to any of the respondents. Nevertheless, both students and faculty showed unwillingness to become involved for the person being persecuted in these hypothetical situations. It is of interest that many unsolicited comments regarding these two questions were written in the margin of the survey instrument (Appendix D). Faculty, staff, and administration seemed to take more of an intellectual approach to the issue, such as asking the communicator where their evidence was from, and they also seemed to believe that a disapproving “look” could impact the situation. The following are representative of the

faculty comments to items 41 and 42 dealing with gays under duress:

Since I am a faculty member, I try to point out how stupid such remarks are.

Give disapproving look.

Discourage the communicator.

Depends upon if the conversation is with me or me and a group. If it directly effects (sic) me, I will intervene. If overheard, I would probably give a stern look that way.

Selected student comments to items 41 and 42 addressing gays under duress have a different tone to them:

Do nothing – That's their opinion.

Not my business

Why? People talk about straight people too!! It's just talk!

Why interfere unless there is more than just remarks. Remarks are made regarding all ethnic groups, religious groups, socio-economic groups, fat people, skinny people, handsome, not handsome. IS (sic) there not free speech?

In a hypothetical situation, it would be reasonable to assume that respondents would be more likely to say they would do something when in real life they would not. And in terms of social desirability, it would seem that respondents would be more likely on a survey such as this to say they would act when indeed they would not do so (McMillian & Schumacher, 1997).

**H<sub>3</sub>: There is no difference between students and faculty/staff/administration in their willingness to be educated and their levels of education about homosexual issues.**

There is no significant difference between students, faculty, and staff in their willingness to be educated and their levels of education about homosexual issues. The questions posed to address this hypothesis (items 20 & 21) showed that while more people believed they knew some information about GLB issues, they lacked the desire to further their education in this area. Even with a lack of desire, people can be given information. If a university community wants its personnel to be more open to GLB issues, then university personnel need to be proactively supporting GLB issues and people with educational programs, resources dedicated to GLB issues, and supportive campus policies.

Discussion & Conclusion

These survey results showed a high level of homophobia within the EIU campus is to GLB issues in the spring of 1999. Since the population sampled reported they were not willing to be educated about GLB issues, alternatives need to be determined that will reach the unwilling if the campus climate for GLB people is to be altered. Alternative education could include subtle items such as inclusiveness in statements of diversity and training within the human resources department for faculty/staff/administration. For the students, education could come through open sessions offered by departments, mandatory sessions for registered student organizations, and enforcement of policies by the university faculty and student services staff.

Despite the limitations of this study described below, this research is the only currently available quantitative indication of the campus climate at Eastern Illinois University for GLB students. At least, selected administrators and other interested individuals will be able to gain an impression of how the Eastern community responded to GLB issues in the Spring of 1999. These findings can provide a starting point to make some proactive changes to the Eastern campus climate.

### Limitations

Several limitations are evident in this study. First, the survey was only distributed to on-campus students, which limits its generalizability to the entire Eastern community. Secondly, the survey was administered without a follow-up or reminder even though it had been planned to do so to increase sample return. Due to financial constraints, the author was unable to send reminders to non-respondents. As a result, the population sample for faculty/staff/ administration was too low to split into individual categories and produce reliable data, and the student sample was too small to consider specific variables such as class year, race, and campus organization affiliation as these variables may impact GLB issues. Finally, the statistical procedures used to analyze the data were limited to t-tests of independent means rather than F ratios and post-hoc tests. It was the judgement of this author that in an initial study such as this one, the more sophisticated analysis would provide little additional information.

### Suggestions For Future Research

This study was completed from data collected in Spring 1999. Times and universities change and the data are clearly anchored in the time in which it was collected.

Periodically, it would be advisable to re-administer this survey, taking into consideration the limitations discussed above, to assess the changes which may or may not be occurring as a result of the times and the changes that the administration may make as a result of this study. A more specific suggestion would be to include transgender issues in the entire study and both transgender and bisexual issues in the attitude scale section. The ATLGM only covered gay men and lesbians (Herek, 1988).

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## Appendix A

### Schedule of Completion Dates

Nov. 2, 1998	Distribute proposal to committee members.
Nov. 3, 1998	Give copy of survey to Michael Stokes for approval by housing department
Nov. 12, 1998	Have copies made of survey for 1000 students and 250 faculty and staff members
Feb. 11, 1999	Distribute copies of survey through inter-office mail
Feb. 19, 1999	Survey copies due back
Feb. 25, 1999	Send reminders to all participants who haven't received surveys
Mar. 1, 1999	Take completed surveys to Testing Services
April 15, 1999	Finish calculations
April 29, 1999	Visit Kim Oren for Statistical Advice
May 18, 1999	Complete all charts, diagrams and related information
May 19, 1999	Submit final thesis to committee members.
May 26, 1999	Defend Thesis to Committee
May 27, 1999	Take to Library for binding

## Eastern Illinois University Campus Climate Survey

Follow the directions in each section. Faculty, staff and administration please write N/A next to the questions that do not apply to you.....

### Student Life Survey

Please write your answer to the left of the question.

In your opinion, the following programs or services should:

- 1. Be offered routinely and I would make use of them*
- 2. Be offered routinely, but I would not make use of them*
- 3. Not be offered*
- 4. No opinion*

- \_\_\_ 1. Course that focuses on gay, lesbian, and bisexual issues
- \_\_\_ 2. Talks by gay, lesbian and bisexual speakers
- \_\_\_ 3. Special programs about issues of concern to gays, lesbians, and bisexuals
- \_\_\_ 4. Pamphlets on campus containing information about gays, lesbians, and bisexuals
- \_\_\_ 5. Pamphlets to prospective students containing information about gays, lesbians and bisexuals
- \_\_\_ 6. A web page concerning gay, lesbian, and bisexual issues as a part of the EIU homepage

To what extent are the following true?

