

ATTITUDES TOWARD GAY AND LESBIAN STUDENTS: AN INVESTIGATION
OF RESIDENT ADVISORS AT VIRGINIA TECH

by

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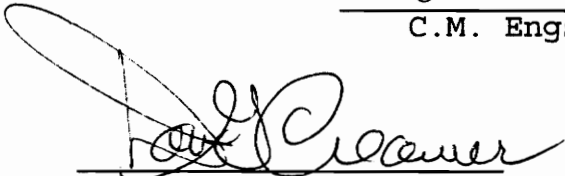
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by
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Student Personnel Services and Counseling

(ABSTRACT)

Recently, the population of gay and lesbian persons who are open about their sexuality has increased (Evans and Wall, 1991). Student attitudes toward these subpopulations are of interest to educators and administrators who are involved in directly serving students. While several national studies have been conducted to assess general attitudes toward gays and lesbians, little research is aimed at assessing student attitudes toward this population. Past research has pointed up the need for an instrument that assesses attitudes toward gay men and lesbians as two distinct groups. Herek developed an inventory to address this issue.

The attitudes of Virginia Tech's Resident Advisors toward lesbians and gay men were assessed using Herek's (1988) Attitudes Toward Lesbians and Gay Men scale. A three-way ANOVA was used to determine the degree to which gender, academic level, and tenure of experience were associated with scores on the inventory. No significant effects were revealed from this analysis. Overall mean scores fell in the "neutral" range suggesting a lack of support for both gay and lesbian persons. The results of this study should aid educators and other administrators at Virginia Tech in better understanding

the attitudes of the Resident Advisors toward gays and lesbians and to consider the implications of this assessment data.

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CHAPTER ONE

Introduction

The population of gay and lesbian persons who are open about their sexuality has increased in recent years (Evans & Wall, 1991). The march on Washington, D.C. in April of 1993, the proposed resolution concerning gays and lesbians in the military, and the media coverage of AIDS often mistakenly associated primarily with gay and lesbian persons have all aided in increased interest in this population. Therefore, the attitudes toward gay and lesbian persons that shape these issues have also been of recent interest (Herek, 1988).

In addition to increased interest in general population attitudes, college students' attitudes toward gays and lesbians have also been investigated (Herek & Glunt, 1993). This population has been targeted for research due to evidence that many lesbians and gay men come out between the ages of 18 and 24, which is the typical age group for traditional college students (McDonald, 1982; Moses & Hawkins, 1982). McDonald (1982) postulated that the process of coming out may be due to the social environment at the university in the study. Indeed, in his investigation, the environment was perceived by the participants to be liberating.

Virginia Tech's student population is comprised of students primarily between the ages of 18 and 24. McDonald's (1982) research concerning the coming out process for gays and lesbians is significant for universities nationwide because it suggests the possibility that a portion of every university population may be gay or lesbian. Therefore, it might be beneficial for administrators and students at Virginia Tech to be aware of the specific needs, issues, and climate toward gays and lesbians to better serve this population.

Many universities espouse policies that are consistent with the acceptance of diversity and non-discriminatory service for all students. D'Augelli (1989) indicates that Resident Advisors (RAs) are the most frequent and consistent university contacts students have during their stay in the residence halls. According to D'Augelli (1989), RAs as paraprofessional staff members and peers can be particularly important resources in creating living environments that do not discriminate against residents due to individual cultural and lifestyle differences.

Similarly, Boyer (1987) suggests that RAs are "deeply involved in the lives of students and in helping colleges accomplish their most fundamental goals" (p. 200). Boyer's studies coincide with D'Augelli (1989) in that he cites RAs as instrumental in creating an accepting living and learning

environment. Furthermore, RAs are with resident students everyday and are called upon to be counselors, friends, disciplinarians, and confidantes (Boyer, 1987). Therefore, RAs' attitudes toward individual differences stands to create a noticeable impact on the residents.

Virginia Tech RAs are encouraged to promote an environment that minimally tolerates diversity. This is evident by the following excerpt taken from the Head RA and RA training manual at Virginia Tech from 1992. "Each student should be accepted and respected as an individual human being with rights and responsibilities...We want you to embrace these ideas and LEAD/TEACH BY EXAMPLE" (Riehl, 1992, p. x).

However, promoting an accepting climate in the residence halls for gay and lesbian students may be a more formidable task than expected in light of Herek's (1989) findings. Herek found, regardless of the setting, the prevailing attitude of most students is negative toward members of this population. These attitudes have also been found to vary according to important variables such as gender, religious affiliation, cultural background, and familial influence.

In regard to the effect of gender on attitudes toward gay and lesbian persons, some researchers have found that men and women differ significantly. Women have consistently

been found to hold less negative attitudes than men toward lesbians and gays (Clift, 1988; D'Augelli, 1989; D'Augelli & Rose, 1990). D'Augelli's (1989) study investigated prospective RAs' attitudes toward gay and lesbian students. He found that male RAs surveyed consistently held more negative attitudes than did female RAs toward gay men. Yet, there were no significant differences found between female and male RAs' attitudes toward lesbians.

Purpose of Study

Considering the results of D'Augelli's (1989) research, the purpose of this study was to describe the attitudes of the RA staff at Virginia Tech toward gay and lesbian students. Specifically, the study attempted to assess whether gender, academic level, or tenure of experience were associated with these attitudes.

The information generated by studying these variables may be useful in exploring possible factors that contribute to sensitivity levels toward gays and lesbians in a university community. Ultimately, awareness of the attitudes specific to Virginia Tech's RAs concerning lesbian and gay students may aid in increasing the understanding of the current climate toward these students at Virginia Tech.

