

**2015 Report on Research Findings and Recommendations
for the Improvement of Visibility, Inclusivity,
and Retention of Queer Students of Color
at the University of California Santa Cruz**



Artwork by A. Aragundi for poster advertisement

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Summary

Experiences of Queer Students of Color (QSOC)

Top Experiences of
Positive Support

- The six Resource Centers are key sources of support
 - QSOC are high utilizers of resources, especially the Cantú Queer Center
 - A majority of QSOC (68%) know at least 6 other QSOC on campus
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Top Experiences of
Lacking Support

- Having a mentor is important to almost all QSOC but only a third had a mentor and 18% said they think they may have a mentor
 - Low visibility of Queer People of Color (QPOC) in leadership roles
 - Low knowledge of QPOC resources and networks for new students
 - Lack of campus-wide LGBTQ training about QPOC histories, struggles, lives, and language
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Overall 10 Top
Critical Actions

- Increase staff and funding for the six Resource Centers
 - Establish a committee to develop campus-wide QSOC resources
 - Increase networking for QSOC by staff, faculty and graduate students
 - Create a welcoming environment at the OPERS/gym for QSOC
 - Create a visibility campaign for QPOC on campus
 - Create a campus-wide QPOC Convocation event
 - Develop LGBTQ and POC intersectional Campus-wide trainings
 - Increase education about how to report Hate-Bias incidents
 - Regularly disseminate campus survey results on QSOC experiences
 - Increase transparency and accountability for institutional responsibility
-

Demographics

- 1 in 8 students (13%) identify as LGBQ (2014 UCUES)
 - 3 in 5 students (62%) identify as people of color (2014/15 enrollment)
-

The present study was conducted in Spring 2013 and included a comprehensive survey (470 respondents) and focus groups. This report, the survey questions, and a full set of the survey results are posted here: <http://planning.ucsc.edu/irps/surveysQSOC.asp>.

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Table of Contents

1 Introduction 4

2 Research Background 6

3 Major Findings 8

 3.1 Study description 8

 3.2 Themes 11

4 Critical Actions 17

 4.1 Resource Centers Support 17

 4.2 Improving Resource Centers Communication..... 18

 4.3 Increasing Mentorship and Support 19

 4.4 Improving Gym Environment for QSOC 19

 4.5 Campus-wide Trainings 19

 4.6 Campus-wide Programming 21

 4.7 Institutional Accountability 21

5 Conclusion 22

6 References..... 24

7 Appendices 25

 A. Survey questions and publicity of survey

 B. Full report with the survey results from IRAPS

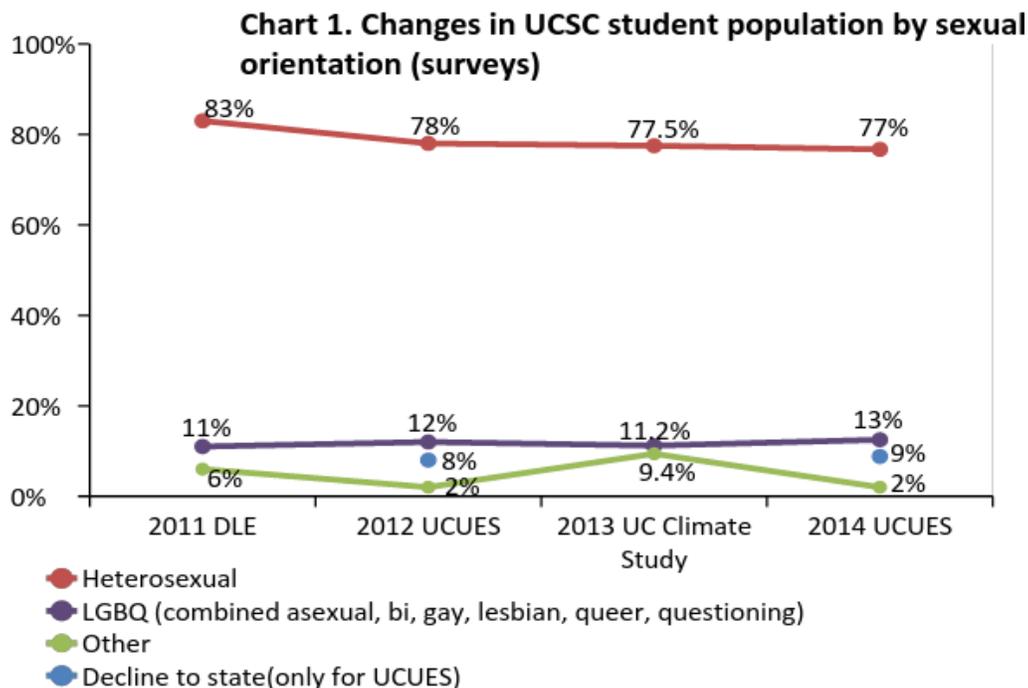
 C. Focus group questions

 D. Content analysis of focus group (themes)

 E. ProgDB Event Database Information

1.0 Introduction

Diversity of students admitted to UCSC continues to increase. According to the enrollment statistics for the 2014-2015 academic year, the majority of undergraduate students (61.8%) identified as people of color. White, non-Hispanic students constituted only 34.4% of the student population.¹ Campus-wide student surveys provide evidence of a substantial proportion of students who identify as Lesbian, Gay, Bisexual, and Queer (LGBQ). The most recent four surveys (2011-2014) indicate that at least 11-13% of the undergraduate student population identify as LGBQ, 2-9% as other, and 8-9% decline to state (Chart 1). These surveys allow us to estimate that approximately a quarter of the student population did not check the heterosexual box. About 2% of undergraduate students identified as genderqueer or transgender in *The 2013 UC Campus Climate Assessment Project* (Rankin & Associates, 2013: 25).²



¹ Three quarter average, reported here: <http://planning.ucsc.edu/irps/studentCharacteristics.asp>

² The campus will have more comprehensive data in the coming years. Starting in Fall 2015, the UC application has included a question on students' sexual orientation. The upcoming spring 2016 UCUES survey will also include a question about self-identifying as transgender and genderqueer.

While increasing diversity of the student body is being documented by regular campus-wide surveys since 2011, more comprehensive data capture is required to assess the effectiveness of campus resources, specifically student services in supporting the influx of LGBTQI, students of color and students with multiple identities through their successful completion of a degree at UCSC.

In 2013, UCSC Retention Services charged a small research group of students and professional staff to investigate the campus climate and levels of support available for queer students of color (QSOC). The research group adopted a definition of a queer student of color (QSOC) as a person who holds **an intersectional identity** as a student, as a person of color, as well as a member of the Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI) community. In this study, the term QSOC refers to students who selected this identity and the critical intersectionality of these multiple identities.

The intersection of the multiple identities held by QSOC can be a symbol of pride and a source of motivation. However, as prominent research indicates, for individuals whose identities are a part of marginalized communities, the intersection of their identities can heighten the various forms of oppression (sexism, racism, classism, homophobia etc.) they face, and increase the occurrences of experiences of discrimination and harassment from these oppressions (Rankin, 2003, 2010). This harsh reality experienced by QSOC can make navigating an institution of higher education, such as UCSC, extremely distressing academically, socially, mentally, and physically.

Over the last decade the University of California system has been focusing on campus climate and educational equity. In its approach, the UC defines “campus climate’ as a measure, real or perceived, of the campus environment as reflected in personal, academic, and professional interactions. In a healthy campus climate, groups feel welcomed, respected, and valued... .” For our purposes, we extend the definition of the campus climate to include a measure of accessibility, real or perceived, to resources that aid in the retention of students, specifically QSOC and the development of institutional structures that are welcoming and promote the social, academic, and professional success of QSOC.

It is with this understanding and a commitment to improving the success of QSOC at UCSC for which we sought to investigate and evaluate the current campus climate and the effectiveness of student retention services, specifically the services and resources for QSOC.

UCSC Research Team

This project was carried out by a research team that included:

Lead Investigator: Tam Welch, M.F.A., Specialist, Resource Centers, Retention Services;

Lead Student Investigators: Faaizah Patail, Jessica Loya;

Student Advisory Committee: Abraham A. Aragundi, Dylan Cureton, Anum Qadir;

Analytical Support (survey administration, analysis, and reporting): Anna Sher, Ph.D., Assistant Director for Assessment, and Rose Grose and Erin Toolis, GSRs, Institutional Research, Assessment & Policy Studies (IRAPS);

Research Project Advisor: Deb Abbott, MFT, Director, Cantú Queer Center.

We would like to thank Pablo Reguerin, Assistant Vice Provost for Student Success; and the staff at the UCSC six Resource Centers: African American Resource and Cultural Center, Asian American/Pacific Islander Resource Center, Chicano/Latino Resource Center, American Indian Resource Center and the Women's Center.

2.0 Research Background

Analyses of campus climate for LGBTQ communities at institutions of higher education have been conducted nationally, within the UC system, and specifically at UCSC. These studies have examined student experiences and the challenges of the LGBTQ community. A prominent study titled *Campus Climate for Gay, Lesbian, Bisexual and Transgender People: A National Perspective* conducted by Dr. Rankin in 2003, noted that "college campuses are often stereotyped as liberal meccas of progressive ideals. But lesbian, gay, bisexual and transgender (GLBT) students, staff and faculty are not immune to harassment and discrimination." The study found that differences in comfort levels for LGBTQ respondents of color and LGBTQ white respondents emerged when both racial identity and sexual identity were considered. Specifically, "Nearly 60% of student respondents conceal their sexual orientation/gender identity to avoid intimidation"; moreover, LGBTQ respondents of color concealed their sexual identities at least at a 10% higher rate than white respondents (Rankin, 2003).

A follow-up national study titled *2010 State of Higher Education for Lesbian, Gay, Bisexual and Transgender People* concluded that multiple marginalized identities (e.g., racial identity and sexual identity; racial identity and gender identity) lead to encounters of multiple forms of oppression. The study found that:

- LGBQ respondents of color were 10 times more likely than their LGBQ White counterparts to indicate racial profiling as a form of harassment and were more likely to indicate race as the basis for harassment. However, sexual identity was "the primary risk factor for harassment for both groups" (Rankin, 2010, p.11); and
- Although 60% of LGBQ Respondents of Color reported feeling comfortable or very comfortable in their classes, as a group they were significantly less likely to feel this way than LGBQ White respondents, 65% of whom felt comfortable (Rankin, 2010, p.13).

The 2010 study documented that even eight years later (since 2003) the intersections of racism, heterosexism, and genderism on college campuses were still at the root of increase in bias crimes against LGBTQ people of color as well as continued to create negative campus climate. The 2010 study revealed that efforts to improve campus climate and safety for LGBTQ people of color have not been adequate thus far and require more intentionality and responsibility from the campus leadership.

The 2010 national study strongly recommended that campus officials improve the climate for the LGBTQ community on their respective campuses by taking actions that included:

- Recruiting and retaining GLBT individuals;
- Demonstrating institutional commitment to GLBT issues/concerns;
- Responding to LGBTQ Bias Incidents
- Integrating GLBT issues/concerns into co-curriculum and pedagogy;
- Providing educational programming/trainings on GLBT issues/concerns;
- Creating safe spaces for dialogue, interaction and safety nets (Rankin, 2010, p. 168-174).

In sum, the existing research calls for immediate action to address the campus climate for LGBTQ people of color who suffer disproportionately from the intersections of racism, heterosexism, and genderism on college campuses and the oppression felt by these forms of discrimination (Rankin, 2001; 2003; 2010).

At UCSC, several studies have examined the campus climate for LGBTQ students and their findings were consistent with the national surveys. On request of the UCSC Chancellor, the 1988 study was a collaboration between the LGBT Chancellor's Concerns Committee and the Office of Analysis and Planning (Baker & Nelson, 1990). In 2001 the UCSC Campus Climate Assessment for Lesbian, Gay, Bisexual, and Transgender Persons was conducted by Dr. Rankin who surveyed LGBTQ people. The survey respondents included 148 students, 58 staff, and 5 faculty members; 80% identified as White and 18% as people of color. Most recently, two campus climate surveys at UCSC included undergraduate and graduate students: they were surveyed in 2011 by a campus survey and then were part of the 2013 UC Campus Climate study based on a system-wide survey.