- 1. Not at all    2. Little extent    3. Some extent    4. Great extent    5. No basis for judgement*

- \_\_\_ 6. Gay, lesbian, or bisexual issues are covered in Eastern courses.
- \_\_\_ 7. I would like to have more coverage of gay, lesbian, and bisexual issues in my courses.
- \_\_\_ 8. I have wanted to work on an academic project related to gay, lesbian and bisexual issues.
- \_\_\_ 9. Professors are supportive of an academic pursuit of gay, lesbian, and bisexual issues.
- \_\_\_ 10. My professors have been knowledgeable about gay, lesbian, and bisexual issues.
- \_\_\_ 11. My professors treat gay, lesbian, and bisexual issues as legitimate topics for intellectual inquiry and discussions.
- \_\_\_ 12. I have felt the need to censor myself in my speech, writing, and/or actions in my academic life in addressing gay, lesbian, and/or bisexual issues.

Use the following key to respond to items 14 and 15:

1. Discussed in a positive manner
2. Discussed in a neutral manner
3. Discussed in a negative manner
4. Some combination of the above
5. Never discussed

\_\_\_ 13. Since you have been at Eastern, in what way(s) have bisexual, gay, and lesbian issues been discussed in your classes?

\_\_\_ 14. Since you have been at Eastern, in what way(s) have bisexual, gay and lesbian issues been discussed outside the classroom?

.....  
Fill in the blank to the right of the answer or circle the correct response.

16. What percentage of Eastern students do you estimate are lesbian, gay, or bisexual? \_\_\_%

17. How confident are you that this estimate is correct?

- A. Not at all confident      B. Somewhat confident      C. Fairly confident      D. Very confident

18. Approximately how many gay, lesbian, or bisexual individuals do you know personally? \_\_\_

19. Do you have a close relationship with anyone who you believe is gay, lesbian, or bisexual?

- A. Yes      B. No

20. How much do you know about lesbian, gay, and bisexual issues?

- A. Nothing      B. Very Little      C. Some      D. A great deal

21. How interested are you in learning about bisexual, gay, and lesbian issues?

- A. Not at all      B. Somewhat interested      C. Fairly interested      D. Very interested

22. In your opinion, how likely is it that an average bisexual, lesbian, and/or gay man at EIU will be the target of discrimination or unfair treatment?

- A. Not at all likely      B. Somewhat likely      C. Fairly likely      D. Very Likely

23. In your opinion, how likely is it that an average gay, lesbian, or bisexual at EIU will be the target of verbal harassment based on sexual orientation?

- A. Not at all likely      B. Somewhat likely      C. Fairly likely      D. Very likely

24. In your opinion, how likely is it that an average lesbian, gay, or bisexual at EIU will be the target of threats of violence based on sexual orientation?

- A. Not at all likely      B. Somewhat likely      C. Fairly likely      D. Very likely

25. In your opinion, how likely is it that an average lesbian, gay, or bisexual at EIU will be the target of physical attack based on sexual orientation?

- A. Not at all likely      B. Somewhat likely      C. Fairly likely      D. Very likely
- .....



*Write your answer to the left of the question.*

How often do you hear or see people being harassed in each of the following ways due to their perceived sexual orientation as gay, lesbian, or bisexual?

1. *Never*                      2. *Occasionally*                      3. *Frequently*                      4. *Very frequently*

- \_\_\_ 26. Verbal harassment or threats anywhere on campus
- \_\_\_ 27. Verbal harassment or threats in the surrounding community
- \_\_\_ 28. Physical confrontations or assaults anywhere on campus
- \_\_\_ 29. Physical confrontations or assaults anywhere in the surrounding community
- \_\_\_ 30. Anti-gay, lesbian, or bisexual graffiti anywhere on campus
- \_\_\_ 31. Anti-gay, lesbian, or bisexual graffiti anywhere in the surrounding community
- \_\_\_ 32. Posters or notices advertising gay, lesbian, or bisexual events defaced or vandalized
- \_\_\_ 33. Course instructors stereotyping, making negative comments, or telling jokes that "put down" lesbians, gay men, or bisexuals
- \_\_\_ 34. University staff members stereotyping, making negative comments or telling jokes that "put down" gays, lesbians, or bisexuals
- \_\_\_ 35. Other students stereotyping, making negative comments or telling jokes that "put down" gays, lesbians, or bisexuals
- \_\_\_ 37. Community people stereotyping, making negative comments or telling jokes that "put down" gays, lesbians, or bisexuals
- \_\_\_ 38. Being penalized in a class (lowered grade, less attention)
- \_\_\_ 39. Being penalized in a work situation (fired, not hired, not re-hired, negative treatment by supervisor or co-workers) anywhere on campus
- \_\_\_ 40. Being penalized in a work situation in the surrounding community

*If you have seen or heard any of the above, please write the number of the question and briefly describe what you have witnessed. Use another sheet of paper is necessary.*

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- 41. If you heard one or more students make derogatory remarks about lesbians, gays, or bisexuals, what would you do first?  
 A. Nothing                      B. Report incident to authorities                      C. Intervene Directly  
 D. Try to find others to help                      E. Something else \_\_\_\_\_
- 42. If you witnessed one or more students verbally abusing someone they thought was bisexual, gay, or lesbian, what would you do first?  
 A.. Do nothing                      B. Report the incident to authorities                      C. Intervene directly  
 D. Try to find others to help                      E. Something else \_\_\_\_\_

43. If you were to report an incident of anti-lesbian, gay, or bisexual harassment on campus to authorities, to whom would you report it? (CIRCLE ALL THAT APPLY)

- A. Vice President of Student Affairs      B. University Police Department      C. Charleston Police  
 D. Student Life Office      E. Residence Hall Staff      F. Judicial Affairs  
 G. Office of Civil Rights      H. Other \_\_\_\_\_  
 I. Would not report incident

44. Since coming to Eastern, your attitude towards gays, lesbians, and bisexual has become:

- A. More negative      B. Unchanged      C. More positive

## CAMPUS INVOLVEMENT SURVEY

*Write your answer to the left of the question.*

\_\_\_ 45. How many campus organizations are you involved in?