Research questions

This study answered the following research questions:

1. What type of attitudes do RAs at Virginia Tech hold

toward gay and lesbian students as assessed by Herek's (1988) Attitudes Toward Lesbians and Gay Men (ATLG) scale (see Appendix A) and are these attitudes differentially associated with gender, academic level, and tenure of experience?

a) How do gender, academic level, tenure of experience, and their corresponding interaction effects affect the overall mean score on the Attitudes Toward Lesbians subscale?

b) How do gender, academic level, tenure of experience, and their corresponding interaction effects affect the overall mean score on the Attitudes Toward Gay Men subscale?

c) How do gender, academic level, tenure of experience, and their corresponding interaction effects affect the overall mean score on the ATLG scale?

Significance of study

While there have been several studies on attitudes toward gay and lesbian persons, each study has targeted different populations. This study is significant for Virginia Tech because it generated actual data that helped to define current RA attitudes toward gay and lesbian students. Additionally, knowledge of RAs' attitudes toward gays and lesbians is an important component in assessing

existing climates toward gays and lesbians in the residence halls. Investigating RAs' attitudes toward gays and lesbians may also be useful in assessing sensitivity training needs.

Definition of terms

Definitions of the following terms are provided for the purposes of this study:

Homonegativism: The umbrella term which is inclusive of any anti-gay or lesbian sentiments, actions, or policies (Hudson & Ricketts, 1980).

Homophobia: "Aversion to gay or homosexual people or their lifestyle or culture." (American Heritage Dictionary, 1992, p.867).

Gay: This term is used in the context of a lifestyle referring to men who prefer other men to meet their emotional, psychological, and physical needs (Evans & Wall, 1991).

Lesbian: This term is used in the context of a lifestyle referring to women who prefer other women to meet their emotional, psychological, and physical needs (Evans & Wall, 1991).

Limitations of study

There are several limitations specific to this study. This study did not consider the impact of cultural, religious, racial or familial influences on the attitudes of

the RAs. While these are important variables to consider, they are not within the scope of this study.

In addition to the exclusion of these variables, the sensitivity of the topic may have skewed the results of the study. RAs surveyed may not have responded to the questions candidly because they were aware that their employers would be receiving the results of the study. While it was explained that the responses to the survey would remain completely anonymous, RAs may have been reluctant to return the survey for fear of negative employment consequences.

Also, due to the nature of the study, the results cannot be used to make generalizations about RAs at other institutions. These results only give information specific to the RA population at Virginia Tech. This is due to the fact that the sample was solely comprised of RAs at Virginia Tech.

Another weakness in the design of the study lies in the instrument chosen to survey Virginia Tech's RAs. The ATLG scale was created primarily to assess the attitudes of heterosexuals toward gay and lesbian persons (Herek, 1988). Since respondents will not be asked to report their sexual orientation, it must be considered that some RAs may be gay or lesbian. Participants' sexual orientation obviously affected their responses to the ATLG (Herek, 1988), but it

is uncertain to what extent considering the existence of homophobia within the gay and lesbian communities (Evans & Wall, 1991).

Organization of Paper

This paper is comprised of five chapters. The first chapter contained the introduction, definition of terms, limitations, purpose and significance of the study. Chapter Two is a review of literature relevant to the topic. Chapter Three outlines the methodology of the study while Chapter Four reports the results of the study. Chapter Five consists of discussion, implications, and conclusions relevant to the study's findings as well as suggestions for further research.

Chapter Two

Literature Review

Introduction

This section of the paper will discuss literature related to the topic of attitudes toward gay and lesbian persons. This literature review will address four topics including: (a) overview of the history of research concerning gay and lesbian students in the student affairs field, (b) harassment of gays and lesbians, (c) research conducted to assess college students' attitudes toward gay and lesbian persons, and (d) current interventions employed to educate students on issues concerning gays and lesbians.

Overview of Student Affairs Research on Gays and Lesbians

The roots of research on issues concerning gays and lesbians can be found in Social Psychology, Psychology, Sociology, and Human Development. In a previous literature review conducted by the researcher and several colleagues (Haughey, Hummel, Notowitz, Ralston, & Sanford, 1993), a great deal of literature from the late 1970s and through to the late 1980s addresses ego and sexual identity development of gay and lesbian persons. This area of interest was generally discussed within the realms of psychology (early to mid 1970s) and student affairs (late 1970s through to present day). It must be noted, however, that the scope of

the previous studies were narrowed to developmental tasks relating to lesbian and gay college students as they develop their identities.

In the late 1970s and early 1980s psychologists seemed to be very interested in the coming out process for gay and lesbian persons. For example, Henderson (1984) was concerned with lesbianism as a developmental phenomenon for college students. However, her research was mainly conducted within the discipline of psychology. This research was followed by studies that focused on the timing of the coming out process for both lesbians and gays. Previous studies found that many gays and lesbians come out between the ages of 18 and 24 (McDonald, 1982; Moses & Hawkins, 1982).

Within the student affairs profession, much research has recently been focused on gay and lesbian students' developmental needs with a view to better serve this population of students (Evans & Wall, 1991; Henderson, 1984; McDonald, 1982). A particular need defined by this research is that of peer acceptance. Henderson (1984) found that lesbians and gay men suffered from feelings of isolation due to their perceptions that their peers do not accept them.

Other research has pointed out that the fears of isolation on college campuses expressed by many lesbian and gay students have not been found to be entirely unwarranted

(Herek, 1989; Hudson & Ricketts, 1980; Kite, 1980). Thus, the interest in assessing attitudes of heterosexual students toward lesbians and gays has grown.

Homophobia, Prejudice, and Harassment

Homophobia and prejudice toward gays and lesbians

Homonegativism is defined as the umbrella term for the entire domain of anti-gay responses (Hudson & Ricketts, 1980). Most often homonegativism manifests itself in the concept of homophobia. The 1992 edition of the American Heritage Dictionary of the English Language defines homophobia as an "aversion to gay or homosexual people or their lifestyle or culture" (p.867). Similarly, Hudson and Ricketts (1980) described homophobia as responding to gays and lesbians with a certain amount of disgust and/or discomfort. Even though the term homophobia seems to suggest an irrational fear as indicated by the suffix "phobia" more recent definitions like those stated above are widely accepted as the standard.