The 2013 UC Campus Climate Assessment Project found significant differences in perceptions of campus climate at UCSC related to race/ethnicity, sexual orientation, and gender identity (Rankin & Associates).³ People of color were less comfortable than White, non-Hispanic respondents with the climate in their classes (71-75% vs. 83% respectively) (p.vi). LGBTQ respondents were less comfortable with the climate in general and with the climate in their classes, academic departments and units than heterosexual respondents (p.55-56). LGBTQ respondents were more likely to report having experienced exclusionary, offensive, hostile, or intimidating conduct and attributed it to their sexual orientation (p.74).

These findings suggest that we need to better understand the climate and resources for the queer students of color on this campus by asking more specific questions via regular surveys and focus groups.

³ The survey was conducted with undergraduate and graduate students, postdoctoral researchers, staff and faculty. The full report for the UCSC campus is posted here: <http://campusclimate.ucop.edu/results/index.html>.

3.0 Major Findings

3.1. Study Description

In an effort to better understand and investigate how to best serve and retain queer students of Color (QSOC) at UCSC, highly dedicated and involved undergraduate students and staff from Resource Centers together with staff and graduate student researchers in Institutional Research, Assessment and Policy Studies (IRAPS) formed a research group (members are listed on p.5 of this report). The research group investigated and documented (1) how knowledgeable students were of resources available to them, (2) how they utilized these resources, and (3) how comfortable they were when utilizing these resources. The research group also sought to understand reasons why students hold a perception of lack of visibility and inclusivity of QSOC in academic, social, and living spaces.

One of the first initiatives of this project aimed at investigating and documenting the sentiments surrounding QSOC campus climate. To this end, we needed a space where QSOC could meet to build social, academic and professional connections. In fall 2012, the now annual event “Where My People At!: Queer People of Color Mixer” was created. Student Union Assembly, Commissioner of Diversity and the six Resource Centers collaborated in developing this event. This mixer was coordinated as a response to student sentiment that other single identity spaces were not inclusive of self-identified QSOC. Following the success of this event, efforts affirmed the need and importance of analyzing the unique needs of QSOC. The mixer was also beneficial for learning how to build more permanent visible spaces for QSOC, and provide networking opportunities and overall inclusive set of resources and positive environment to retain queer students of color successfully.

Following the information collected at this event, the research group planned and carried out a research project that consisted of two data collection components. The first component was a comprehensive campus-wide online survey of undergraduate students. The second component of this study consisted of voluntary student focus groups, which served to collect qualitative data surrounding respondents’ sentiments concerning the existing campus climate for the QSOC community at UCSC.

An **online survey** was administered as the first component of data collection in Spring 2013. It included multiple sections that asked students about comfort on campus, utilization of resource centers such as the Cantú Queer Center, Women’s Center and Ethnic Resource Centers along with EOP, CAPS and their services, events and programs, mentorship on campus, and student organizations. For students who self-identified as QSOC, there was an additional section inquiring about their QSOC experience (See Appendix A for more information).

Upon completion of the survey, participants who self-identified as QSOC were asked if they would voluntarily participate in a **focus group**. Students who indicated an interest were contacted by email, and three focus groups were held during the following month of the release of the survey. Each group consisted of 4-5 participants, and was facilitated by a student and staff researcher. Focus group participants were ensured that their identities would be kept confidential. During the group discussion, they shared their perceptions of the existing campus climate focusing on the issues of visibility, resources and inclusivity of the QSOC community. Students were also asked about their perceived levels of access, engagement/utilization, and comfort with campus resources and the support that such resources aided in their successful retention thus far in their individual UCSC careers. These group discussions were recorded and analyzed to determine key themes, insights, and overall contribution to this project (see Appendix C for more information). The detailed experiences and stories from the focus groups were essential for explaining and reinforcing the survey results and recommendations.

In this report we compared responses of four groups of students who had participated in the online survey. Based on a total of 470 students who answered questions about their race and ethnicity, sexual orientation, and gender identity, we formed four groups of students who **self-identified** as follows: “Queer Students of Color” (QSOC), heterosexual students of color (SOC), queer white students, and heterosexual white students. Specifically,

1. **QSOC** included all students who answered, “yes” when asked if they self-identified as a queer person of color.
2. **Straight students of color** category included all students who selected “heterosexual” and *at least one* of the following categories: African/African American, Asian/Asian American, Chicana/o Latina/o, Middle Eastern, Multi-ethnic, Native American, Pacific Islander. POC students may have also checked White along with one of these minority ethnic group categories. They did not select “unknown ethnicity,” “lesbian/gay,” “queer,” “bisexual,” “questioning,” “genderqueer,” or “transgender.” They did not self-identify as a QSOC.
3. **Queer, white** included all students who selected “Caucasian” and did not also select a minority ethnic group or an “unknown” ethnic group. They did not select “heterosexual” or “questioning” as their sexual orientation. They selected either “lesbian/gay,” “queer,” “bisexual,” “other sexual orientation” (including “asexual”), “genderqueer,” “transgender,” or “other gender” (including “other gender,” “nothing,” “agender,” “masculine feminine”). They did not self-identify as a QSOC.
4. **Straight, white** category included all students who selected “Caucasian,” and who did not indicate belonging to a minority ethnic group or an “unknown” ethnic group. They selected “heterosexual” as their sexual orientation or “questioning” and did not identify as “genderqueer,” “transgender,” or “other gender”. They also did not self-identify as a QSOC.

Table 1 below describes respondents in each group: their gender identities, the type of entry (transfer or frosh), and class level at the time of the survey. It is important to note that the majority

(over 86%) started at UCSC as frosh. Upper-division students comprised about 60% of students in each group except Straight SOC, 41% of whom were juniors and seniors. Thus most students have spent more than a year at UCSC at the time they were surveyed in spring 2013.

Table 1. Comparison Groups of Survey Respondents

	QSOC	Straight SOC	Queer, White	Straight, White
Female	56%	67%	59%	64%
Male	29%	33%	30%	36%
Genderqueer	11%	0%	8%	0%
Trans-identified	5%	0%	6%	0%
Transfer student	13%	8%	14%	13%
Started as frosh	87%	92%	86%	87%
Frosh	26%	36%	19%	24%
Sophomore	15%	23%	17%	16%
Junior	22%	16%	27%	24%
Senior	37%	25%	37%	36%
18-22 years old	87%	91%	84%	88%
23-25 years old	8%	7%	10%	6%
26 years old or older	5%	2%	6%	5%
Veteran	1%	1%	5%	1%
Primary caregiver for children under 18 years of age	4%	3%	3%	2%
Number of respondents	100	195	63	112

Group statistics may not add up to 100% due to rounding.

In this report we summarized the key findings from the survey and the focus groups. You can find the tables with all student survey responses posted here as “Full Report from IRAPS”: <http://planning.ucsc.edu/irps/surveysQSOC.asp>.

3.2 Themes

Four major themes were found in the analysis of the survey data and a content analysis of the focus group discussions. The four themes include: 1) complexities of holding a queer student of color identity and campus climate (this theme permeates the other themes as well), 2) comfort with, utilization and improvement of six Resource Centers and facilities, 3) staff and faculty's support and mentorship, and 4) campus events and student organizations. A synopsis of the results for each theme is presented below. Please see Appendices A and B for more information about the survey questions and results, and Appendices C and D for the focus groups' description and content analysis.

Theme 1. Complexities of Holding a Queer Student of Color Identity and Campus Climate

- Focus group participants stated that queer perception on campus is very white centralized. QSOC felt the need to come out twice at UCSC, once as a person of color and again as a member of the queer community. Specifically, students noted,
 - “There is this white gay male prototype that exists that people are expected to live up to. I have always taken it you know being queer in some ways is a part of my identity, but not the whole thing. um in some ways I fit it, in some ways I don't, and I don't feel the need to completely fit it cuz it isn't just who I am.”
 - “I find that many times there is a very "white" idea of queerness on this campus. Being a queer student of color, I have found that I have to face more social discrimination on this campus, firstly as a student of color and then secondly being queer.”
 - “Queer people of color is a minority within a minority so it's more of a burden, it seems hard to feel (that) freedom exist.”
 - “I think there is privilege when it comes to the queer majority of white individual because they don't have to deal with this racial minority aspect.”
- Focus group participants noted a lack of space to speak openly about their struggles. As one student explained, “it's difficult as a queer student of color to feel like there is an available space for me to speak my mind on the struggles that I am currently facing ... in my case its opposing to my family and traditional cultural views. I find that there is not a space to openly speak about these specific and important issues.”
- Focus group discussions showed that there is lack of queer visibility in educational spaces and a lack of inclusive language for QSOC in academic and professional spaces. Students emphasized the importance of educating the campus of QSOC struggles, lifestyles, and language (how to interact i.e., inclusive terms, gender pronouns, language barriers) and integrate them into core classes. Visibility of staff and faculty who are out and QPOC is another important statement of support. For example, students spoke about their classroom experiences:

“I do know that when students realize that I’m queer it’s like they shift and it’s like the classroom shifts...they’re (referring to students who identify within the LGBT spectrum) likeable to be out and they’re able to say things that I don’t think they would have said if they didn’t realize that.”

“The fact that they [instructors] are able to talk about it [being queer] and not make it an ‘other’” was very critical to the student’s feeling safe in the classroom.

Theme 2. Six Resource Centers and Other Facilities

At UCSC and in this report, we refer by “resource centers” to one or all of the on-campus centers that seek to provide assistance and promote retention and achievement among students during their time at UCSC. Students were asked questions regarding their knowledge, use, and comfort in regards to campus resources/services including the “six Resource Centers”: the Cantú Queer Center, African American Resource and Cultural Center, Asian American/Pacific Islander Resource Center, Chicano/Latino Resource Center, American Indian Resource Center, and Women’s Center; as well as Counseling and Psychological Services (CAPS), Educational Opportunities Programs Office (EOP), and the Office of Physical Education, Recreation, and Sports (OPERS).

a. Resource Centers are Spaces of Comfort on Campus

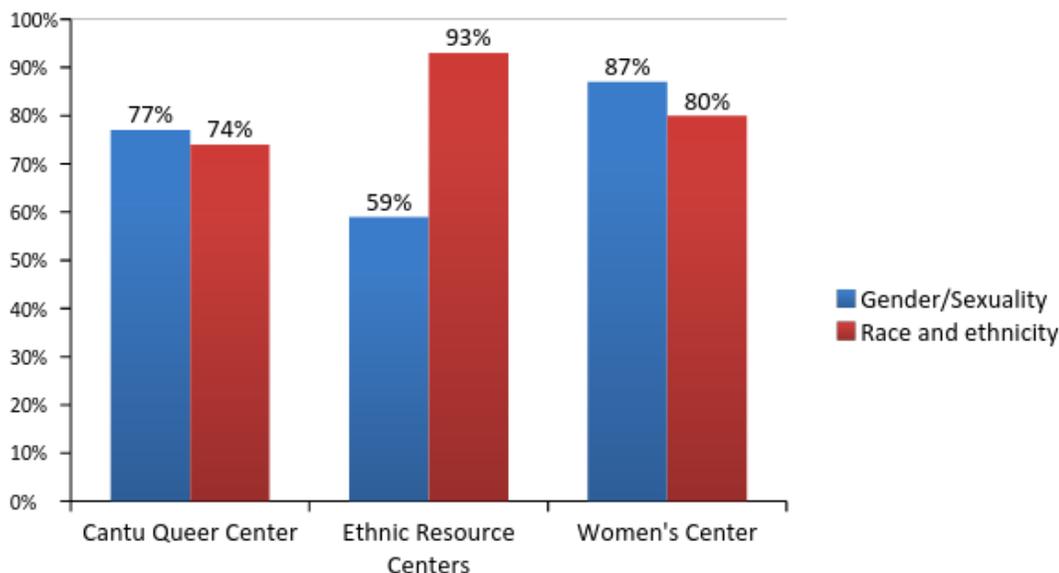
- The six Resource Centers were QSOC respondents’ most popular choice for a comfortable place on campus. QSOC were significantly more likely to report feeling comfortable being themselves in the six Resource Centers than other students.
- Top four places where QSOC said they felt comfortable on campus: the six Resource Centers (57%), on-campus living space (47%), class (42%), and library (40%).
- For QSOC, the six Resource Centers and student organizations were the second most popular sources of support and resources after their friends.
- About half (49%) of QSOC respondents would go to a resource center when seeking support and resources on campus.
- Most (81%) QSOC would refer a friend to the Cantú Queer Center compared to 66% of queer white students.
- QSOC are highly likely to refer friends to resource centers in general. Only 8% of QSOC would not refer a friend compared to 61% of straight white students.
- Focus group participants noted, “The resource centers are a space where commonalities between me and others can be together,” as well as that “the Educational Opportunity Programs Office is very accepting and understand of an individual and does their best to make all students feel comfortable and welcome.”