- A. None      B. One      C. Two      D. Three or more

46. Check type of organizations involved in.

- \_\_\_ Academic    \_\_\_ Religious    \_\_\_ Athletics    \_\_\_ Student Government (hall or campus)  
 \_\_\_ Literary    \_\_\_ Special Interest (i.e. Greenpeace etc...)    \_\_\_ Political    \_\_\_ Social

\_\_\_ 47. How would you characterize your involvement in the organization(s) of which you are a member/advisor?

- A. Mostly inactive    B. Somewhat active    C. Very active    D. Organization Leader  
 E. Not involved in any organizations

49. Are you currently one of the following? (PLEASE CIRCLE ALL THAT APPLY.)

- A. Resident Assistant      B. Grad Assistant      C. Member of Greek Social Organization  
 D. Member of Athletic Team    E. Student Affairs Professional

## ATTITUDE SCALE

Please circle the extent to which you agree or disagree with each of the following statement.

	<b>Strongly Agree</b>		<b>Strongly Disagree</b>		
	1	2	3	4	5
50. Lesbians just can't fit into our society.....					
51. A woman's homosexuality should not be a cause for job discrimination in any situation.....					
52. Female homosexuality is detrimental to society because it breaks down the natural division between the sexes.....					
53. State laws regulating private, consenting lesbian behavior should be loosened.....					
54. Female homosexuality is a sin.....					
55. If a man has homosexual feelings, he should do everything he can to overcome them.....					
56. I would not be too upset if I learned my son was a homosexual.....					

	Strongly Agree		Strongly Disagree		
57. Homosexual behavior between two men is just plain wrong.....	1	2	3	4	5
58. The ideas of male homosexual marriage seems ridiculous to me.....	1	2	3	4	5
59. Male homosexuality is merely a different kind of lifestyle that should not be condemned.....	1	2	3	4	5
60. The growing number of lesbians indicate a decline in American morals.....	1	2	3	4	5
61. Female homosexuality within itself is no problem, but what society makes of it can be a problem.....	1	2	3	4	5
62. Female homosexuality is a threat to many of our basic social institutions.....	1	2	3	4	5
63. Female homosexuality is an inferior form of sexuality.	1	2	3	4	5
64. Lesbians are sick.....	1	2	3	4	5
65. Male homosexual couples should be allowed to adopt children the same as heterosexual couples.....	1	2	3	4	5
66. I think male homosexuals are disgusting.....	1	2	3	4	5
67. Male homosexuals should not be allowed to teach school.....	1	2	3	4	5
68. Male homosexuality is a perversion.....	1	2	3	4	5
69. Just as in other species, male homosexuality is a natural expression of sexuality in human men.....	1	2	3	4	5

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## DEMOGRAPHIC INFORMATION

*Either circle the answer or fill in the space appropriately.*

70. Sex                      A. Female    B. Male

71. Age \_\_\_\_\_

72. Place of residence    A. On campus                      B. Off campus

73. What is your racial/ethnic background?

A. African-American/Black

B. Asian/Pacific Islander

C. South Asian/Indian Sub-Continent

D. Caucasian/White

E. Hispanic/Latino

F. Bi/Multi-Racial

G. Other \_\_\_\_\_

74. How do you define your sexual orientation?

- A. Lesbian      B. Gay      C. Bisexual      D. Straight/Heterosexual      E. Questioning  
F. Other: \_\_\_\_\_

75. How many semesters have you attended Eastern? \_\_\_\_\_

76. What is your approximate GPA? \_\_\_\_\_

77. What is your religious background?

- A. Catholic      B. Jewish      C. Muslim      D. Protestant      E. Other \_\_\_\_\_

78. What is your political tendency?

- A. Conservative      B. Moderate      C. Liberal      D. Independent      E. Apolitical

79. What is your current class standing?

- A. Freshman      B. Sophomore      C. Junior      D. Senior      E. Master's  
F. Faculty/Staff/Admin.

80. What is your major? \_\_\_\_\_ (If Student)

.....  
Please comment on any issues relating to sexual orientation at Eastern or this survey.

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Thank you very much for taking the time to complete this survey!

If you are gay, lesbian, or bisexual and would be interested in participating in an interview, either in person or by phone, to provide more detailed information, please call Amanda Barton at (217) 581-6031 or contact me on e-mail at [cgadb@pen.eiu.edu](mailto:cgadb@pen.eiu.edu). Leave a message indicating that you would like to be interviewed for the Campus Climate Project, and indicate how you can be reached. Your responses will be kept confidential.

If you are interested in finding out about my study, you can contact me for a summary of the results.

Appendix C

February 11, 1999

Dear Eastern Student:

In 20 minutes, you could win a \$50 gift certificate for the University Bookstore. We need just 20 minutes of your time to complete the enclosed Campus Climate survey. Your opinions are of great value and importance to this University. Lou Hencken, vice president for student affairs, endorses this research. As a member of the Eastern Illinois University community, we need your thoughts about the campus climate and its impact on students. You know what life is like for you on campus and you represent many other students like yourself.