While these definitions are specific to the fear of gays and lesbians, many researchers have found that prejudice or aversion toward one minority group usually signals prejudice toward many other minorities. Prejudice as defined by Gaertner and Dovidio (1986) can be a generalized attitude. Ficarotto (1990) reported similar results to that of Gaertner and Dovidio (1986). Ficarotto

found that students who discriminate against gays and lesbians were more likely to discriminate against all minority groups. In his study, the concept of discrimination was not correlated to particular personal characteristics, but to participants' low tolerance levels for individual differences.

In 1985, Bierly conducted a study on 309 white undergraduate students who were enrolled in general education studies. Bierly correlated the interrelatedness of attitudes toward different minority groups. Students were given attitude scales to assess their feelings toward women, older people, gays and lesbians, and persons of color. The only scale that did not show significant correlation was the scale assessing attitudes toward older people.

In Bierly's (1985) study, students with negative attitudes toward African-Americans also held negative attitudes toward gays and lesbians. Since these two groups are very different, her findings support Gaertner and Dovidio's (1986) theory of prejudice as a generalized attitude. However, Bierly (1985) found that although participants displayed generalized prejudiced attitudes they varied by gender. Women were found to be more tolerant of individual differences than men.

Gaertner and Dovidio (1986) attributed prejudice as a generalized attitude, in part, to the concept of "similarity belief". This concept is explained as a phenomenon characteristic of any majority group within a culture. More specifically, similarity belief refers to a member of the majority group that is comfortable with his or her prejudices because he or she believes the rest of the group holds similar beliefs. In other words, the person who is comfortable with his or her own prejudices usually believes that he or she is no different from anyone else.

Linville, Salovey, and Fischer (1986) reported that stereotyping is one reason for the existence of prejudiced attitudes. In their work, they defined category differentiation as the heart of the concept of stereotyping. This is often based on feature sets of various minority groups whether physical, cultural, or behavioral. For example, a common behavioral feature set of Asians is that they are assumed to excel in math and science. This stereotype is not based in fact.

Further, these feature sets are believed to be results of generalizations by individuals or groups. For example, a person might know only one openly gay man. That gay man may have AIDS. Linville, Salovey, and Fischer (1986), discovered that making the unfounded connection between homosexuality and AIDS is easy. Without regard for outside

information, this person may begin to consistently associate homosexuality with AIDS.

Finally, Gaertner and Dovidio (1981) added to the discussion on racism and prejudice by introducing the concept of aversive racism. Aversive racism is, in essence, when a person espouses egalitarianism, but continues to have negative feelings toward minority groups. This person is successful in disassociating him or herself from these feelings in public, but cannot effectively advocate for minorities because of his or her true feelings. Gaertner and Dovidio (1981) argue that this form of racism and discrimination is the most damaging because it is hidden and often unconscious and, therefore, harder to combat.

Harassment

While racism, sexism, and heterosexism are difficult concepts to confront, many researchers believe that more attention should be paid to the results of ascribing to these concepts. These results include incidence of verbal as well as physical assault.

Ficarrotto's (1989) results of generalized prejudiced attitudes toward minority groups would lead one to believe that the gay and lesbian populations are often verbally and physically victimized like other minority groups. Indeed, Herek (1989) conducted a research project that reported results of national surveys stating that 92% of lesbians and

gay men have been victimized by verbal abuse. As many as 24% reported actual physical attacks due to their sexuality. However, it is Herek's (1989) belief that the percentage of physical attacks on gays and lesbians is significantly higher due to the reported reluctance of many gays and lesbians to go to the police.

Although not as rampant, this type of abuse is not foreign to college campuses (D'Augelli, 1989a). Indeed, Palmer (1993) surveyed forty-nine university housing offices to investigate the frequency of victimization and violence in residence halls. Like Herek (1989), Palmer suggests that many violent attacks whether physical or verbal go unreported. Of those universities surveyed, several indicated that no victimization of gay and lesbian students occurred due to the low visibility of gays and lesbians or their non existence (Palmer, 1993).

However, the most frequently reported harassment of gay and lesbian students is usually written victimization or graffiti. Other forms of victimization outlined in the results of Palmer's (1993) study include: name calling, homophobic jokes, assault, and defacement of fliers posted by a gay and lesbian student organization (p.43).

D'Augelli (1989a) surveyed 125 lesbian or gay students at Pennsylvania State University to find out what percentage of this sample had been victimized by violence, harassment,

or discrimination due to their sexual orientation. He found that 75% of the sample had experienced verbal abuse while 26% had been threatened with violence. Seventeen percent of the sample reported damage to their personal property. Additionally, D'Augelli (1989a) found that gay men were more often victimized than lesbians (58% to 31% respectively). The reported responsible parties for these attacks were overwhelmingly the victims' roommates or other people they knew.

In studying RAs at a large university, D'Augelli (1989b) found that only 52% of those surveyed believed that gay and lesbian students suffered from any form of harassment. Male RAs were significantly less likely ($p < .05$) than female RAs to believe gays and lesbians on campus were subjected to harassment. However, over 90% of the RAs surveyed believed that gays and lesbians deserve legal protection against harassment.

Student Attitudes Toward Gays and Lesbians

Several researchers have conducted studies to assess students' attitudes toward gay and lesbian persons (Clift, 1988; D'Augelli, 1989a, 1989b; and Herek, 1989a). The results of those studies have pointed out several important variables to consider when discussing these attitudes. Two of these variables are gender and cultural background.

Gender

In studying college students' attitudes toward gays and lesbians, D'Augelli (1989a) found that male RAs were significantly more negative toward gay men than were the female RAs. In 1990, D'Augelli and Rose conducted a similar survey using the ATLG (Herek, 1988) to assess attitudes of incoming freshmen on gay and lesbian persons. Again, the results reflected significantly more negative attitudes from the male participants than from the female participants.