- Focus group participants noted the following when asked about improvements at the Ethnic Resource Centers: “Create a queer/trans space [...] catering to the needs of different QPOC. Shout out to El Centro, ya’ll do a pretty good job of making noobs like myself feel welcome in a foreign space.” Another student noted, “While there is a need to have more discussions about sexuality with folks, I do believe the Ethnic Resource Centers foster the ability for the discussions to happen.”

b. Utilization of the Six Resource Centers

- The Cantú Queer Center was most visited by QSOC: 40% reported visiting it on at least a monthly basis since starting at UCSC, followed by the Ethnic Resource Centers (17% visited at least monthly) and the Women’s Center (7%).
- QSOC visited the Cantú Queer Center significantly more often than all three other comparison groups. Overall, 73% of QSOC and 50% queer white students visited the Cantú Queer Center at least a couple times since starting at UCSC. Moreover, 40% of QSOC and 28% of queer white students visited at least once a month. Only 12% of QSOC never visited the Cantú Queer Center.
- One-third of QSOC, 20% of straight SOC, 14% of queer white students, and 2% of straight white students visited one of the Ethnic Resource Centers at least a couple of times since being a student at UCSC. At the same time, 21% of QSOC visited only once and 44% never visited the one or more of the Ethnic Resource Centers.
- QSOC also visited the Women's Center significantly more often than the other 3 comparison groups. Specifically, 21% of QSOC visited at least a couple of times and 34% used services and resources at least once since starting at UCSC. Note: Majority of respondents of all groups (over 55%) identified as females.
- Some focus group respondents noted feelings of discomfort when visiting the Women’s Center by stating, “It feels like a space for women and as a male, I don't feel 100% accepted there because I know deep down everyone judges everyone for something, and I feel like there could be some bias amongst the people there, even when it goes unspoken.”

Chart 2. QSOC comfort discussing issues at campus resource centers (% comfortable/very comfortable)



c. Needed Improvement

- The majority (74%) of QSOC reported having used OPERS/gym facilities. They were significantly less likely to feel comfortable in the gym than straight SOC and straight white students. For example, focus group participants talked about “... anxieties about queerness at the gym. I would not wear a ‘Queer bomb’ at the gym cuz I wouldn’t feel comfortable doing so.”
- Of those who reported visiting the Cantú Queer Center, when asked about their experiences QSOC were *less* comfortable than their Queer, White counterparts (20% versus 4% were only “somewhat comfortable”). A focus group participant stated, “I feel like it is a very white cis queer experience. I wish that there was a more active presence of trans and POC students at the Cantú.”
- Focus group participants pointed out that the Cantú Queer Center needs to improve: “If the Cantú Center is supposed to be a resource center, I think they need to do a better job of outreaching, create a welcoming environment and nurturing personal connections with folks.” Another student said, “I really feel like the space has a big potential, but it needs to be further funded and expanded, internally, and externally; in order to succeed.”

- Of those who reported visiting the Ethnic Resource Centers, when asked about their experiences 22% QSOC and 6% of Straight SOC reported being only “somewhat comfortable.”
- When asked in which space respondents felt most comfortable speaking about issues of race and ethnicity, QSOC felt to some extent more comfortable at the Ethnic Resource Centers than at the Cantú Queer Center (93% and 74% were comfortable and very comfortable, respectively, see Chart 2).
- Focus group participants talked about the six Resource Centers not being inclusive of the struggles or needs of students of multiple identities, in particular of QSOC. The perceived notion is of leaving part of your identity at the door if it did not fit with that of the identity associated with the resource center. This is mostly felt around the Ethnic Resource Centers and the Cantú Queer Center.
- When asked about areas needing improvement at the Ethnic Resource Centers, a focus group participant stated, “I don't believe there is a clear knowledge or understanding of LGBTQ issues. I have found that many people do not know what it means to identify with other sexuality identities outside of the more ‘popular’ gay and lesbian identities.”
- In open-ended survey questions, students wrote about how the University could be more effective in providing and removing barriers to access services and educational opportunities for QSOC. For example,

”PROVIDE STUDENTS WITH A CRASH COURSE ON RACE, CLASS, GENDER, RELIGIOUS, QUEER, DISABILITY-RELATED ISSUES AND HOW TO BE A GOOD ALLY! Spark that conversation and continue it! Provide open spaces to talk about this shit and have some sort of system for CHECKING PROFESSORS and other faculty/staff for the fucked up privileged shit they say. Also, DON'T CUT MONEY FROM OUR RESOURCE CENTERS! You TALK about a ‘commitment’ to diversity then propose cutting our budget? Actions speak louder than words, so what are YOUR actions telling us?”

“I do not believe that UCSC has enough knowledge about people of color nor much knowledge about queer issues. I believe that UCSC should make an effort to support us either directly or indirectly through our resource centers. UCSC does not know anything about the issues of queer people of color especially first generation students. I do not feel that UCSC is making an effort to help us succeed.”

Theme 3. Staff and Faculty's Support and Mentorship

- Having a mentor was important to the vast majority (88%) of QSOC.
- Only about a third of QSOC had a mentor and 18% said that they may have a mentor.
- The majority (76-77%) of QSOC knew no or 1-2 faculty, staff members, and /or graduate students who identify as queer people of color.
- QSOC rated the importance of a mentor of the same race and ethnicity, gender, and sexual orientation significantly higher than all other groups. Having a mentor of the same field of study was also important or very important to all students. As one of the focus group participants put it, "Finding professors who were queer was really difficult..., cuz that's kind of what I needed....someone who could guide me."
- Only 13% of QSOC agreed that their mentor affirms their identity, compared to about a third of other students.
- Focus group discussions revealed that students respond better to professional staff who are "more than just being open with their words, but being open with their person as well."
- When seeking support and resources at UCSC, only about 30% of QSOC said they would ask their professors and/or TAs.
- About half of QSOC (45-60%) feel comfortable or very comfortable initiating conversations about race, gender, sexuality topics while 25-33% feel "somewhat comfortable." Similar levels of comfort were reported for initiating conversations on these topics while with students outside of class, attending events/programs, in class, with staff/advisers or faculty.

Theme 4. Campus Events and Student Organizations

- QSOC and queer white students reported high attendance at GLBT events (71% and 57%), while straight students did not.
- Most of QSOC (90%) have attended a GLBT event at least once, with about half attending once and 21% attending monthly or more.
- A majority of QSOC (61%) are members of student organizations or clubs.
- While the majority of QSOC (67%) were comfortable/very comfortable at GLBT events, about a third were only somewhat comfortable or uncomfortable.
- Focus group participants talked about Cantú Queer Center events having a reputation of being neither inclusive nor representative of people of color within the queer community (i.e., Annual Cantú Queer Center Mixer). As one student put it, "I feel like it is a very white cis queer experience. I wish that there was a more active presence of trans and POC students at the Cantú."
- Focus group participants noted that advertisements of queer events using "glitter and rainbows" do not include symbolism that is identifiable for people of color,

“when we do flyers, advertisements of events” . . . “oh let's throw sparkles and rainbows and make it fabulous” . . . “It rubs me a little bit in the wrong way because you are trying to fit into that (‘gay white male prototype’) oh, it’s sparkles and rainbows in a flamboyant nature.”

- Focus group participants noted some feelings of discomfort at queer events, “Majority of the events are very comfortable and welcoming, although sometimes events that are open to all students tend to lean more towards heterosexuality which to me makes a queer event uncomfortable.”
- When asked about their comfort attending events related to race and ethnicity, a QSOC responded, “I didn’t feel like I had a voice, and sometimes I felt that sexuality and gender were misrepresented or underrepresented.”
- On the other hand, the survey showed that at race and ethnicity events queer students were less comfortable than straight students (higher percentages of QSOC and queer, white students were only “somewhat comfortable”).

4.0 Critical Actions Based on the Survey and Focus Groups

4.1 *It is essential that UCSC continues to support the six Resource Centers on campus by increasing their funding and providing adequate staffing.* The study clearly shows that more than half QSOC respondents find the six Resource Centers as a key source of support at UCSC and . The following steps are recommended based on the survey data on utilization and on students’ suggestions about how to make the centers more welcoming:

- a. Increase the number of full-time professional staff at the six resource centers, especially the Cantú Queer Center and Women’s Center.
- b. Increase the quality of culturally competent programming and events at the Cantú Queer Center and funding for their publicity.
- c. Increase the quality of LGB-Trans competent programming and events at the Ethnic Resource Centers and Women’s Center, as well as funding for their publicity.
- d. Increase the promotion and visibility of the resource centers to new students.

4.2 Establishing collaboration and communication among the different on-campus resource centers will expand their comprehensive safety response resources and services to help include the needs of all identities. The study found that for students with multiple, intersecting identities, these multiple parts of their identity are not fully addressed when they seek a single identity-based resource.

- a. *Promote the inclusion of diversity at the resource centers* through dialogues and events that directly address intersecting identities. Our data suggest that these conversations have happened for students “at least a couple of times”, but that there is room for improvement. Collaboration between center leadership would help facilitate this.
 - At the Cantú Queer Center this means including specific intersecting identities of age, race/ethnicity, sexuality and religion (based on an open-ended question about what would make the centers more welcoming and one about additional comments).
 - At the Ethnic Resource Center this means increasing visibility, awareness and sensitivity about how gender and sexuality intersect with race and ethnicity. The survey data showed that compared to the other centers, students were generally less comfortable talking about gender and sexuality at the ethnic resource centers.
- b. *Create a multi-avenue response* to support understanding the intersectionalities that are experienced by those who have multiple identities, thus creating a more actively inclusive campus climate.
 - Create a list of all service providers to be accessible and updated online frequently for all centers.
 - Establish a common universal programming tool such as the ProgDB database which is designed towards helping facilitate collaboration between units, build connections and resources needed to implement successful collaboration efforts, disseminate best practices for LGBT Programming, Archiving/Assessing event learning outcomes.
 - Increase access of ProgDB to include all service and event providing faculty, staff, and student leaders/staff.
 - Provide a tool to assess and organize previous and proposed programming collaborations to share best practices at UCSC.
- c. *Require Resource Center interns to attend an open house tour and training of all identity based Resource Centers services, resources and events especially the LGBT center.*
 - Educate students about different identities (ex: learning about non-binary gender identities at the Cantú Queer Center Open House Tour).
 - Provide knowledge of available resources for students at all centers
 - Assign an intern at each center to be responsible for constant communication and cross-center collaboration.

4.3 It is essential that steps are taken to increase support and mentorship for QSOC provided by staff, faculty and graduate students.