Only people like yourself can provide the information we need. This campus climate survey is important to EIU in order to benchmark Eastern with other college campuses. The information will be used for my master's thesis in College Student Personnel.

We need your opinion in this matter. You have been randomly selected to be a participant, and your responses are vitally important to the completion of this project. Only by gathering a cross section of responses can we get a viable result.

Your participation, of course, is voluntary. All responses will remain anonymous and confidential. No one will penalize you for failing to complete this survey and no one will contact you if you do complete the survey.

Please answer all of the questions, and return the questionnaire in the enclosed campus mail envelope to the front desk of your residence hall by February 19. You should either place it directly into the campus mailbox or give it to a desk clerk. You should at the same time place a notecard with your name, hall and phone number in another envelope so that you can be entered in the raffle for the \$50 gift certificate. If you wish a summary of the study's result, please indicate that on the same card and send it to me through campus mail.

Your time and attention is appreciated. Thank you for your cooperation in completing this survey.

Sincerely,

Lou Hencken  
Vice President Student Affairs

Amanda D. Barton  
College Student Personnel Graduate Student

February 11, 1999

Dear Eastern Faculty:

Your opinions are of great value and importance to this University. Lou Hencken, vice president for student affairs, endorses this research. As a member of the Eastern Illinois University community, we need your thoughts about the campus climate and its impact on students. The attitudes of the faculty affect the students on this campus. We need an accurate assessment of the faculty's beliefs on this campus. In just 20 minutes of your time, you can complete the enclosed Campus Climate survey.

Only people like yourself can provide the information we need. This campus climate survey is important to EIU in order to benchmark Eastern with other college campuses. This information will be used directly in my master's thesis in College Student Personnel.

We need your opinion in this matter. You have been randomly selected to be a participant, and your responses are vitally important to the completion of this project. Only by gathering a cross section of responses can we get a viable result.

Your participation, of course, is voluntary. All responses will remain anonymous and confidential. No one will penalize you for failing to complete this survey and no one will contact you if you do complete the survey.

Please answer all of the questions, and return the questionnaire in the enclosed campus mail envelope through campus mail. If you wish a summary of the study's result, please indicate that on a notecard in another envelope and send it to me through campus mail.

Your time and attention is appreciated. Thank you for your cooperation in completing this survey.

Sincerely,

Lou Hencken  
Vice President Student Affairs

Amanda D. Barton  
College Student Personnel Graduate Student

February 11, 1999

Dear Eastern Staff and Administration:

We need just 20 minutes of your time to complete the enclosed Campus Climate survey. Your opinions are of great value and importance to this University. Lou Hencken, vice president for student affairs, endorses this research. As a member of the Eastern Illinois University community, we need your thoughts about the campus climate. We need to gauge staff and administration's beliefs and attitudes. We cannot do this without your help.

Only people like yourself can provide the information we need. This campus climate survey is important to EIU in order to benchmark Eastern with other college campuses. This information will be used in my master's thesis for College Student Personnel.

We need your opinion in this matter. You have been randomly selected to be a participant, and your responses are vitally important to the completion of this project. Only by gathering a cross section of responses can we get a viable result.

Your participation, of course, is voluntary. All responses will remain anonymous and confidential. No one will penalize you for failing to complete this survey and no one will contact you if you do complete the survey.

Please answer all of the questions, and return the questionnaire in the enclosed campus mail envelope through campus mail by February 19. If you wish a summary of the study's result, please indicate that on a notecard in another envelope and send it to me through campus mail.

Your time and attention is appreciated. Thank you for your cooperation in completing this survey.

Sincerely,

Lou Hencken  
Vice President Student Affairs

Amanda D. Barton  
College Student Personnel Graduate Student



## APPENDIX D

Comments are grouped by categories. Some comments fell under more than category and are marked as such by an asterisk. The comments were taken directly from the surveys with spelling and grammatical style from the original author. The numbers are in relation to the numbers on the survey itself.

### Faculty/Staff/Administration

30 - Graffiti in bathrooms, craved in table, study cubicles and walls in library

30 - 31 Bathroom

34 - BSW worker noticing that the theater department has a lot of gays (stereotyping).

35 - Student newspaper neglecting to put LGBAU meeting announcements in Newsclips.

35 - Once in a while a hear a joke

34 - 37 Most of what I've seen and heard was connected with "Christian Coalition" types - who truly believe homosexuality is a sin and is chosen by the individual

35 - 37 Nothing major - just casual comments made by others

35 - 37 Basically someone saying behind someone's back that they're gay. An attempt to put them down.

39 - Higher authorities scrutinizing work, breaks, work travel, etc... because of co-workers comment about the "perceived" personal/private life of one individual who is divorced. The treat has been obvious in the past.

41 - Since I am a faculty member, I try to point out how stupid such remarks are.

41 - Don't know. Would depend on situation and how closely I was involved

41 - I'm not really sure. I've not been in such a situation.

41 - Give disapproving look

41 - Discourage the communicator

41 - Ask "What evidence do you have to support your opinion?"

41 - Depends upon if the conversation is with me or me and a group. If it directly effects me, I will intervene. If overheard, I would probably give a stern look that way.

41 - We are all created equal - Black White or Whatever

42 - Depends on how much I was involved - friend

42 - Discourage the communicator

42 - Depends on how great is the danger of myself.

43 - Depends on situation - how severe

43 - My supervisor

43 - Depends on circumstances



54 & 57 - According to my religious beliefs

General Comment

People's sexual preference should be a private matter. It is wrong to force any sexual preference on anyone. I am a religious person who believes in what the bible says about homosexuality. And also to love the sinner, but not the sin.