In an earlier study (1984) Kite found that student attitudes toward gays and lesbians also may be affected by the gender of the target. More specifically, the participants in her study held more negative attitudes toward homosexuality within their own gender.

Herek (1988) in developing the ATLG found similar results ($F = 22.61, p < .001$ for the respondent/target interaction). Goldberg (1982) also supports the theory that respondents are more negative toward homosexuality within their own gender. In his study, he found that men were significantly more negative toward male homosexual behavior viewed in a video than lesbian behavior.

Culture

Attitudes toward gays and lesbians have also been found to differentiate due to cultural background. Brown and Amoroso (1975) surveyed 120 West Indian college students and

compared them with a comparable sample of Canadians and Brazilians. Their results showed that due to the prevalence of machismo in the Latin American culture, Brazilians displayed significantly more negative attitudes toward gay men than did Canadians or West Indians.

Clift (1988) in studying college students in the United Kingdom, found results similar to what exists in American research (Goldberg, 1982; Kite, 1984). The women in his sample have significantly more positive attitudes toward gay men. However, they held more negative attitudes toward lesbians than did the men.

Current Interventions

There is little being written about what is being done on college campuses to combat homophobia or homonegativism. Interventions that are reported include seminars and classes aimed at educating students about AIDS and reducing negative attitudes toward gays and lesbians.

Fennell (1990) reported that a 1 credit course on AIDS at Miami University was designed to educate students about AIDS and decrease their negative attitudes toward gays and lesbians. Pre-tests and post-tests were conducted on the class with an additional delayed post-test administered 5 weeks after the end of class. Students were found to have significantly more positive attitudes toward gays and lesbians and higher knowledge levels concerning AIDS as

reported by the first post-test. Fennell defined a negative correlation between knowledge of AIDS and attitudes toward gays and lesbians.

The delayed post-test, however, showed that the more positive attitudes toward gays and lesbians did not last. Fennell (1990) believes that follow-up programming in the residence halls would serve to reinforce the positive attitudes.

In an earlier study (1987), Lance reported results similar to that in Fennell's study. In assessing the attitudes of students enrolled in a human sexuality course, Lance found that students' discomfort with gay and lesbian issues decreased after the course was completed. Lance found contact to be the major tool in reducing discomfort with gays and lesbians. Eighty-two percent of the students felt more comfortable with gays and lesbians due to class sessions that allowed them to engage in conversation with gays or lesbians.

Summary

While research on attitudes toward the gay and lesbian subpopulations has increased, assessing student attitudes has been targeted only in recent years. This phenomenon may have surfaced due to research which suggests many gays and lesbians come out between 18 and 24, the typical age range of college students (McDonald, 1982; Moses & Hawkins, 1982).

Additional research suggests that reports of verbal and physical harassment have increased in the past decade (Herek, 1989). These attacks may be manifestations of homophobic attitudes (Ficarotto, 1989). Also, these attitudes toward gays and lesbians have been found to be affected by variables such as gender and culture (Brown & Amoroso, 1975; D'Augelli, 1989a; Kite, 1984). Seminars and classes for credit have been successful interventions aimed at combatting homophobic attitudes as well as raising awareness of gay and lesbian issues (Fennell, 1990; Lance, 1987).

CHAPTER THREE

Methodology

Purpose of study

The purpose of this study was to describe the attitudes of Virginia Tech's RA staff toward gay and lesbian students as associated with gender, academic level, and tenure of experience.

Hypothesis

Virginia Tech RAs' gender, academic level, and tenure of experience and their corresponding interaction effects will have no significant impact on mean ATL, ATG, and combined overall scores as measured by the ATLG and its subscales tested at $p < .05$.

Design of study

This was a quantitative study that attempted to assess the attitudes Virginia Tech's RAs hold toward gay and lesbian students. The data gathered were analyzed using a 3-way ANOVA. The study was descriptive because it was concerned with identifying and collecting details relevant to a specific population and was not concerned with generalizing the results to other populations of RAs at other institutions.

The independent variables of this study included: gender, academic level, and tenure of experience. The dependent variables were the scores on each of the two

subscales of the ATLG (Herek, 1988) and the total attitude score ($ATL + ATG = TAS$). These subscales are the Attitudes Toward Lesbians scale (ATL), and the Attitudes Toward Gay Men scale (ATG).

Instrumentation

The questionnaire in this study was a paper and pencil instrument titled, Attitudes Toward Lesbians and Gay Men (ATLG) (Herek, 1988). The ATLG consisted of 20 questions designed to assess attitudes toward gay and lesbian persons. The 20-item scale was broken down into two 10-item subscales.

The first 10 items were analyzed to assess attitudes toward lesbians (ATL) while the last 10 assessed attitudes toward gay men (ATG). The scores were combined to obtain total attitude scores which range from 20 (overwhelmingly positive) to 100 (overwhelmingly negative). The instrument was scored on a five point Likert scale (1 = strongly agree, 2 = agree, 3 = neutral 4 = disagree, 5 = strongly disagree). Item numbers 2, 4, 7, 11, 15, 17, and 20 were reverse coded for scoring.

In addition to the ATLG (Herek, 1988), demographic information was gathered. Participants were asked to report their gender, academic level, and tenure of experience as an RA. The data generated by these additional items allowed the researcher to assess the extent to which each of these

variables were associated with RAs' attitudes toward gay and lesbian students.

Reliability

Herek (1988) reported the internal reliability of the ATLG to be sufficient in a study assessing attitudes of 368 undergraduate students at the University of California at Davis with $\alpha = .90$ for the ATL, $.89$ for the ATG, and $.90$ for the TAS.