- a. QPOC faculty, students and staff community development (i.e., Annual Queer Students of Color Mixer, mentorship program)
- b. A resource guide and information of staff and faculty interested in being visible and a mentor
- c. Annual QPOC visibility campaign (i.e., 'QPOC Awareness Week' - events and programs focus on QPOC identities, struggles, education and community building.
- d. Annual QSOC Convocation Event to highlight leading activists of intersectional identities highlighting LGBTQ issues.

4.4 Steps should be taken to create a more comfortable environment at the gym for QSOC.

Physical health is important to academic and social well-being of students, but the data suggest there may be barriers to utilizing the gym for QSOC.

- a. Set aside a time to welcome QSOC to the gym. This could mean special classes, targeted outreach and visibility, media material representing QSOC or specific resources available to give out. Privacy and the presence of friends were both mentioned as important qualities of welcoming spaces by QSOC.
- b. Educate gym professional staff and student staff about issues of diversity and inclusion and the importance of maintaining a safe space for all. According to QSOC in our study, a welcoming space is one in which students do not feel judged and in which folks are educated about systems of oppression. This could mean a visible community statement or a mechanism for students to offer suggestions or comments to improve the gym environment. As well as equipping the facility to include all gender restrooms and locker rooms.

4.5 Campus-wide Trainings

a. Incoming Student Inclusivity Education

- Require that all new incoming students complete a comprehensive online course dedicated to learning about diverse communities prior to entering the university in the Fall. This sends a message that students will be living in an inclusive and diverse community, and must actively participate and are responsible in sustaining such an environment among peers. The Office of Diversity and Inclusion or Admissions could be potential units to coordinate such educational training.
- Following up with an at least 3 hour in-person LGBT training completed by the end of their first year as a student and a list of continual educational events throughout the year for which they will be required to attend a certain amount.

Sample learning outcomes for students would include:

- Demonstrating an understanding of the Principles of Community and the community values of UCSC for zero tolerance for hate bias incidents and hate crimes;
- Having basic knowledge of working and living in a diverse community and peer to peer spaces;
- Having basic knowledge of important key terms or phrases relevant to the LGBTQ community;
- Having knowledge of how and where to submit hate/bias/harassment incident reports, as well as basic understanding of what happens when an incident of hate occurs on campus; and
- Having knowledge of programs and resources on campus that provide opportunities for students to get involved, engaged, and participate in LGBTIAQQ mentorship opportunities.

b. Diversity Trainings for Faculty (Academic and Professional), Staff, and Student Staff

Require all faculty, staff and student staff in leadership, supervision or public roles representing the University to complete a comprehensive, three-hour LGBTQ diversity and inclusion training dedicated to learning about how to work with diverse communities as part of employment and Title IX requirements. This training would be conducted on the same training schedule as other Human Resources (HR) training policies and would be required by all employees including faculty, staff and students. The goal of this training would be to assist employees of UCSC in taking active responsibility for maintaining an inclusive campus community. This training would be in similar to the current requirements for new incoming students to attend the Student Health Outreach and Promotion and Sexual Assault Prevention and Education (SAFE) workshops.

Sample learning outcomes for participants would include demonstrating the following knowledge and skills:

- Understanding the diverse backgrounds and issues of the LGBT student population;
- Using multicultural and LGBT competency skills in the workplace;
- Having basic knowledge and usage of important key terms or phrases in the LGBTQ community;
- Understanding the importance of language inclusivity in the working and learning spaces;
- Understanding the importance of gender identity and transgender related issues including use of gender pronouns;
- Using tools to help create and implement inclusive academic curriculum and teaching practices; and
- Being able to design evaluation questions to analyze climate of learning for LGBT students in their class environments.

4.6 Campus-wide Programming

- Create and implement a diversity checklist or scorecard for all programming and events produced for UCSC community to be used in the pre- and post- planning of events and programming (for example, ProgDB Event Database, see Appendix).
- Provide funds to organize projects such as an annual visibility campaign with a notable LGBTQ speaker (similar to the MLK Convocation) and annual events that highlight UCSC faculty, students, and staff achievements in intersectional QPOC research, scholarship, creative expression, and community development.

4.7 Accountability for Institution's Responsibility of Inclusion

- Initiate outreach into the UCSC community creating greater access and resources for *all* students including on- and off-campus residents.
- Create ongoing campus commitments to support visibility of and networking for QPOC staff and faculty mentors.
- Actively recruit and retain LGB-Trans People of color staff and faculty.
- Disseminate the results of annual and periodic surveys that describe LGBTQ student experiences and campus climate with a special attention given to queer students of color, transgender and gender nonconforming students.
- Establish a permanent committee with members of various units who will monitor the effectiveness of the campus initiatives, resources, policy and processes to increase their cultural sensitivity regarding queer students of color, transgender and gender nonconforming students.

5.0 Conclusion

For the purposes of this study, we extended the definition of the campus climate to include a measure of accessibility, real or perceived, to resources that aid in the retention of students, specifically QSOC and the development of institutional structures that are welcoming, and promote the social, academic, and professional success of QSOC. Based on the survey and focus group discussions, we found that QSOC are active members of the UCSC community: they participate in student organizations, attend campus events, and utilize the existing campus resources. They also reported their feelings of discomfort and concerns with the lack of inclusivity, resources, mentorship, programming and training.

There is a recurring theme of concern with lack of queer people of color visibility among students, staff, and faculty members, which is accompanied by the perception of the queer identity as being white. Second, most students feel that the six Resource Centers are spaces of comfort and support; however, there is a need for more POC LGBTQ-Trans visibility in the centers' leadership as well as increased culturally competent programming, events, and the use of inclusive language within these spaces. Third, the learning environment also lacks sensitivity to and knowledge about LGBTQ/QSOC histories, struggles, and lives. Students reported feeling more comfortable in the classroom setting where instructors were open about their queer identity, and/or used language that was inclusive to the queer people of color community.

Finally, the most important contribution of the study is that it describes how current undergraduate students experience the complexity of holding the identity of a QSOC as they navigate this campus. This study clearly shows that it is important to increase accessibility, quality, and visibility of existing and new resources that facilitate these students' academic success and social support through networking within the QPOC community including other faculty, staff, and students, as well as QSOC active participation in the UCSC community broadly defined.

In this report we identified a number of efforts needed to improve the campus climate and access to resources. In sum, our recommendations include the following critical actions that must be a priority for the university and its units:

- a) Increase staff and funding for the six Resource Centers
- b) Establish a committee to develop campus-wide QSOC resources
- c) Increase networking for QSOC by staff, faculty and graduate students
- d) Create a welcoming environment at the OPERS/gym for QSOC
- e) Create a visibility campaign for QPOC on campus
- f) Create a campus-wide QPOC Convocation event
- g) Develop LGBTQ and POC intersectional Campus-wide trainings

- h) Increase education about how to report Hate-Bias incidents
- i) Regularly disseminate campus survey results on QSOC experiences
- j) Increase transparency and accountability for institutional responsibility

The unique greatness of the University of California Santa Cruz is a result of the continuous achievements in scholarship and community development of its students, staff, and faculty. This study provides critical evidence that we need to do more to support our student population, including students from historically marginalized groups such as queer students of color. We need to create a positive campus climate, where QPOC students, staff, and faculty feel welcomed, respected, and valued and have access to resources to develop and maintain academic and psychosocial well-being. In the words of Chancellor George Blumenthal, we must all work together towards making UCSC “a place that fosters a culture of excellence, inquiry, creativity, diversity, and public service while developing solutions to the world’s most critical challenges.”

6.0 References

Baker, H., & Nelson, R. (1990). *The educational climate for gay, lesbian, and bisexual students*. Santa Cruz, California: University of California Santa Cruz.

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Rankin, S. R. (2010). *2010 State of higher education for lesbian, gay, bisexual and transgender people*. Charlotte, North Carolina: Campus Pride 2010 National College Climate Survey.

Rankin & Associates. (2013). *University of California Santa Cruz: Campus climate project final report*. Retrieved from <http://campusclimate.ucop.edu/results/index.html>

7.0 Appendix

A. Survey Questions and Publicity

An online survey was administered as the first component of data collection in Spring 2013. It consisted of several sections about comfort on campus, utilization of resource centers such as the Cantú Queer Center, Women's and Ethnic Resource Centers along with EOP, CAPS and their services, mentorship on campus, and student organizations. For students who self-identified as QSOC, there was an additional section inquiring about the QSOC experience.

This survey was open and promoted to all students, regardless of their race, ethnicity and sexual orientation. There were also targeted announcements to collect the opinions of QSOC. Outreach for this survey was done through various avenues as to best reach diverse areas and communities within UCSC, while focusing on QSOC. All participating resource centers (i.e., EOP, ERCs, Cantú) outreached to their communities via distributing fliers, electronic weekly newsletters, and word-of-mouth. Student organizations on campus (i.e., Queer Student Union, Filipino Student Association, Student Union Assembly etc.) were also involved in the advertisement of this survey to their student members. College residential spaces were outreached for student participants. The survey was available for approximately six weeks during the Spring Quarter of 2013 and collected responses from 470 undergraduate students.

The survey instrument is posted <http://planning.ucsc.edu/irps/surveysQSOC.asp>.

B. Full Report with the survey results from IRAPS

is posted here: <http://planning.ucsc.edu/irps/surveysQSOC.asp>.

C. Focus Groups

Upon completion of the survey, participants who self-identified as QSOC were asked if they would voluntarily participate in a **focus group**. Volunteers were then contacted by email, and three focus groups were held during the following month of the release of the survey. Each group consisted of 4-5 participants, and was facilitated by a student and staff researcher.

At the start of each focus group, students received a brief summary of the study's intentions and were told that their responses would be a part of the analysis of campus climate for the QSOC: Visibility and Inclusivity at UCSC project. Participants were ensured that their identities would be kept confidential. Participants were asked about their perceptions of the existing campus climate focusing on the issues of visibility, resources and inclusivity of the QSOC community. Students were also asked about their perceived levels of access, engagement/utilization, and comfort with campus

resources and the support that such resources aided in their successful retention thus far in their individual UCSC careers. These group discussions were recorded and analyzed.

Here are the main subject questions ask at each focus group. Some groups discussed certain questions more than other questions, and sometimes diverted without really answering the question fully.

Question 1: From the perspective of your different identities, please talk about your feelings of inclusion and comfortability at any of the resource centers. We recognize that each resource center represents a different identity and how that can be challenging for people with multiple marginalized identities.

Question 2: Sometimes when accessing resources created for a certain community, it is hard not to feel like you have to “check” your other identities at the door. How do you think this pressure can be avoided?

Question 3: What will make you more/less inclined to attend queer people of color events here at UCSC?

D. Summary of Themes - Focus Groups

1. Organizing Around Interest:

Throughout the focus groups, there was a lot of discussion about wanting to be around others who they have common interests with, rather than just simply a common identity. There is was a desire to go beyond essentializing identity when being a person of color or being a queer person, and creating more depth for connections during events and programs for QSOC.

2. Curriculum/Classroom Climate:

Experiences were shared regarding people’s discomfort in the classroom setting. It was articulated that folks felt more comfortable if the instructor was openly queer, or used language that was inclusive to the queer people of color community. There was also talk of how incorporating sexuality studies into the academic climate on campus gave people a sense of authenticity and legitimacy.

3. Inclusive Language:

It was shared that people felt more welcome and comfortable in spaces where everyone (especially those that held authority in the room) used inclusive language. This opinion was held within all spaces, especially in the six Resource Centers. In some cases inclusive language could be as simple as using Preferred Gender Pronouns during introductions.

4. Being Unapologetic:

There was a shared feeling in several of the focus groups about not wanting to feel guilty or apologetic about intersecting/multiple identities. People expressed having difficulties bringing all parts of their identity into spaces that were focused on highlighting a single identity. This was especially expressed in spaces focused around an ethnic identity.