My opinion regarding sexuality is irrelevant. Of course we should assure that any and all students are protected from abuse and harassment. However, it is not appropriate for any institution to elevate the status of a group to 'minority' on the basis of sexual preference. Let's allow sexual preference to remain a private issue and not make it university business!

Make the EIU campus as comfortable and respectful as possible for all campus members. I work off campus in a situation where there is little or no problem with gay issues or lifestyles.

I think people should keep their sexual preference to themselves and they should leave it out of the classrooms and their job!

Students

26 - During last year's homecoming parade when the gay, lesbian support group walked through

26 - We had a gay guy who lived on our floor.

26 - The situation at homecoming with Pi Kappa Alpha and LGBAU

26 - Groups of kids teasing someone they believe to be gay

27 - A few friends and I won't rollerskating in Mattoon. The children there were harassing the two gay men (who weren't a couple) that were with us.

27 - There are a number of anti-gay members of the community.

27 - I've overheard a few students making negative comments/fun of gays but not to their faces.

27 - Not in this area

28 - I have had the unfortunate experience of hearing about one student being beaten to death, and I constantly hear jokes about gays, lesbians and bisexuals.

29 - Not in this area

30 - I've witnessed graffiti in places like the library.

30 - Anti-gay graffiti in bathrooms. Fairly infrequent anti-gay jokes.

30 - I've seen many posters defaced.

31 - Not in this area

32 - When my R.A. put up signs (He was gay) advertising gay awareness programs. They were torn down.

32 - Daily Eastern News/Letters to the Editor

32 - I might of seen a poster for a gay meeting with some derogatory remarks.

33 - Jokes about particular individuals, but not in a negative manner at all

33 - Some negative things were said in one of my classes but the professor corrected soon after he said what he said.

33 - There are several items that I've witnessed an instructor treating someone with "different" sexual orientation differently. (i.e. not allowing their opinion)

33 - People calling others queers or fags.

34 - A few times in class, homosexuality was mentioned in a negative line.

34 & 35 - Often housing staff have made comments or snide remarks. Some that offend me are when it become a joke when they switch from heterosexist language to an all inclusive one.

35 - Students commenting and snickering and preaching stereotypes

35 - I have heard many people to tell prejudiced jokes or derogatory comments.

35 - General comments - "that's gay" etc...

35 - Many students making derogatory remarks, too.

35 - People always call each other fags, just joking around and 1 kid is gay or bisexual, and people make fun of him.

35 - Just occasional passing jokes among friends but never directed toward a person

35 - Jokes

35 - Students frequently comment/make jokes to one another about homosexuals.

35 - Students often tell jokes about gays, lesbians, or bisexuals. It is usually taken seriously though. I can't remember anything specific off hand.

35 - A couple of times I have heard students talking in Dining Services about gays - by putting them down or telling jokes. They weren't directing their comments toward anyone outside their groups at the table.

35 - People all around campus make fun of gays.

35 - Frequently gay, lesbian, or bisexual jokes and/or comments are made among students relating to the issue or a particular person. People love to talk about it because it is something part of society still see as "unacceptable."

35 - When people wore denim to support gays and lesbians, many comments were made from the students.

35 - Sometimes some people I am acquainted with use very stereotypical comments or jokes about gay people

35 - My friends make fun of them.

35 - People usually make ignorant comments behind people's backs and they're not mature enough to have a normal conversation with people who aren't just like they are.

35 - Jokes are the biggest problem. Occasionally someone will comment about someone being gay as a put down.

35 - Just other students joking around about town.

35 - A lot of people make racial and sexual jokes every day.

35 - There are times when you overhear people using the term "gay" or "faggot" as put downs.

35 - Everyone makes jokes about everybody regardless of their religion, ethnicity, or sexual preference.

35 - People make jokes all of the time. I have two bisexual friends and other friends make fun of them to me.

35 - Many students part-take in "gay" oriented jokes

35 - Random jokes, comments the "oh - he/she looks gay"

35 - Just comments as to how they walk, talk, sit

35 - I have know of people to make fun of others, who they thought were gay, but they really was not.

35 - Jokes or comments are sometimes made about homosexuals - not towards them, but about them.

35 - I have heard other students making references to dykes & fags in a negative context.

35 - There's always students making jokes or comments.

35 - I haven't really seen any on campus, but TV situations provoked some jokes recently.

35 - An R.A. in my hall is harassed frequently, here as of late.

35 - In my economics class, I have a very feminine guy and one guy turned to me during his opinion in a debate and said to me, "I swear he's a queer," like being gay is a repulsive thing. Plus my recently ex-roommate and her sorority think lower of a girl in our dorm because she is bisexual.

35 - Most people I know are very observant about people who look or act homosexual; they talk behind their and assume it's true.

35 - Many students regularly say negative things about them and make fun of LGBAU jeans day.

35 & 37 - Many students often comment and tell jokes. I have heard many negative comments.

35 & 37 - People say names to each other in fun (i.e. you homo) - not towards any gay people.

35 & 37 - Don't always put them down - discuss the situation.

35 & 37 - Often times my male friends and even my ex-boyfriend would make jokes and do what they call the "gay walk" or "gay talk."

35 & 37 - I have heard some students or university members is telling jokes in reference to certain people or just in general. This also includes people of the community doing the same.

35 & 37 - I have heard classmates make rude comments

35 & 37 - Jokes aimed at such individuals

35 & 37 - Parties and in general - you hear negative jokes and such about gays, lesbians and bisexuals

35 & 37 - People typically make comments, sometimes without meaning anything directly.