Also, the ATLG was completed by 405 students at six different universities. These universities were institutions from many parts of the nation. Acceptable coefficient alpha levels were found for the ATLG, ATL, and the ATG ($.95$, $.91$, $.90$, respectively) (Herek, 1993).

To further support the reliability, the items on the ATLG were examined for item-order effects by having 50% of the sample complete the questionnaire with the items reversed (Herek, 1988). The means displayed no significant differences due to the order of the scale items.

Validity

Intercorrelations between subscales and different inventories that correspond to these subscales were found to be sufficient (alpha coefficients = $.96$ ATLG, $.92$ ATG, $.92$ ATL) (Herek, 1988).

Content validity

The ATLG (Herek, 1988) was designed to enhance the

effectiveness of previous attitude instruments concerning gay and lesbian persons by creating two separate subscales. This was done because total attitude scores do not indicate the degree of acceptance for each group (Herek, 1988). The first subscale is the Attitudes Toward Lesbians (ATL) and the second subscale is the Attitudes Toward Gay Men (ATG).

In determining the items to be included in the ATLG Herek (1984b) conducted a group of factor-analytic studies on a thirty-seven item pool. The 20 items used on the ATLG were those that were among the most highly correlated to each other. Herek (1993, p. 4) named this construct "Condemnation-Tolerance".

Additionally, the ATLG was given to a sample of gay and lesbian persons in the community. As would be expected, the scores indicated positive attitudes toward gay and lesbian persons which further validates the content of the ATLG (Herek, 1988).

Construct validity

To assess construct validity, a sample of 110 heterosexual student volunteers completed a series of attitude scales that were "conceptually related" (Herek, 1993, p.5) to the ATLG and its subscales. ATL and ATG scores were significantly correlated with the series of related attitude scales with alpha coefficients at .92 for both subscales ($p < .05$).

Participants

The participants in this study were the 174 members of the RA staff at Virginia Tech for the academic year 1993-94. This number did not include Head Resident Advisors, Graduate Assistants, or House Managers. Of the participants, 98 were male and 76 were female constituting 56.3% and 43.7% of the sample, respectively. Distribution of RAs by academic level and percentage of population was as follows: freshmen = 7 (.04%), sophomores = 42 (24.1%), juniors = 79 (45.4%), and seniors = 45 (25.9%) with one participant unable to report this information. Sixty-five (37.3%) RAs had more than 2 semesters of experience in the halls while 109 (62.7%) RAs had 2 semesters or less experience.

Procedures

Approval was obtained from several interested parties to conduct this study. The Director of Residence Education at Virginia Tech approved the project. Approval was also secured from Dr. Gregory M. Herek to use his instrument. Additionally, the Human Subjects Committee at Virginia Tech granted this research clearance.

A list of the Virginia Tech RA staff members' addresses were obtained from the Office of Residence Education. An introductory letter was written to the Area Coordinators as well as the members of the RA staff (see Appendix B). This

letter introduced the project and participation was encouraged by the Assistant Director of Residence Education.

Before the surveys were sent, a coding system was devised to track the return of the questionnaires. A five digit code was placed in the upper right hand corner of each cover letter. Each RA was sent a cover letter (see Appendix C) and questionnaire (see Appendix A) through campus mail.

While the code assigned to each cover letter identified participants, it was returned separately from the survey. This was accomplished by placing a mailing label addressed to the researcher on the outside of the survey so that it could be folded over, stapled, and returned through campus mail. The cover letter was returned in the same manner.

The actual contents of the cover letter explained the project, ensured anonymity, and reinforced voluntary participation. The cover letter also included three statements at the bottom from which the students were requested to choose: (a) I have returned my survey, (b) I would like to be contacted to learn more about the survey, and (c) I do not choose to participate in this survey.

These statements allowed the researcher to track the return rate of the questionnaires as well as identify those who did not wish to be contacted again regarding the project. This procedure was intended to reduce the time spent on follow-up.

Additionally, there was an incentive described in the cover letter. Students were encouraged to return their cover letters to be placed in a drawing for a gift certificate to a local dining establishment. One week following the initial mailing, reminder letters (see Appendix D) were sent out to participants to increase the return rate. One week after the first reminder was sent a second mailing was sent to those RAs who had not responded. The third mailing was sent two weeks following the second to the remaining non-respondents. Additionally, announcements were made at hall meetings held by Head RAs to achieve an acceptable return rate.

Statistical Analysis

The method chosen to analyze the data gathered in this study was a three way analysis of variance (3-way ANOVA) which used F-ratios to determine levels of significance. The research hypothesis was tested by analyzing the data for significance at $p < .05$. The null hypothesis was accepted.

The independent variables were broken into cells for analysis. Gender had two classifications: male and female. Since students are required to live in the residence halls for one year prior to employment, academic level included only three categories: sophomores, juniors, and seniors. Tenure of experience was collapsed into two categories: two semesters or less and more than two semesters.

Reliability

Reliability coefficients for the Attitudes Toward Lesbians and Gay Men (Herek, 1988) (total score) and the two subscales: ATL and ATG were calculated using Cronbach's coefficient alpha. This procedure determined the stability and consistency of the results.

Scoring Procedures

Calculating scores

Individual respondents' scores on the ATL were calculated by adding the raw scores from items 1-10 to obtain a total. Items 11-20 were totalled to calculate ATG scores. Total attitude scores were calculated by adding the two subscale totals.

CHAPTER FOUR

Results

Introduction

This chapter contains the results of the 3-way ANOVA used to determine the effects gender, academic level, and tenure of experience had on overall mean scores on the Attitudes Toward Lesbians, Attitudes Toward Gay Men, and Attitudes Toward Lesbians and Gay Men scales.