5. Digital World:

There was a bit of debate over connecting and organizing socially online. The group agreed that it was comforting to see and be a part of groups about being queer people of color. However, some participants felt a stronger need to have contact with people face to face/in person. This stemmed from concerns about the lack of visible QPOC community in Santa Cruz, and QPOC staff and faculty being retained in leadership.

6. Understanding Being QPOC:

QPOC identity is complicated and should be understood in a complex method. QPOC individuals strategize when approaching different spaces when accessing resources and community connections. Having multiple identities while being queer disrupts the flow of norms which causes a formation of “new set” of privileges for QPOC, but it also limits the ones that their non-queer identities offer.

7. Lack of Queer Visibility in Education:

There were many discussions about how to increase educating the campus of QPOC struggles, lifestyles, and language (how to interact I.E. PGPs) and integrate them to core classes, campus wide trainings and new student welcome events.

8. Queer Publicity & Whiteness:

Participants talked about how most LGBTI and queer events use gay symbolisms (glitter and rainbows) to advertise events indicating how this could either influence QSOC to attend or not because they do not all identify with these types of imagery. Discussions continued about whiteness within the Cantú and others LGBT spaces. The way the Cantú advertises, to even the people working there made some students feel unwelcome because they cannot relate to what they represent and the lifestyle they practice.

9. QPOC Staff/ Faculty Visibility:

Another theme was having more QPOC identified staff and faculty members visible so they can share their experiences and resources as a QPOC in their professions. In reaching out to similar identified students, this networking could connect students, staff and faculty around interests while self affirming each other by identity. Also the way the QPOC staff and faculty members present themselves physically (if they smile, if they are inviting) plays a big role to how QSOC decide to approach them or not. There was a suggestion to formalize an event to connect students with staff/faculty.

10. Connections:

There is minimal collaboration between all the resource centers and student orgs in relations to QPOC issues and communities. There isn't much conversations of different groups collaborating around QPOC visibility and queer events.

11. Acceptances Verse Inclusion:

There was a discussion about inclusions vs acceptance. Seeing difference is important and many centers (EOP/Cantu) and other spaces reach out to people who are different. But being verbally affirmed and making connections in these spaces is still missing. Validation from peers, mentors, staff and faculty is key.

E. ProgDB Event Database (sample)

Screen shot of ProgDB Event Database which is a **collaborative co-curricular program tracking software for universities and colleges**. It tracks, accesses and archives program outcomes, learning outcomes, attendance and other event planning logistics. This database could be used as a tool to disseminate best practices and ideas across campus about event planning for QSOC as well as other identities and communities.

Example: Program sample

E2W Be an Ally 5/28/15
 bisexual Diversity Gay Lesbian support Transsexual
 Thu, May 28, 2015 8:00 PM
 Purpose of this program is to discuss ways in which residents can be supportive of members of the LGBT community. The LGBT Center will be contacted for information and whether a presenter can come to the hall to further help with the program. Topics that will be discussed in the program are ways to help a friend who is "coming out", terminology addressing different sexualities, and the role of ...

Cowell/Stevenson Pre-Pride Event
 movie pride Snacks
 Fri, May 29, 2015 8:00 PM
 Move night watching "Stonewall Uprising" and giving out LGBTQIAA resources and doing other pre-pride activities



[Jessica Loya](#) | [Home](#) | [Logout](#) | [Help](#)

E2W Be an Ally 5/28/15



Purpose of this program is to discuss ways in which residents can be supportive of members of the LGBT community. The LGBT Center will be contacted for information and whether a presenter can come to the hall to further help with the program. Topics that will be discussed in the program are ways to help a friend who is "coming out", terminology addressing different sexualities, and the role of the LGBT center on campus. Residents that attend the program will be provided with pizza and drinks.

When: Thu, May 28, 2015 8:00 PM – 9:00 PM PDT
Where: A&I – Floor Lounge

Goals and Outcomes Goals for this program are for residents to learn about the different issues that arise when someone is a member of the LGBT community and discuss ways in which they can help a loved one accept who they are and "come out".

Programming Model Social Justice – Awareness and Appreciation

Attendance 15

Advertising posters, word of mouth

Estimated Cost \$64

Type of Funding Request Recharge

Purchasing Spinelli's
 Pepperoni pizza @ \$14.99 each x 3 = \$44.97
 Cheese pizza @ \$12.99 each x 1 = \$12.99
 Pepsi 2 liter @ \$2.79 each x 1 = \$2.79
 Sierra Mist 2 liter @ \$2.79 each x 1 = \$2.79
 Total = \$63.54

FAU Information A01997 70001 76 ZRPAI ZRE2W

Funding Requests 5/22/15

Request/Vendor Information Housing, Dining, and Residential Services
 3595 Canyon Crest Dr.
 Riverside, CA 92507

Actual Cost \$63.29

Actual Attendance 21

Tags

[bisexual](#)
[Diversity](#)
[Gay](#)
[Lesbian](#)
[support](#)
[Transsexual](#)

Add tags to describe this program. Comma-separate distinct tags.

People



Groups

[A-I D-E 2014-2015](#)

Meta Information

Created on Wed, Mar 18, 2015 1:54 PM PDT by [ivera001](#).
 Updated on Sat, May 30, 2015 12:24 AM PDT by [ivera001](#).
 Program form: [Program Proposal 2.0](#).
<http://progdb.com/p/UUj>




0



Sample of immediate cross-campus communication and publicity through a weekly newsletter.

The Memo: Dispatched Weekly!

1 message

ProgDB <noreply@proddb.com>
To: Jessica Loya <jmloya@ucsc.edu>

Tue, Aug 11, 2015 at 1:07 AM

The Memo

The Stats

Numbers don't lie.

27 Programs
36 Collaborators

Group Program Totals
UC Santa Cruz: 5461
UCSC Oakes College: 824

Did you get The Memo? Here it is:

Upcoming Programs

- [Summer Video Games Night](#) (08/12 @ 6:00 PM PDT)
- [700/ 800 loop BBQ](#) (08/15 @ 12:00 PM PDT)
- [Upper Campus Hike](#) (08/16 @ 10:00 AM PDT)
- [Breakfast and the Rest of the World](#) (08/16 @ 11:00 AM PDT)
- [Skills and Scrimmage](#) (08/20 @ 5:30 PM PDT)
- [Civic Engagement BBQ {UNDER CONSTRUCTION}](#) (08/21 @ 2:57 PM PDT)
- [Kid's movie night](#) (08/21 @ 6:00 PM PDT)
- [International Movie Night](#) (08/21 @ 7:00 PM PDT)

New Programs

Just added to your favorite groups.

- [Morning Hike!](#) (09/20 @ 9:30 AM PDT)
- [Building Meeting - MANDATORY for Buildings: 9, 10, 12, 14](#) (09/19 @ 8:30 PM PDT)
- [Building Meeting - MANDATORY for Buildings: 1, 2, 6, 7](#) (09/19 @ 8:00 PM PDT)
- [House Meetings - MANDATORY for Maxwell, Galen, Gauss & Galileo Residents](#) (09/19 @ 5:30 PM)

Section 1. Comfort on campus

1a. Where on campus do you most enjoy/feel comfortable being yourself? Please select your top 3 places.

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
Your on-campus living space	42	47%	110	60%	34	58%	55	54%
Dining hall	26	29%	79	43%	16	27%	35	35%
In class	38	42%	69	38%	23	39%	48	48%
Resource Centers	51	57%	31	17%	19	32%	16	16%
Library	36	40%	83	45%	30	51%	49	49%
Place of your UCSC employment	19	21%	30	16%	10	17%	21	21%
Gym	6	7%	42	23%	7	12%	25	25%
Restroom	8	9%	32	17%	9	15%	15	15%
Other	7	8%	11	6%	11	19%	6	6%
Everywhere	0	0%	3	2%	0	0%	3	3%
Student Organizations, etc.	1	1%	7	4%	0	0%	1	1%
Outdoors	2	2%	4	2%	5	9%	5	5%

1b. In general, how do you feel about starting conversation topics about race, gender and sexuality in each of the following situations?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
While talking to friends	Uncomfortable	4	4%	5	3%	2	3%	4	4%
	Somewhat comfortable	13	14%	14	8%	9	15%	6	6%
	Comfortable	18	20%	68	37%	19	32%	33	33%
	Very comfortable	55	61%	95	52%	29	49%	58	57%
While talking to students outside of class	Uncomfortable	10	11%	8	4%	6	10%	13	13%
	Somewhat comfortable	29	33%	55	31%	27	46%	24	24%
	Comfortable	29	33%	83	46%	18	31%	40	40%
	Very comfortable	21	24%	33	18%	8	14%	24	24%
While attending events/programs	Uncomfortable	14	16%	18	10%	9	15%	12	12%
	Somewhat comfortable	22	24%	61	34%	25	42%	28	28%
	Comfortable	29	32%	73	40%	19	32%	36	36%
	Very comfortable	25	28%	30	16%	6	10%	23	23%
In class	Uncomfortable	15	17%	19	10%	12	20%	10	10%
	Somewhat comfortable	28	31%	65	36%	18	31%	23	23%
	Comfortable	29	33%	70	38%	20	34%	46	46%
	Very comfortable	17	19%	28	15%	9	15%	22	22%
While speaking with support staff members such as advisers	Uncomfortable	15	17%	18	10%	6	10%	9	9%
	Somewhat comfortable	25	28%	59	33%	26	44%	34	34%
	Comfortable	29	32%	74	41%	20	34%	37	37%
	Very comfortable	21	23%	29	16%	7	12%	20	20%

1b (CONTINUES). In general, how do you feel about starting conversation topics about race, gender and sexuality in each of the following situations?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
During professor's office hours	Uncomfortable	21	23%	35	19%	15	26%	17	17%
	Somewhat comfortable	29	32%	60	33%	18	31%	30	31%
	Comfortable	26	29%	60	33%	15	26%	36	37%
	Very comfortable	14	16%	26	14%	10	17%	15	15%

Section 2. Resource Centers

2a. During this academic year, have you used the following campus resources/services? Select all that apply.

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
	Health Center	54	63%	92	53%	34	61%	56	60%
	OPERS	64	74%	129	75%	32	57%	71	76%
	Academic Advising	59	69%	115	66%	30	54%	54	57%
	Learning Support Services	20	23%	72	42%	9	16%	19	20%
	STARS	7	8%	9	5%	5	9%	7	7%
	Educational Opportunity	24	28%	52	30%	4	7%	9	10%
	CAPS	19	22%	25	14%	18	32%	9	10%
	CARE counselor	6	7%	1	1%	1	2%	1	1%
	College Specific Programs	43	50%	90	52%	29	52%	46	49%

2b. Would you refer a friend to one or more of the following Resource Centers? Select all that apply for yes or maybe.

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
	Cantú Queer Center	70	81%	44	25%	37	66%	26	28%
	Asian American/Pacific Islander Resource Center	29	34%	40	23%	6	11%	15	16%
	African American Community and Cultural Center	23	27%	28	16%	7	13%	16	17%
	Chicano/Latino Resource Center	40	47%	58	34%	11	20%	15	16%
	American Indian Resource Center	23	27%	24	14%	6	11%	15	16%
	Women's Center	41	48%	67	39%	23	41%	33	35%
	None	7	8%	70	40%	16	29%	57	61%

2c. When looking for support and resources at UCSC, WHERE do you go and/or WHO do you ask?