35 & 37 - Daily conversations

35 & 37 - Small jokes that are to told without the intention of hurting anyone (similar to Polish jokes or blonde jokes)

35 & 37 - "Gay Bashing" jokes and comments are frequently used in today's society both on and off campus.

35 & 37 - Most just jokes and put downs

35 & 37 - I just hear sometimes in occasional conversations other peoples' views on gays, etc. and more times than not it's against it.

27, 35 & 37 - Mostly jokes told at parties or other social gatherings when only people of heterosexual orientation present.

37 - Because Charleston is small, a number of community people have made negative comments in front of gays and behind their backs.

37 - I mostly hear males speaking about gays and it's is extremely negative and they speak violently about it.

37 - Many MANY individuals in the community label people as being "gay" and using the term in a derogatory sense

37 - At my workplace at home co-workers make fun of my boss (comments) who is gay

38 - [Marked never see anyone being penalized in class] unfortunately

39 - [Marked occasionally for being penalized in a work situation anywhere on campus] to bad it doesn't happen more often

39 - In this situation, I witness the supervisor treating an employee unfairly because he assumed the employee was gay.

40 - [Marked never for being penalized in a work situation in the surrounding community] unfortunately

40 - I have heard of people being teased at work for their sexuality.

26 - 40 - It seems that it has become a form of communication in some social settings to bash GLB people. Even professors do it in and out of classrooms.

26 - 40 - I haven't personally witnessed any of it, but I wish I could have. Gays and lesbians need to be persecuted here at EIU. I say this in all seriousness!

26 - 40 - I've heard jokes and heard people say what they would do if they were ever confronted by a gay person

26, 28, 30 & 35 - Those instances occur in my residence hall as fewer than three individuals are gay.

27 & 37 - Random comments I've overheard over the summer here.

41 - Include derogatory remarks

41 - Leave, there is no reason I should have to listen to anything that I do not want to.

41 - Ask them why they think they should say such things

41 - Would approach them to talk to them and say like "Don't do that"

41 - Tell them they were ignorant and immature

41 - Labels are wrong. People are people regardless of sexual preference or disability or other.

41 - Do nothing - That's their opinion.

41 - Do nothing - It's their opinion. Unless the person they were making fun of was my friend, etc...

41 - Depends on who it is

41 - Depends if they were directing towards a present or anyone else

41 - Depends on situation - if joking maybe nothing or if being mean, I may ask why they were saying whatever

41 - Unless I know the person

41 - Not my business.

41 - Why? People talk about straight people too!! It's just talk!

41 - Subtly hint individual not to stereotype; perhaps make reference to my gay uncle and then describe how successful his life is (extremely successful)

41 - Ignore them. Everyone is entitled to their own opinion and free speech even if it's in poor taste.

41 - Stand up for their rights. I may not support them, but each is a person.

41 - I always stand up for human rights. Sexuality is one of them.

41 - This is a really tough survey for me to fill out, which is why my answers seem contradictory. My feelings about homosexuality have changed since I became a Christian halfway through college. I used to be very big on gay rights. My oldest brother is gay, and I supported him strongly in that decision. At first, what the Bible teaches about homosexuality was a real stumbling block for me. In many ways it still is. It's an issue that I happen to disagree with God about. But what matters in the end is not what I think, but what He thinks. Although I love my brother and other gay friends, I no longer am an advocate of gay rights. If I heard derogatory comments, I would emphasize God's love for everyone, including homosexuals. Wow, I didn't mean to be so long-winded.



41 - Why interfere unless there is more than just remarks. Remarks are made regarding all ethnic groups, religious groups, socio-economic groups, fat people, skinny people, handsome, not handsome. IS there not free speech?

41 - I would do the same for any other group(s) of people being harassed, abused, etc...

41 - Ignore it if it doesn't include threats. Take as just stupid people saying stupid things.

41 - I have never personally, not that it doesn't happen.

41 - Pray for the gays

42 - Depends

42 - if possible and necessary

42 - Depends who the people were

42 - Depends on how many!!

42 - Depends on severity either ignore or call UPD

42 - Try to stop it

42 - Ask them why

42 - Pray for gays

42 - Tell people about so others know it happened

42 - Include more verbal abuse

43- I wouldn't because this community needs more anti-gay and lesbian acts.

43 - Depends on extent of incident

43 - Would not report incident unless it became physical or happened on a regular basis.

43 - I am involved in safe zone and therefore would call a member from there.

43 - The same person I would report anti-Christian activities to.

43 - Newspaper

44 - Because I've actually become friends with a few individuals

50 - Lesbians just can't fit into our society - they can fit but not successfully. Nobody's perfect.

50 - In the 90's people won't accept, maybe in the future

52 - But our society has already been filled with this division. Lesbianism just adds to this.

53 - Confused by statement - I disagree with gays/lesbians getting married.

53 - Again, I know these answers seem contradictory. I'm an advocate of separation between church and state.

53 - There should be no laws regarding relationships of any kind

54 - Sin is...not being a homosexual. But acting in an immoral lifestyle - yes. There is a difference and it should be specified in this survey!

54 - It's a sin according to my religion but my God has also taught me to love everyone

56 - I would not be at all.

57 - Nothing is as simple as to say it's "just plain wrong."

58 - Homosexual marriage "is a violation of proper relationships."

59 - Human's shouldn't condemn anything, it's not our place.

64 - Lesbians are sick... "It's a weakness. Everyone has weaknesses to overcome and temptations."

64 - Aren't we all sick in our own way?

69. Just as in other species, male homosexuality is a natural expression of sexuality in human men. "This is what I consider perversion. Be true to what's right."