Respondents

Of the 174 RAs surveyed, 119 returned their questionnaire resulting in a return rate of 71.8%. The respondent group contained 64 (54%) men and 49 (41%) women. Of these men and women there were 27 (23%) sophomores, 46 (39%) juniors, and 40 (34%) seniors. Seventy-nine (66%) of the respondents had two semesters or less experience as RAs while 34 (29%) respondents had more than two semesters of experience. Due to incomplete data, 6 surveys were not included in the statistical analysis. Chi square analyses were used to ensure that the respondent group was representative of the sample population. No significant differences were discovered (see Table 1). Mean scores and standard deviations of the respondent groups for the ATL, ATG, and ATLG are displayed in Table 2.

Reliability

Cronbach's coefficient alpha revealed internal

Table 1

Summary of Chi-Square Analyses

Groups	Expected	Observed	Chi-Square	p
<u>Gender:</u>				
Men (n=64)	56.7	56.6	.03	.8
Women (n=49)	43.9	43.6	.03	.8
<u>Academic Level:</u>				
Sophomores (n=27)	24.2	25.2	2.3	.5
Juniors (n=46)	45.6	40.3	2.3	.5
Seniors (n=40)	26.0	34.5	2.3	.5
<u>Tenure of Experience:</u>				
Two semesters or less (n=79)	63.0	69.7	1.6	.2
More than two semesters (n=34)	37.0	30.3	1.6	.2

Table 2

Mean Scores and Standard Deviations

<u>Independent Variable Groups</u>	<u>ATL</u>		<u>Scores ATG</u>		<u>ATLG</u>	
	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>
<u>Gender:</u>						
Men (n=64)	29.9	.6	29.3	.5	66.1	1.1
Women (n=49)	29.7	.5	32.3	.6	62.5	.9
<u>Academic Level:</u>						
Sophomores (n=27)	30.8	.8	32.1	.8	67.4	1.6
Juniors (n=46)	29.5	.6	30.2	.6	63.1	1.2
Seniors (n=40)	29.1	.7	30.1	.7	62.3	1.2
<u>Experience:</u>						
Two semesters or less (n=79)	29.3	.5	30.2	.5	63	.9
More than two semesters (n=34)	30.3	.7	31.4	.7	65.6	1.3
<u>Total</u> (n=113)	29.8	4.2	30.4	4.3	63.5	8.0

Note. 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5= Strongly Disagree. Scores can range from 20 (overwhelmingly positive) to 100 (overwhelmingly negative) on the ATLG.

reliability levels for the ATL, ATG, and the ATLG as alpha = .83, .82, .65, respectively. While the alpha coefficient for the ATLG was unacceptable, it may be irrelevant due to the nature of the computation of reliability for the total scale.

Reliability indicates whether items in a scale are measuring the same concept. The ATL and the ATG are measuring attitudes toward two distinct groups which questions the need to compute the reliability level for the ATLG as well as its relevance to this study.

Attitudes toward lesbians (ATL)

Items 1-10 of the ATL subscale were analyzed using a three-way analysis of variance (3-way ANOVA) to determine whether the independent variables of gender, academic level, tenure of experience and their corresponding interaction effects had any significant effect on the overall ATL mean score. A score of 10 on a subscale would indicate a positive attitude toward lesbians while a score of 50 would indicate a more negative attitude.

In the 3-way analysis of variance, no significant effects were found for gender, academic level, or tenure of experience with $F=.02$, $.35$, and $.49$ respectively ($df= 1, 2, 1$, $p = .9, .7, .5$) (see Table 3). Additionally, the corresponding interaction effects of the independent variables showed no significant effects on the overall mean

Table 3

Summary of 3-way Analysis of Variance (ATL)

Source of Variation	Sum of Squares	DF	Mean Square	F	p
Main Effects					
Gender	.3	1	.3	.02	.9
Academic Level	13.0	2	6.5	.4	.7
Experience	9.0	1	9.0	.5	.5
2-way Interactions					
Gender/Level	13.0	2	6.2	.3	.7
Gender/Experience	7.4	1	7.4	.4	.5
Experience/ Academic Level	2.5	2	1.3	.07	.9
3-way Interactions					
Gender/Academic Level/Experience	.9	2	.5	.02	.9
Total	2004.17	112			

ATL score. Analyses of two-way interactions of gender and academic level, gender and experience, and experience and academic level resulted in $F = .34, .40, \text{ and } .07$ ($df = 2, 1, 2, p = .7, .5, .9$) respectively, showing no significant effects. Also, no significance was found for the three-way interaction of the independent variables with $F = .02$ ($df = 2, p = .9$).

Attitudes toward gay men(ATG)

Items 11-20, which comprise the ATG, were also analyzed using a 3-way ANOVA to determine whether the independent variables and their corresponding interaction effects had any significant effect on the overall mean ATG score. As with the ATL, no significant effects were found for gender, academic level, or tenure of experience with $F = 5.21, .63, .84$ ($df = 1, 2, 1, p = .02, .5, .4$). Additionally, two-way interactions of gender and academic level, gender and experience, and experience and academic level with $F = .67, .01, \text{ and } .00$ ($df = 2, 1, 2, p = .5, .9, .9$) revealed no significant effects on overall mean scores for the ATG. Finally, the three-way interaction had no significant effect on the respondents' overall mean score on the ATG; $F = .11$ ($df = 2, p = .9$) (see Table 4).

Total Attitude Score(TAS)

Analysis of the overall mean scores on the ATLG of the independent variables' subgroups revealed no significant

Table 4

Summary of 3-way Analysis of Variance (ATG)

Source of Variation	Sum of Squares	DF	Mean Square	F	p
Main effects					
Gender	86.8	1	86.8	5.2	.02
Academic Level	20.9	2	10.5	.6	.5
Experience	14	1	14	.8	.4
2-way Interactions					
Gender/Level	22.4	2	11.2	.7	.5
Gender/Experience	.2	1	.2	.01	.9
Experience/ Academic Level	2.4	2	1.2	.00	.9
3-way Interaction					
Gender/Academic Level/Experience	3.7	2	1.8	.11	.9
Total	2079.32	112			

effects, with gender ($F = 1.96$, $df = 1$, $p = .2$), academic level ($F = 1.01$, $df = 2$, $p = .4$), and tenure of experience ($F = 1.11$, $df = 1$, $p = .3$). This indicated that the independent variables had little to do with the respondents' answers on the questionnaire as a whole. Two-way interaction analyses yielded no significance with gender and academic level ($F = .77$, $df = 2$, $p = .5$); gender and experience ($F = .05$, $df = 1$, $p = .8$); and experience and academic level ($F = .05$, $df = 2$, $p = .9$). Analysis of the three-way interaction also showed no significant effect with $F = .01$ ($df = 2$, $p = .9$).