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
Friends	75	87%	154	89%	50	89%	80	85%
Facebook	25	29%	58	34%	15	27%	23	24%
Academic advisor	30	35%	89	51%	19	34%	43	46%
Resource center	42	49%	61	35%	18	32%	21	22%
Student group or organization	42	49%	48	28%	18	32%	18	19%
UCSC website	30	35%	85	49%	34	61%	53	56%
Professor	25	29%	62	36%	24	43%	27	29%
Teaching Assistant (TA)	27	31%	61	35%	18	32%	31	33%
Residential Advisor	22	26%	48	28%	15	27%	23	24%
Other	6	7%	14	8%	2	4%	1	1%

2d. How often have you visited the resource centers?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Visited the Cantú Queer Center	Never	10	12%	143	83%	24	43%	82	87%
	Once	13	15%	13	8%	4	7%	7	7%
	A couple of times	29	34%	16	9%	12	21%	5	5%
	Monthly	7	8%	1	1%	3	5%	0	0%
	Weekly	23	27%	0	0%	12	21%	0	0%
	Daily	4	5%	0	0%	1	2%	0	0%
Visited at least one Ethnic Resource Center	Never	36	44%	106	64%	45	82%	85	94%
	Once	17	21%	25	15%	2	4%	3	3%
	A couple of times	14	17%	24	14%	5	9%	2	2%
	Monthly	7	9%	7	4%	3	5%	0	0%
	Weekly	6	7%	2	1%	0	0%	0	0%
	Daily	1	1%	2	1%	0	0%	0	0%
Visited the Women's Center	Never	44	57%	132	81%	40	73%	75	83%
	Once	17	22%	14	9%	6	11%	8	9%
	A couple of times	11	14%	14	9%	7	13%	7	8%
	Monthly	2	3%	3	2%	0	0%	0	0%
	Weekly	3	4%	0	0%	2	4%	0	0%
	Daily	0	0%	0	0%	0	0%	0	0%

2e. Since starting UCSC have you used services or resources at the resource centers?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Used services and resources at the Cantú Queer Center	Never	12	14%	153	88%	27	48%	87	93%
	Once	11	13%	4	2%	4	7%	4	4%
	A couple of times	26	30%	12	7%	11	20%	1	1%
	Monthly	10	12%	3	2%	6	11%	1	1%
	Weekly	20	23%	1	1%	8	14%	1	1%
	Daily	7	8%	0	0%	0	0%	0	0%
Used services and resources at the Chicano Latino Resource Center	Never	52	64%	124	75%	47	85%	88	100%
	Once	6	7%	10	6%	4	7%	0	0%
	A couple of times	12	15%	18	11%	3	5%	0	0%
	Monthly	7	9%	6	4%	1	2%	0	0%
	Weekly	3	4%	7	4%	0	0%	0	0%
	Daily	1	1%	0	0%	0	0%	0	0%
Used services and resources at the African American Resource and Cultural Center	Never	59	79%	149	94%	53	96%	88	100%
	Once	8	11%	4	3%	1	2%	0	0%
	A couple of times	5	7%	2	1%	1	2%	0	0%
	Monthly	3	4%	1	1%	0	0%	0	0%
	Weekly	0	0%	1	1%	0	0%	0	0%
	Daily	0	0%	2	1%	0	0%	0	0%
Used services and resources at the American Indian Resource Center	Never	61	81%	150	95%	53	96%	85	98%
	Once	6	8%	4	3%	1	2%	1	1%
	A couple of times	5	7%	3	2%	1	2%	1	1%
	Monthly	1	1%	1	1%	0	0%	0	0%
	Weekly	1	1%	0	0%	0	0%	0	0%
	Daily	1	1%	0	0%	0	0%	0	0%
Used services and resources at the Asian American Resource Center	Never	53	71%	145	92%	50	96%	86	99%
	Once	5	7%	7	4%	0	0%	1	1%
	A couple of times	9	12%	3	2%	2	4%	0	0%
	Monthly	5	7%	1	1%	0	0%	0	0%
	Weekly	3	4%	1	1%	0	0%	0	0%
	Daily	0	0%	0	0%	0	0%	0	0%
Used services and resources at the Women's Center	Never	50	66%	134	82%	41	75%	77	86%
	Once	6	8%	11	7%	5	9%	6	7%
	A couple of times	15	20%	13	8%	5	9%	6	7%
	Monthly	2	3%	3	2%	3	5%	0	0%
	Weekly	3	4%	2	1%	0	0%	1	1%
	Daily	0	0%	0	0%	1	2%	0	0%

2f. How was your experience at the resource centers?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Experience at the Cantú Queer Center	Uncomfortable	2	3%	0	0%	0	0%	0	0%
	Somewhat comfortable	12	20%	2	13%	1	4%	0	0%
	Comfortable	12	20%	5	31%	16	57%	3	75%
	Very comfortable	33	56%	9	56%	11	39%	1	25%
Experience at Ethnic Resource Centers	Uncomfortable	0	0%	1	3%	0	0%	0	0%
	Somewhat comfortable	6	22%	2	6%	2	25%	0	0%
	Comfortable	11	41%	18	55%	2	25%	2	100%
	Very comfortable	10	37%	12	36%	4	50%	0	0%
Experience at the Women's Center	Uncomfortable	1	6%	0	0%	0	0%	0	0%
	Somewhat comfortable	1	6%	1	6%	0	0%	2	33%
	Comfortable	6	38%	6	38%	3	38%	2	33%
	Very comfortable	8	50%	9	56%	5	63%	2	33%

2g. How important to you are confidentiality and location of the center?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Importance of confidentiality and location of the Cantú Queer Center	Not important	2	4%	0	0%	3	13%	0	0%
	Somewhat important	6	13%	3	27%	7	29%	0	0%
	Important	13	27%	6	55%	6	25%	0	0%
	Very important	27	56%	2	18%	8	33%	2	100%
Importance of confidentiality and location of Ethnic Resource Centers	Not important	3	13%	1	3%	2	25%	0	0%
	Somewhat important	2	9%	6	21%	0	0%	1	100%
	Important	7	30%	11	38%	3	38%	0	0%
	Very important	11	48%	11	38%	3	38%	0	0%
Importance of confidentiality and location of the Women's Center	Not important	1	9%	0	0%	1	20%	0	0%
	Somewhat important	1	9%	1	9%	1	20%	1	17%
	Important	5	45%	2	18%	0	0%	3	50%
	Very important	4	36%	8	73%	3	60%	2	33%

2h. When you are at the center, how do you feel discussing issues of gender and sexuality?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Comfort discussing gender and sexuality at the Cantú Queer Center	Uncomfortable	0	0%	0	0%	0	0%	0	0%
	Somewhat comfortable	13	22%	4	25%	2	7%	0	0%
	Comfortable	13	22%	6	38%	12	43%	2	50%
	Very comfortable	32	55%	6	38%	14	50%	2	50%
Comfort discussing gender and sexuality at Ethnic Resource Centers	Uncomfortable	2	7%	1	3%	1	13%	0	0%
	Somewhat comfortable	9	33%	8	25%	2	25%	0	0%
	Comfortable	10	37%	13	41%	3	38%	2	100%
	Very comfortable	6	22%	10	31%	2	25%	0	0%
Comfort discussing gender and sexuality at the Women's Center	Uncomfortable	1	7%	0	0%	0	0%	0	0%
	Somewhat comfortable	1	7%	0	0%	0	0%	0	0%
	Comfortable	4	27%	5	31%	3	38%	5	71%
	Very comfortable	9	60%	11	69%	5	63%	2	29%

2i. When you are at the center, how do you feel discussing race and ethnicity?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Comfort discussing race and ethnicity at the Cantú Queer Center	Uncomfortable	4	7%	0	0%	2	7%	0	0%
	Somewhat comfortable	11	19%	5	31%	11	41%	0	0%
	Comfortable	25	43%	3	19%	9	33%	3	75%
	Very comfortable	18	31%	8	50%	5	19%	1	25%
Comfort discussing race and ethnicity at Ethnic Resource Centers	Uncomfortable	0	0%	0	0%	1	13%	0	0%
	Somewhat comfortable	2	7%	4	12%	0	0%	1	50%
	Comfortable	11	41%	14	42%	4	50%	1	50%
	Very comfortable	14	52%	15	45%	3	38%	0	0%
Comfort discussing race and ethnicity at the Women's Center	Uncomfortable	1	7%	0	0%	0	0%	1	14%
	Somewhat comfortable	2	13%	2	13%	1	13%	0	0%
	Comfortable	5	33%	5	31%	2	25%	4	57%
	Very comfortable	7	47%	9	56%	5	63%	2	29%

2j. At the center how often did people discuss other intersecting identities?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
People discuss <i>race and ethnicity</i> at the Cantú Queer Center	Never	5	9%	5	33%	2	8%	1	25%
	Once	6	11%	2	13%	4	15%	0	0%
	A couple of times	34	61%	6	40%	15	58%	2	50%
	Many times	11	20%	2	13%	5	19%	1	25%
People discuss <i>gender and sexuality</i> at Ethnic Resource Centers	Never	3	12%	11	33%	2	29%	1	50%
	Once	3	12%	3	9%	0	0%	0	0%
	A couple of times	14	54%	14	42%	3	43%	1	50%
	Many times	6	23%	5	15%	2	29%	0	0%
People discuss <i>transgender related topics</i> at the Women's Center	Never	3	23%	6	38%	2	25%	2	29%
	Once	1	8%	3	19%	0	0%	2	29%
	A couple of times	6	46%	6	38%	5	63%	3	43%
	Many times	3	23%	1	6%	1	13%	0	0%
People discuss <i>race and ethnicity</i> at the Women's Center	Never	0	0%	6	38%	2	25%	2	29%
	Once	2	15%	1	6%	0	0%	1	14%
	A couple of times	6	46%	8	50%	2	25%	4	57%
	Many times	5	38%	1	6%	4	50%	0	0%

Section 3. Student Events

3a. Have you ever attended the following events?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
GLBT events	Yes	55	71%	33	22%	30	57%	14	17%
	No	22	29%	115	78%	23	43%	68	83%
Race and ethnicity events	Yes	43	62%	60	43%	21	40%	24	31%
	No	26	38%	80	57%	32	60%	53	69%
Gender issue events	Yes	29	48%	33	22%	26	55%	26	34%
	No	32	53%	116	78%	21	45%	50	66%

3b. How often did you attend events at UCSC?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
GLBT event	Never	6	10%	29	56%	7	21%	11	50%
	Once	30	51%	22	42%	14	42%	10	45%
	A couple of times	10	17%	0	0%	3	9%	0	0%
	Monthly	11	19%	1	2%	9	27%	1	5%
	Weekly	2	3%	0	0%	0	0%	0	0%
Race and ethnicity event	Never	9	18%	28	34%	7	29%	18	49%
	Once	21	43%	44	54%	11	46%	18	49%
	A couple of times	10	20%	7	9%	5	21%	1	3%
	Monthly	8	16%	2	2%	1	4%	0	0%
	Weekly	1	2%	1	1%	0	0%	0	0%
Gender issues event	Never	10	23%	21	50%	10	33%	21	55%
	Once	20	45%	16	38%	14	47%	16	42%
	A couple of times	8	18%	3	7%	5	17%	0	0%
	Monthly	5	11%	2	5%	1	3%	1	3%
	Weekly	1	2%	0	0%	0	0%	0	0%

3c. How was your experience at events at UCSC?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
GLBT event experience	Uncomfortable	2	3%	0	0%	0	0%	0	0%
	Somewhat comfortable	17	29%	9	17%	7	21%	3	14%
	Comfortable	25	42%	23	44%	16	48%	10	45%
	Very comfortable	15	25%	20	38%	10	30%	9	41%
Race and ethnicity event experience	Uncomfortable	1	2%	3	4%	1	4%	1	3%
	Somewhat comfortable	12	24%	14	17%	8	35%	7	20%
	Comfortable	29	59%	40	48%	9	39%	13	37%
	Very comfortable	7	14%	26	31%	5	22%	14	40%
Gender issues event experience	Uncomfortable	0	0%	2	5%	0	0%	1	3%
	Somewhat comfortable	10	23%	2	5%	5	17%	6	16%
	Comfortable	26	59%	20	47%	15	52%	17	46%
	Very comfortable	8	18%	19	44%	9	31%	13	35%

3d. What types of GLBT events or programs have you attended at UCSC? Select all that apply.