## GENERAL

### SURVEY

I think everyone should fill out this survey.

The survey was thorough and easy to fill out.

I don't think this survey is fair at looking at both sides of the issues or conveying true ideas about homosexuality. It seems kind of biased.

I have no idea as to figure out why you are doing this paper on this subject. One of my best friends is a lesbian. Speaking on her behalf and mine, we would like to thank you for helping people to understand. Good luck!

I think, this survey is a positive step enabling the University to determine the true feelings of the student body.

Very good idea. I hope this will help change things...soon!!

I am really glad to have gotten a chance to take this survey. I think people need to open their minds to other lifestyles. Not everyone thinks or feels the same. \*

I think this survey is a very good idea, but I would question as to why it was actually done. Sexual orientation is something that should remain private on all basis. \*

You guys should have someone like me go over this survey before you send it out. Many questions are ambiguous, confusing or give unsatisfactory choices for answers.

I have a comment, why are you doing this survey. I don't see survey being done about heterosexuals and discrimination against them!!! People should just live their lives and stop whining about how they are or are not being treated. \*

#### NEGATIVE

I strongly believe that gays, lesbians and bisexuals are the sickest people on Earth. If they can't change their feelings toward people of the same sex, they need to be imprisoned [crossed out the word destroyed]! Homosexual is wrong!!

EIU should leave it alone altogether. By raising gay lifestyles to a higher level, they create people's discrimination. When they leave it alone, people are fine about it. Don't discriminate, but don't glorify it either - it seems all public institutions do.

I previously attended a Christian university and homosexuality was condemned there. It makes me absolutely sick and full of hatred to see that homosexuality is so accepted here at state school. It is sick.

I do not believe in homosexuality, but I do think everyone has choice. Nevertheless, I think that this type of life is wrong.

By harping on sexual behaviors and attitudes of homosexuals, bisexuals and lesbians by "straight" people, alienation occurs. If one doesn't want to be treated like an outcast, then one should not ostracize him/herself from society.

#### MAKING TOO BIG A DEAL OF ISSUE

Sexual orientation should be categorized only as are religious preferences in that their preferences is their business and special recognition should not be made either because they are or are not gay/lesbian/catholic/agnostic/jewsist [sic], etc... They are the one making the big deal as they push for recognition.

Tell me on thing... why is society trying to push this stuff in our face? It is wrong, and should not be treated as right or OK! You people are wasting your time. American morals are treated as a joke. Sin is sin. I don't know what our nation's problem here is, but I think people want us to accept homo's as anyone else. No, I will not accept gays or lesbians. I don't hate the person, I only HATE the sin. \*



Why is such an emphasis being put on this? In my opinion it's your thing and no one bothers me about being straight or asking me how I feel because I am, why should we question others. I've experimented with another girl but never questioned the fact that I'm straight. I think people bring it up too much and worry about it too much.

Why are we making such a fuss? Why should homosexuals be treated any better than anyone else? It is immoral in my book - but I wouldn't treat them any different. \*

I just think there are no classes about heterosexuals, why do you need them about bi/gay/lesb... - If they wanted to be treated like regular people, then do that. Their orientation is only an issue because they make it such an issue. I didn't come out to my parents that I was hetero, so they shouldn't have to either - just go on a date and let everyone make their judgement. I'm not against gays, just don't want to see PDA [Public Displays of Affection].

Gay/lesbian issues should not be made a big issue. Heterosexuality isn't incorporated into classes, why should this? If you want to educate on this subject - don't force it. Let students choose if they want to learn more. Most people are somewhat open to hearing and seeing lesbian material; male homosexuality is differently viewed however. Probably from pornographic displays. \*

I personally believe the school is making too big of an issue on sexual orientation. The school should provide information or aids for those who have questions or concerns, as for any topic. The school should protect the entire school community period. I don't think we should break it down farther and place sexuality into classrooms.

#### RELIGION AFFILIATED - NEGATIVE

I view homosexuality as a perversion that brings destruction and damage into the lives of families. It is not natural nor is it ordained of God. Homosexuality is a weakness that some people are born with just like other weaknesses humans have that take time and effort to work through and overcome to become a better, happier individual. I don't think there is a big problem with homosexuality violence on our campus. I think if homosexuality is talked about, it is usually accepting/neutral (usually with some joking also). Homosexuals have guilty consciences so I imagine they perceive people as being hard on them and they want justification in their sinful acts and thoughts. Homosexuality can not be accepted if we want our nation to be as blessed and prosperous as in the past. God won't sustain us if we indulge in wickedness. We don't want destruction - We've been spoiled - We can't forget why we have it so good. There are still more righteous people in America than wicked but if that changes God can no longer sustain us and our great nation will fall. Read Revelations for more depth. We are pushing our luck by accepting homosexuality. Be wise!!

Romans 1:13 - 32. Jude. I know that homosexuality is unnatural and abomination to God. It always has been and always will be. Jesus teaches us to love the sinner and hate

the sin. When you make the statement “Lesbians are sick...” you offer no area to make the distinction that yes they are, but spiritually so, not as a “they make me puke” way. I do not think that their way someone decides to have sex should make them eligible for any political and/or social distinctions. If that were so, then anyone who veers from the norm could claim to be a minority and demand their rights. That would mean pedophiles, child molesters, people into bestiality, S & M, and other perverse sexual behaviors could want special rights, laws, etc, Where would you draw the line? The way a person chooses to have sex should not have influence on the outside world. The bible teaches us that the marriage bed is sacred. It is person and should be kept that way. No matter how anyone chooses to have sex, it is personal and should be kept that way, not used to get special attention or status. \*

I feel that people should have their own sexual orientation, and should not be discriminated or threatened for that. However, I also feel that it is morally wrong and goes against the Bible. Therefore, I do not condone lesbian or gay relationship.