Additional Written Data

Although some RAs may have been concerned about anonymity, 11 male RAs supplied written comments on their surveys elaborating on their responses. While these comments were not considered in the statistical analysis, they are worth mentioning. In addition to agreeing strongly with the statement "Lesbians are sick" (Herek, 1988), one RA wrote, "They need help" while another crossed out sick and wrote "confused".

In answer to the same question, another respondent disagreed but qualified his response with, "Personally, I find their actions offensive. Do you mean mentally sick?" Another RA attached a three page explanation of his responses citing passages from the Bible and wrote his

assigned numerical code as well as his social security number to identify himself. This particular amendment was not offensive nor was it negative. He stated it simply substantiated his beliefs.

Item number 8 also drew several comments. It reads "Female homosexuality is a threat to many of our basic social institutions" (Herek, 1988). One respondent wrote, "Homosexuality itself is not a problem. The actions of many homosexual 'activists' can be, and all too frequently are." Other responses included scratching out the word "many" and replacing it with the word "some".

CHAPTER FIVE

Discussion and Conclusions

Introduction

This chapter contains discussion and conclusions about the data reported in Chapter Four. Implications for practice, limitations of the study, and directions for future research are also included.

Traditionally aged college students are usually in a stage of transition from adolescence to adulthood when they arrive at college. For those students that are gay, lesbian, or even unsure of their sexuality, the living environment can have a strong impact on the development of their sexual identity (D'Augelli, 1989a). Additionally, RAs can be instrumental in building an environment which creates a comfort level for gay and lesbian students to express themselves (Boyer, 1987).

The overall group mean scores of the 174 Virginia Tech RAs surveyed about their attitudes toward gay and lesbian students indicates neutral attitudes, superficially suggesting a lack of embracing and appreciation of the gay and lesbian lifestyle. Considering that the results may have been skewed due to the knowledge of the "politically correct" response, these neutral responses are probably liberal.

Gender

Existing research shows that women and men are both more homophobic toward homosexuality within their own sex (Clift, 1988; D'Augelli, 1989; D'Augelli & Rose, 1990). However, for Virginia Tech's RAs, the overall mean scores on all three of the scales differ slightly and show no significant differences. This result contradicts previous research as it relates to this population (Clift, 1988; D'Augelli, 1989; D'Augelli & Rose, 1990).

Academic Level and Tenure of Experience

Astin (1993) indicates in his research that as students progress through college they are found to be more liberal in their attitudes toward social issues. Likewise, Pascarella and Terenzini (1991) concluded that college students become more "sociopolitically liberal" (p. 329) as a result of higher education. Students are more sympathetic and supportive of non-conformists and civil liberties.

Additionally, Chickering's (1969) research on identity formation during the college years indicates that students should be better equipped to deal with ambiguity and diverse perspectives as they progress through college. This would indicate that maturation would make a difference in attitudes toward special populations such as gay and lesbian students. The findings of this study do not support Astin's or Chickering's research. In this case, the general

liberalization of ideology for college students does not include attitudes toward gay and lesbian persons.

However, attitudes toward gays and lesbians may exist on a developmental continuum of their own as suggested by Riddle and Morin's (1977) research which indicates a progression from Repulsion to Nurturance when considering this population. Therefore, participants in this study may seem neutral in their attitudes, but because these attitudes were not measured on a developmental continuum it is difficult to indicate where the RAs started. Consequently, drawing definite conclusions about the implications of the neutral scores are difficult. It is possible that the RAs may be developing toward more positive attitudes.

Neither academic level nor tenure of experience had significant effects on Virginia Tech RAs' attitudes toward this population. Administrators might assume that as RAs have more experience and consequently more sensitivity training they would be more positive toward gay and lesbian students. The findings of this study show that this assumption cannot be made. The insignificant differences in overall mean scores among the subgroups of both academic level and tenure of experience may indicate a need for training for all age groups and experience levels. Current training efforts may not be having an influential effect on changing the attitudes of its participants. On the other

hand, perhaps the selection process for RAs was more stringent in hiring staff who held more positive attitudes toward members of the gay and lesbian population than in previous years.

Limitations

This attitude survey helps in describing existing attitudes toward gay and lesbian students of the RAs at Virginia Tech. Therefore, the results of this study should not be viewed as a comprehensive review of the climate toward gay and lesbian students in Virginia Tech's residence halls. Additionally, the total attitude scores must be considered with caution due to the results of the ATLG's reliability test (alpha = .65).

Other limitations to consider are the issues of social desirability and political correctness. Although the participants were assured anonymity, their scores may have been affected by these forces. The RAs may have been hesitant to express their true feelings whether positive or negative. More specifically, participants may have felt that being supportive of gays or lesbians may be interpreted as a reflection of their own sexual orientation, while those RAs who are vehemently against homosexuality may have curbed their responses to reflect what they believe is the "correct" answer.

A final limitation to add is that attitudes do not necessarily manifest themselves in behavior. Therefore, the results of this study should not be viewed as a review of RA job performance.

Implications

An important implication of this work is the lack of significant differences in overall mean scores particularly as they relate to academic level and tenure of experience. While providing a benchmark for training efforts, this data suggests that making progress in promoting positive attitudes toward gay and lesbian persons may be extremely difficult. Innovative strategies and skilled facilitators who appreciate the gay and lesbian lifestyle are needed when implementing training.