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
Residential hall programs	14	23%	23	38%	12	35%	4	17%
College programs	30	50%	32	52%	20	59%	14	61%
Classes	21	35%	9	15%	12	35%	3	13%
Student organizations	38	63%	13	21%	18	53%	5	22%
Presentations	22	37%	14	23%	12	35%	3	13%
Trainings	7	12%	12	20%	8	24%	1	4%
Met with counselors	9	15%	1	2%	2	6%	0	0%
Support groups	16	27%	3	5%	5	15%	0	0%
Other	5	8%	4	7%	0	0%	1	4%

3e. How do you usually learn about GLBT events? Select your most common sources of information.

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
UCSC website	7	12%	11	18%	4	12%	3	13%
Facebook	34	57%	32	52%	16	47%	9	39%
Class announcement	7	12%	12	20%	6	18%	5	22%
Friends	42	70%	28	46%	28	82%	13	57%
Email newsletter	28	47%	13	21%	19	56%	1	4%
Flyers at bus stops	45	75%	27	44%	19	56%	11	48%
Other	1	2%	3	5%	2	6%	2	9%

3f. What types of events and/or programs focusing on issues of race and ethnicity have you attended at UCSC? Select all that apply.

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
Residential hall programs	14	27%	27	31%	9	38%	13	35%
College programs	23	45%	43	50%	12	50%	18	49%
Classes	32	63%	42	49%	15	63%	23	62%
Student organizations	29	57%	39	45%	13	54%	12	32%
Presentations	32	63%	37	43%	16	67%	14	38%
Trainings	7	14%	14	16%	8	33%	6	16%
Met with counselors	9	18%	2	2%	0	0%	1	3%
Support groups	6	12%	4	5%	0	0%	0	0%
Other	3	6%	3	3%	2	8%	3	8%

3g. How do you usually learn about race/ethnicity events? Select your most common sources of information.

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
UCSC website	3	6%	15	17%	4	17%	8	22%
Facebook	34	67%	44	51%	11	46%	15	41%
Class announcement	17	33%	37	43%	12	50%	13	35%
Friends	36	71%	55	64%	18	75%	20	54%
Email newsletter	28	55%	37	43%	12	50%	5	14%
Flyers at bus stops	31	61%	48	56%	15	63%	17	46%
Other	2	4%	4	5%	0	0%	2	5%

3h. What types of events and/or programs have you attended at UCSC which highlighted gender issues? Select all that apply.

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
Residential hall programs	10	22%	15	32%	11	33%	11	28%
College programs	13	28%	13	28%	12	36%	11	28%
Classes	23	50%	20	43%	16	48%	18	45%
Student organizations	21	46%	17	36%	13	39%	8	20%
Presentations	21	46%	21	45%	10	30%	13	33%
Trainings	7	15%	10	21%	7	21%	3	8%
Met with counselors	5	11%	0	0%	1	3%	1	3%
Support groups	9	20%	2	4%	3	9%	0	0%
Other	2	4%	2	4%	4	12%	2	5%

3i. How do you usually learn about gender related events? Select your most common sources of information.

	QSOC		Straight SOC		Queer, white		Straight, white	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %
UCSC website	6	13%	5	11%	4	12%	9	23%
Facebook	24	52%	28	60%	18	55%	22	55%
Class announcement	13	28%	15	32%	12	36%	14	35%
Friends	29	63%	29	62%	25	76%	17	43%
Email newsletter	23	50%	14	30%	15	45%	12	30%
Flyers at bus stops	24	52%	21	45%	19	58%	12	30%
Other	1	2%	2	4%	1	3%	4	10%

Section 4. Mentorship

4a. How important is a mentor and their identity similarity?

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Importance of a mentor	Not important	9	12%	14	9%	8	15%	14	16%
	Somewhat important	14	18%	42	26%	15	28%	24	28%
	Important	23	30%	51	32%	18	34%	23	26%
	Very important	31	40%	54	34%	12	23%	26	30%
Importance of same race and ethnicity	Not important	25	33%	86	53%	44	85%	66	78%
	Somewhat important	24	32%	38	24%	5	10%	13	15%
	Important	12	16%	25	16%	0	0%	4	5%
	Very important	15	20%	12	7%	3	6%	2	2%
Importance of same sexual orientation	Not important	30	39%	114	71%	29	56%	63	74%
	Somewhat important	19	25%	25	16%	10	19%	16	19%
	Important	17	22%	17	11%	7	13%	4	5%
	Very important	10	13%	5	3%	6	12%	2	2%
Importance of same gender identity	Not important	32	43%	105	66%	31	60%	58	69%
	Somewhat important	22	29%	27	17%	8	15%	16	19%
	Important	10	13%	18	11%	8	15%	6	7%
	Very important	11	15%	10	6%	5	10%	4	5%
Importance of same field of study	Not important	14	18%	21	13%	9	17%	11	13%
	Somewhat important	15	19%	26	16%	13	25%	12	14%
	Important	24	31%	60	38%	15	29%	34	40%
	Very important	24	31%	52	33%	15	29%	27	32%
Importance of same co-curricular interest (e.g., community service)	Not important	16	21%	37	23%	16	31%	24	28%
	Somewhat important	22	29%	41	26%	18	35%	29	34%
	Important	20	26%	56	35%	14	27%	26	31%
	Very important	18	24%	25	16%	4	8%	6	7%
Importance of same political views	Not important	24	32%	71	45%	12	23%	42	50%
	Somewhat important	17	22%	51	32%	16	31%	25	30%
	Important	20	26%	24	15%	17	33%	14	17%
	Very important	15	20%	12	8%	7	13%	3	4%
Importance of same religious/spiritual views	Not important	44	59%	90	57%	25	48%	48	57%
	Somewhat important	17	23%	48	30%	14	27%	20	24%
	Important	9	12%	12	8%	10	19%	9	11%
	Very important	5	7%	9	6%	3	6%	7	8%

4b. Mentorship qualities

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Do you have a mentor?	Yes	24	31%	38	24%	13	25%	15	17%
	Maybe	14	18%	22	14%	9	17%	15	17%
	No	39	51%	101	63%	31	58%	57	66%
Do they affirm your identity?	Yes	5	13%	22	37%	6	32%	8	27%
	Maybe	17	45%	20	33%	5	26%	6	20%
	No	16	42%	18	30%	8	42%	16	53%

Section 5. Student Organizations

5a. Student Organization Participation

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Are you a member of an organization or a club?	No	30	39%	82	51%	23	43%	40	46%
	Yes, one	31	40%	37	23%	18	34%	14	16%
	Yes, more than one	16	21%	43	27%	12	23%	33	38%
Are you a leader of an organization or a club?	Yes	23	49%	33	41%	8	27%	17	36%
	No	24	51%	47	59%	22	73%	30	64%

5b. Organization Involvement Levels

		QSOC		Straight SOC		Queer, white		Straight, white	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
Meeting and events attendance	Once a quarter	1	2%	6	8%	1	4%	6	13%
	Once a month	2	4%	14	18%	2	7%	2	4%
	Once a week	43	93%	60	75%	25	89%	39	83%
Discussion of LGBT issues/Being an ally	Never	7	15%	32	41%	4	14%	19	41%
	Rarely	8	17%	19	24%	4	14%	16	35%
	Sometimes	5	11%	18	23%	6	21%	7	15%
	Often	10	22%	7	9%	6	21%	2	4%
	All of the time	16	35%	3	4%	8	29%	2	4%
Discussion of race and ethnicity/being an ally	Never	3	7%	20	25%	6	22%	14	32%
	Rarely	9	20%	12	15%	8	30%	15	34%
	Sometimes	11	24%	22	28%	7	26%	8	18%
	Often	12	26%	13	16%	4	15%	5	11%
	All of the time	11	24%	13	16%	2	7%	2	5%
Comfortable sharing aspects of identity	Never	1	2%	6	8%	1	4%	2	4%
	Rarely	5	11%	6	8%	6	21%	1	2%
	Sometimes	12	27%	19	24%	4	14%	6	13%
	Often	13	29%	25	32%	12	43%	12	27%
	All of the time	14	31%	23	29%	5	18%	24	53%

Section 6. QSOC Experience

6a. How "out" are you about your gender identity and/or sexuality? Select all that apply.

	QSOC	
	Count	Column %
Only to myself	14	18%
Couple of close friends	27	36%
Friends/school	50	66%
Immediate family	37	49%
Place of employment	21	28%
Extended family	9	12%
Everyone I meet	20	26%
Other	12	16%

6b. How strongly do you feel the need to organize and/or be around people who have the same identity as you?

		Count	Column %
Need to organize and/or be around people with the same ethnic identity	Not strongly	24	32%
	Somewhat strongly	22	29%
	Strongly	16	21%
	Very strongly	13	17%
Need to organize and/or be around people with the same sexuality	Not strongly	23	31%
	Somewhat strongly	21	28%
	Strongly	19	25%
	Very strongly	12	16%
Need to organize and/or be around people with the same gender identity	Not strongly	29	39%
	Somewhat strongly	23	31%
	Strongly	15	20%
	Very strongly	7	9%

6c. How many individuals do you know at UCSC who identify as Queer People of Color?

		Knew Faculty members		Knew Staff Members		Knew Undergraduate students		Knew Graduate Students	
		Count	Column %	Count	Column %	Count	Column %	Count	Column %
How many individuals do you know?	0-2	58	77%	55	76%	11	15%	56	76%
	3-5	12	16%	14	19%	13	17%	9	12%
	6-10	4	5%	2	3%	12	16%	4	5%
	11 and more	1	1%	1	1%	39	52%	5	7%

PLEASE CONTACT Institutional Research, Assessment, and Policy Studies office at surveys@ucsc.edu if you are interested in using this survey or some of these questions. Thank you!

Student Engagement Survey UC Santa Cruz

Thank you for your interest in participating in this survey.

This is a secure, **anonymous** 10-15 minute online survey asking you questions about your experiences and attitudes/beliefs about Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) and People of Color communities as well as the accessibility and inclusiveness of resources, programs and services here at UCSC. Please answer each and every question to the best of your ability.

In this survey, we use the term *queer* as a positive umbrella term to include the spectrum of all identities within the LGBTQ community.

We also use the term *people of color* as a positive umbrella term to include the diversity of ethnic and cultural identities.

We use the term Queer People of Color or QPOC as a term that represents a community of people who have these intersecting and multiple identities.

If you are interested in participating in a face-to face focus group to further explore the visibility of Queer People of Color students and how services and programs are accessed, you will be able to provide your email or phone at the end of this survey.

When you complete the survey, you may also enter your email to participate in a drawing for a \$25 BayTree Book Store gift card.

If you have any questions please email xxxx

Thank you,

Tam Welch (Program Coordinator, Cantú Queer Center and Asian American/Pacific Islander Resource Center)

Abraham A. Aragundi, Faaizah Patail, Dylan Cureton (Student Advisory Committee)

CLICK NEXT TO AGREE TO PARTICIPATE IN THE SURVEY

Background information about you to help us better understand your experiences and opinions

1. Are you an:
 - Undergraduate student
 - Undergraduate Transfer student
 - Graduate student

2. For undergraduate students, what is your class standing?
 - Frosh
 - Sophomore
 - Junior
 - Senior

3. What is your declared major? Undergraduate programs are listed in alphabetical order. Students with double majors or combined majors, please select one.
 - Undecided (undeclared)
 - [list of majors]

4. What is your college affiliation? [list of colleges]

5. Do you live ...
 - On-Campus
 - Off-Campus

6. How old are you?
 - 17-22 years old
 - 23-25 years old
 - 26 years old or older

7. What is your ethnic background? Check all that apply.
 - African/African American
 - Asian/Asian American
 - Caucasian
 - Chicana/o
 - Latina/o
 - Middle Eastern
 - Multiethnic
 - Native American
 - Pacific Islander
 - Unknown
 - Not listed above. Please specify: _____

8. What is your gender?
 - Female
 - Male
 - Gender queer
 - Trans-identified
 - Not listed above. Please specify: _____

9. What is your sexual orientation? Check the one that best describes you.

- Heterosexual
- Lesbian/Gay
- Queer
- Bisexual/Pansexual
- Questioning
- Not listed above. Please specify: _____

10. Do you identify as a queer person of color?

- Yes
- No
- Decline to state

Section 1. Comfort on campus

1a. Where on campus do you most enjoy/feel comfortable being yourself?