I believe that homosexuality is a sin (it says so in the Catholic Bible) but you can't force your beliefs on other people. \*

If someone wants to be gay or a lesbian, they should be allowed, but I see where disagreements would arise. I don't condemn them because I believe God will handle the situations when their time on Earth is done. \*

#### INDECISIVE/INDIFFERENCE

I have Doug DeBianco in class and he's not all that bad. His being gay may have caused a few members of the class to drop but in no way does he make it an issue every day or anything.

I would not condemn or harass an person for being gay/lesbian. However, because of my strong religious beliefs, I cannot endorse the behavior. I believe that any lesbian/gay behaviors are wrong. \*

I'm sorry if this is really contradictory. My position is very, very complicated in this stage of my life.

I can't judge others. That doesn't give others the right to judge. I'm sorry I wasn't much help.

The only section that I was surprised by my answers was the sections dealing with how I felt about homosexual males in the ATTITUDE section. I am almost embarrassed by my rankings of 2; however I have heard both sides of the argument for almost every questions, and , therefore, I find it difficult to align myself on some of the questions.

I currently have a homosexual male teacher and I really don't have any complaints about him. I don't even mind his enlightenment on gays & lesbians, but I think I would become offended if he (or someone like himself) would go on about their own love affairs.

I myself am not gay. Even though some of the remarks may make me seem anti-gay. I'm really not. I figure it is each individual's choice and though I personally would never want a gay relationship. I know plenty who are in serious gay relationships and as long as they understand I'm not that way, we get along fine.

I don't have a problem with sexual orientation of other people. But, a lot of people do have problems with homosexuality. I live realistically, so if you choose to go against the "norm" you stand to face all the stupid people in the world.

They can do what they want - I don't care, but I don't like PDA's of any form, homo or hetero.

I really don't care what others do it's their life.

I am very straight but I don't really have a problem with gay people. However, I don't like to see open displays of affection between gay or heterosexual people.

I have no problem with gay/lesbian oriented people. They are people with rights, beliefs, and feelings the same as "straight" people.

I am not against any person I don't prejudge people and I really haven't seen any problems on campus.

I never prejudice anyone under any circumstances in any situations.

I disagree with homosexuality but I was raised to keep my comments to myself and treat everyone as equals. I work with a gay man and we got along well - I just disagreed with his morals.

Simply because I believe that homosexuality is wrong, doesn't mean that I would treat anyone who is negatively. Some people may, but I would not. Some of the questions were difficult to answer because they are negatively charged (i.e. 63 & 66).

I think people's sexual orientation is their own business and they can choose their own lifestyle.

I don't think it's anything wrong with gays.

OTHER

All of the instances that I have encountered have just been stories I heard.

I feel Prof. DiBianco puts too much emphasis on his homosexuality in his mus. 2555 class.

It should be easier to find about gay/lesbian meetings than it is.

Eastern needs to build up their allies. It needs to be socially acceptable to care about civil rights (ex. gay rights). We need to let people know we care without people assuming we are gay ourselves.

Not one particular thing. Everything is in general..

POSITIVE

I believe that the things offered here for gays, lesbians, and bisexuals are a great idea.

At first, I was very skeptical about gays and lesbians. Until this year, I had not know any (that I know of). I met this guy this year that is gay, but he is one of my good friends. He's determined to do something from the better on this campus and I'll support him!!

People see homosexuality in a negative light - but not necessarily because of what EIU does. If we, as students, were shown what homosexuality really is, we would all benefit. The LGBAU panel at R.A. training 1998 was great!

I notice a lot of animosity towards the LGBA club here at Eastern from the students. I am very proud of the members who have stood up for their choice of lifestyle.

I think gays, lesbians, or bisexuals shouldn't be judged that is their life - not yours, but I feel that the son/daughter that is adopted by these people is wrong. The kid needs both parents a dad and a mom not two of the same. For example, I need my dad at times instead of my mom and vice versa I don't mind gays, lesbians, and lesbian - they don't ..... to me.

I think that students should be exposed to gay/lesbian/bisexual issues more. I think students here are not very educated when it comes to sexual orientation.

Things are getting better! I have been here and things seem to be improving slightly. Let's try to spend more information, do more programs, and make a comfortable niche on our campus where GLB people and allies can meet and socialize without fear of discovery!! Let's spread our message, people will listen.

I feel that homosexuals should be protected from violence and discrimination in the workplace. Other than that, society has a natural right to express its opinions no matter how cruel they sound.

Real information of homosexuals isn't available to a lot of people. If more people were aware of the facts, maybe homosexuals would be accepted more.

I think segregation of any kind is completely wrong. Think back to the times when slaves existed in this country and people were excluded - We are citizens of a "free" country and our preferences - sexual, political, or other should be respected.

Appendix E

Cultural Diversity Statement

“America draws its strength and vitality from the diversity of its people. Eastern Illinois University is committed to cultural diversity and building a pluralistic campus that celebrates and draws upon the talents of all its students and staff. The University will not tolerate any form of discrimination or harassment based on race, ethnicity, gender or religion.”

Affirmative Action Statement

“It is the policy of Eastern Illinois University to provide equality of opportunity in education and employment for all students and personnel. Discrimination based on race, color, sex, religion, age, national origin, ancestry, marital status, unfavorable discharge from military service, handicap veteran status, sexual orientation, or any basis of discrimination precluded by the applicable federal and state statutes, is strictly prohibited.”

EIU Organizer Calendar Handbook, 1998-1999, p. 2.