Please select your top 3 places.

- your on-campus living space
- dining hall
- in class
- resource centers
- library
- place of your UCSC employment
- gym
- restroom
- Please elaborate _____

What specifically makes these places feel welcoming to you?

1b. In general, how do you feel about starting conversation topics about race, gender and sexuality in each of the following situations?

	Uncomfortable	Somewhat comfortable	Comfortable	Very comfortable
while talking to friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
while talking to students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
while attending events/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
while speaking with support staff members such as advisers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
during professor's office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2. Resource Centers

2a. During this academic year, have you used the following campus resources/services? Select all that apply.

- Health Center
- OPERS
- Academic Advising
- Learning Support Services
- STARS
- Educational Opportunity Program
- CAPS
- CARE counselor
- College Specific Programs (i.e. college night)

2b. Would you refer a friend to one or more of the following **Resource Centers**? If yes or maybe, indicate which centers. Select all that apply.

- Cantú Queer Center
- Asian American/Pacific Islander Resource Center
- African American Community and Cultural Center
- Chicano/Latino Resource Center
- American Indian Resource Center
- Women's Center
- None

2c. When looking for support and resources at UCSC, WHERE do you go and/or WHO do you ask? Please be as specific as possible.

- friends
- Facebook
- academic advisor
- resource center
- student group or organization
- UCSC website
- professor
- Teaching Assistant (TA)
- Residential Advisor (RA/CA/NA)
- Not listed above. Please specify _____

2d. Since starting at UCSC, have you **used** the services and resources at the **Cantú Queer Center**? (i.e., website, Facebook group, e-newsletter)

- Never
- Once
- A couple of times
- Monthly
- Weekly
- Daily

2e. Have you **visited** the **Cantú Queer Center**?

- Never
- Once
- A couple of times

- Monthly
- Weekly
- Daily

If Q2e =Never or Once, Skip to Section 3.

Students who visited the Cantú Queer Center more than once:

2f. How would you describe your experience at the Cantú Queer Center?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

What can make the Cantú Queer Center a more welcoming space?

2g. When you access staff support at the Cantú Queer Center, how important to you are confidentiality and location of the center?

- unimportant
- somewhat important
- important
- very important
- unsure, don't know

Please explain your answer above about confidentiality and location.

2h. When you are at the Cantú Queer Center, how do you feel discussing issues of **gender and sexuality**?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

2i. How do you feel discussing issues of **race and ethnicity**?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

2j. How frequently do you hear staff, students, or faculty discuss issues of **race and ethnicity** at the Cantú Queer Center?

- never
- once
- a couple of times
- many times

2k. Would you like to say anything else about your experiences at the Cantú Queer Center?

Section 3. Student Events

3. Have you attended other GLBT specific events at UCSC?

- Yes
- No
- Not sure

If Q3 = No, Skip to Section 4.

Students who attended other GLBT events at UCSC:

3a. What types of GLBT events or programs have you attended at UCSC? Select all that apply.

- residential hall programs
- college programs
- classes
- student organizations
- presentations
- trainings
- met with counselors
- support groups
- not listed above. Please specify _____

3b. How frequently do you attend GLBT events at UCSC?

- once a year
- a couple times a year
- monthly
- weekly
- daily

3c. How do you usually learn about these events? Select your most common sources of information.

- UCSC website
- Facebook
- class announcement
- friends
- email newsletter
- flyers at bus stops
- not listed above. please specify _____

3d. Overall, how comfortable has your experience been at these events at UCSC?

- uncomfortable
- somewhat comfortable

- comfortable
- very comfortable

Please explain specifically what made some or all of these events feel welcoming.

Section 4. Ethnic Resource Centers

4a. In your time at UCSC, how frequently have you **used** the services and resources at the Ethnic Resource Centers? (i.e., website, Facebook group, e-newsletter)

	never	once	a couple of times	monthly	weekly	daily
Chicano Latino Resource Center	<input type="radio"/>					
African American Resource and Cultural Center	<input type="radio"/>					
American Indian Resource Center	<input type="radio"/>					
Asian American Resource Center	<input type="radio"/>					

4b. Since starting at UCSC, how frequently have you visited one or more of the **Ethnic Resource Centers**?

- Never
- Once
- A couple of times
- Monthly
- Weekly
- Daily

If Q4b = Never or Once, Skip to Section 5.

Students who visited one of more of the Ethnic Resource Centers more than once:

In this survey we use the name Ethnic Resource Center(s) to refer to the four resource centers indicated in the previous page as well as the physical space for the Chicano Latino, African American, American Indian and Asian American communities.

a. How would you describe your experience at the Ethnic Resource Center(s)?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

b. What can make the Ethnic Resource Center(s) a more welcoming space?

c. When you access staff support at the Ethnic Resource Center(s), how important to you are confidentiality and location of the center?

- unimportant
- somewhat important
- important
- very important
- unsure, don't know

d. Please explain your answer above about confidentiality and location.

e. When you are at the Ethnic Resource Center(s), how do you feel discussing issues of **gender and sexuality**?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

f. How do you feel discussing issues of **race and ethnicity**?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

g. How frequently did you hear staff, students, or faculty discuss issues of **gender and sexuality** at the Ethnic Resource Center(s)?

- never
- once
- a couple of times
- many times

i. Would you like to say anything else about your experiences at the Ethnic Resource Center(s)?

Section 5. Student events focusing on issues of race and ethnicity

5. Have you attended UCSC events/programs focusing on issues of race and ethnicity?

- Yes
- No
- Not sure

If Q5 = No, Skip to Section 6.

Students who attended UCSC events/programs focusing on issues of race and ethnicity:

5a. What types of events and/or programs focusing on issues of race and ethnicity have you attended at UCSC? Select all that apply.

- residential hall programs
- college programs
- classes
- student organizations
- presentations
- trainings
- met with counselors
- support groups
- not listed above. Please specify _____

5b. How frequently do you attend UCSC events focusing on race and ethnicity?

- once a year
- a couple times a year
- monthly
- weekly
- daily

5c. How do you usually learn about these events? Select your most common sources of information.

- UCSC website
- Facebook
- class announcement
- friends
- email newsletter
- flyers at bus stops
- not listed above. please specify _____

5d. Overall, how comfortable has your experience been at these events at UCSC?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

5e. Please explain specifically what made some or all of these events feel welcoming.

Section 6. Women's Center

6a. Since starting at UCSC, have you **used** the services and resources at the **Women's Center**? (i.e., website, Facebook group, e-newsletter)

- Never
- Once
- A couple of times
- Monthly
- Weekly
- Daily

6b. Have you **visited** the Women's Center?

- Never
- Once
- A couple of times
- Monthly
- Weekly
- Daily

If Q6b=Never or Once, Skip to Section 7.

Students who visited the Women's Center more than once:

a. How would you describe your experience at the Women's Center?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

b. What can make the Women's Center a more welcoming space?

c. When you access staff support at the Women's Center, how important to you are confidentiality and location of the center?

- unimportant
- somewhat important
- important
- very important
- unsure/don't know

d. Please explain your answer above about confidentiality and location.

e. When you are at the Women's Center, how do you feel discussing issues of **gender and sexuality**?

- uncomfortable
- somewhat comfortable

- comfortable
- very comfortable

f. How do you feel discussing issues of **race and ethnicity**?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

g. How frequently did you hear staff, students, or faculty discuss **transgender related topics** at the Women's Center?

- never
- once
- a couple of times
- many times

h. How frequently did you hear staff, students, or faculty discuss issues of **race and ethnicity** at the Women's Center?

- never
- once
- a couple of times
- many times

i. Would you like to say anything else about your experiences at the Women's Center?

Section 7. Student Events focusing on gender topics

7. Have you attended events at UCSC that highlighted gender topics such as feminine, masculine, or transgender issues?

- Yes
- No
- Not sure

If Q7=No, Skip to Section 8.

a. What types of events and/or programs have you attended at UCSC which highlighted **gender issues**? Select all that apply.

- residential hall programs
- college programs
- classes
- student organizations
- presentations
- trainings
- met with counselors
- support groups
- not listed above. Please specify _____

b. How frequently do you attend programs and/or events at UCSC which highlight gender issues?

- once a year
- a couple times a year
- monthly
- weekly
- daily

c. How do you usually learn about these events? Select your most common sources of information.

- UCSC website
- Facebook
- class announcement
- friends
- email newsletter
- flyers at bus stops
- not listed above. please specify _____

d. Overall, how comfortable has your experience been at these events at UCSC?

- uncomfortable
- somewhat comfortable
- comfortable
- very comfortable

e. Please explain specifically what made some or all of these events feel welcoming.

Section 8. Mentorship

a. How important is it for you to have/find a mentor at UCSC: a staff and/or faculty member who would get to know you and could provide you advice and guidance on a regular basis?

- not important
- somewhat important
- important
- very important

b. How important for you that the mentor's identity is/would be similar to yours?

	not important	somewhat important	important	very important
Race and ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-curricular interest (e.g., community service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Do you have a mentor?

- Yes
- Maybe
- No

d. If yes, does this person affirm your identity?

- Yes, definitely
 - Yes, to some extent
 - No, not at all
 - I am not sure
-

Section 9. Student Organizations

9. Are you a current member of a student organization, government, group or club on campus?
- Yes, I am a member of just **one** student organization
 - Yes, I am a member of **more than one** student organization
 - No, I am **not** a member of any student organizations

NOTE: The survey ends for students who answered “No, I am not a member of any student organizations,” AND who said that they did not identify as queer person of color (see the question at the end of the background section).

Students who said they were members of at least one student organization:

- a. Are you a leader in one or more of these student organizations?
- Yes
 - No
- b. How frequently do you attend meetings and/or participate in events of at least one of these organizations?
- once a week
 - once a month
 - once a quarter
- c. Thinking about the student organization you are most involved with, how often during the meetings ...

	never	rarely	someti mes	often	all the time
Have LGBT issues been discussed and/or has the topic of being an ally been mentioned?	<input type="radio"/>				
Have race/ethnicity related issues been discussed and/or has the topic of being an ally been mentioned?	<input type="radio"/>				
Have you been comfortable sharing different aspects of your identity?	<input type="radio"/>				

- d. Use the space below to make comments or clarify your responses above.

NOTE: The survey ends for students who said that they did not identify as queer person of color (see the question at the end of the background section).

Section 10. QSOC Experience

a. You indicated earlier in the survey that you identify as a Queer Person of Color. How “out” are you about your gender identity and/or sexuality? (check all that apply)

- only to myself
- couple of close friends
- friends/school
- immediate family
- place of employment
- extended family
- everyone I meet
- not listed above. Please specify: _____

b. How strongly do you feel the need to organize and/or be around people who have the same identity as you?

	not strongly	somewhat strongly	strongly	very strongly
Ethnic identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. How many individuals do you know at UCSC who identify as Queer People of Color?

	0-2	3-5	6-10	11 and more
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. If you have experienced academic and/or social difficulties at UCSC, please share with us any suggestions you may have about what the university could do to help students like yourself.

e. How can the University be more effective in providing and/or removing barriers to access services and educational opportunities for Queer People of Color?

Thank you for sharing your thoughts and experiences with us.

We will be organizing several focus group discussions in May 2013. A focus group is a moderated small group discussion lasting 1-2 hours. Your participation would help the University and Retentions Services improve services and programs as well their visibility to students.

If you are interested in participating in a focus group about the programs and services as well as the issues QPOC are facing on this campus, please provide your email OR phone number below.

your email or _____

phone number _____

If you are **not** interested in the focus group, please click **Next** to finish the survey.

END OF THE SURVEY