The ATLG required RAs to examine feelings and attitudes toward gay and lesbian students. The less than positive responses toward gays and lesbians suggests that we have a significant amount of work to do in moving toward a climate in which this group is appreciated. It is important we not only address behavioral expectations in demonstrating respect for others but also address attitudes in training.

Another implication that may be applied to the findings of this study is found in Herek's (1989) research which found perceived frequency of contact with gay and lesbian students to be highly correlated with levels of tolerance

for these students. Those students who did not think they knew any gays or lesbians were more negative than those who stated they had several gay or lesbian friends. In light of this research, it may be useful for RAs to have opportunities to dialogue with gay and lesbian students about their experiences at Virginia Tech to further orient them to the needs and issues of gay and lesbian students.

In addition to providing RAs with the opportunity to talk with gay and lesbian students, it may be useful for facilitators to use this data in training to aid in raising awareness. Reflection is a powerful educational tool for groups as well as individuals. RAs could be asked to examine the data and discuss whether it is consistent with what they have observed and experienced in the residence halls.

Directions for Future Research

While this study examined the effects of gender, academic level, and tenure of experience on the ATLG, many important variables were not considered in the analysis. Race, cultural background, religious affiliation, and frequency of contact are variables that may give administrators a clearer picture of which groups hold what types of attitudes. Additionally, the insignificant effects of gender, academic level, and tenure of experience may bring into question their relevance to attitudes toward gays

and lesbians when weighed against issues such as equity and justice.

In addition to studying different variables, a broader sample that includes RAs from other universities would increase the generalizability of the results. Broadening the sample coupled with the above mentioned variables would aid administrators in their understanding of current climates toward gay and lesbian students increasing their abilities to serve these students.

Future researchers may want to adjust the timing of data collection to reduce the effects of political correctness or social desirability that may stem from training. Surveying RAs before training would help administrators to focus and tailor sensitivity exercises to the needs of the RAs. Also, adjusting the 5-point Likert scale used in the ATLG to include more response options may force participants to further clarify their attitudes instead of indicating neutrality.

Future research would also be strengthened by utilizing a scale to measure the development or progression of students' attitudes toward gays and lesbians. Riddle and Morin (1977) carved out a developmental model concerning this population that ranges from Repulsion to Nurturance. In light of this perspective, the neutrality of the overall mean scores for Virginia Tech RAs may have further implications.

Additionally, the unsolicited written data may signal a need for future qualitative studies to allow participants to further explain their attitudes toward lesbians and gays in writing. The fact that all participants that supplied the written data were male may also signal a need to further explore male attitudes as they relate to this population.

Summary

This study obtained for the first time a profile of Resident Advisors attitudes toward gay and lesbian students at Virginia Tech. No significant differences were found concerning the effects of gender, academic level, or tenure of experience on overall mean attitude scores. In addition, the mean scores fell in the "neutral" range suggesting a lack of support for both gay and lesbian persons. Addressing attitudes toward this population is critical for administrators particularly when 10% of the population of the residence hall floor may be gay or lesbian (Evans and Wall, 1991). RAs' attitudes may be noticed by gay and lesbian students, consequently affecting the quality of their living environments.

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Appendix A

Attitudes Toward Lesbians and Gay Men

DIRECTIONS: Consider each statement as carefully and accurately as you can and place the number indicating your true feeling next to each item.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Agree</u>
*****	*****	*****	*****	*****
1	2	3	4	5
*****	*****	*****	*****	*****

- ___ 1. Lesbians just can't fit into our society.
- ___ 2. A woman's homosexuality should not be a cause for job discrimination in any situation.
- ___ 3. Female homosexuality is detrimental to society because it breaks down the natural divisions between the sexes.
- ___ 4. State laws regulating private, consenting lesbian behavior should be loosened.
- ___ 5. Female homosexuality is a sin.
- ___ 6. The growing number of lesbians indicates a decline in American morals.
- ___ 7. Female homosexuality in itself is no problem, but what society makes of it can be a problem.
- ___ 8. Female homosexuality is a threat to many of our basic social institutions.
- ___ 9. Female homosexuality is an inferior form of sexuality.
- ___ 10. Lesbians are sick.
- ___ 11. Male homosexual couples should be allowed to adopt children the same as heterosexual couples.
- ___ 12. I think male homosexuals are disgusting.
- ___ 13. Male homosexuals should not be allowed to teach school.

- ___ 14. Male homosexuality is a perversion.
- ___ 15. Just as in other species, male homosexuality is a natural expression of sexuality in human men.
- ___ 16. If a man has homosexual feelings, he should do everything he can to overcome them.
- ___ 17. I would not be too upset if I learned that my son were a homosexual.
- ___ 18. Homosexual behavior between two men is just plain wrong.
- ___ 19. The idea of male homosexual marriages seems ridiculous to me.
- ___ 20. Male homosexuality is merely a different kind of lifestyle that should not be condemned.

Please respond to questions 21-23 by circling the number corresponding to your answer.

- 21. What is your gender?
 - 1. female
 - 2. male
- 22. What is your academic level?
 - 1. second year
 - 2. third year
 - 3. four or more years
- 23. How long have you been an RA?
 - 1. two semesters or less
 - 2. more than two semesters

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Appendix B

MEMORANDUM

TO: Resident Advisers

FROM: Michele Sanford, Graduate Student in College Student Affairs

DATE: September 14, 1993

SUBJECT: Attitudes Toward Lesbians and Gay Men Survey

Hello! I am a graduate student in the Master's program for College Student Affairs. Currently, I am working on my thesis which requires that I conduct a research project. I have chosen to survey Virginia Tech's RA staff concerning your attitudes toward gay and lesbian persons.

Beginning the week of September 14th, I will be distributing a survey which assesses student attitudes toward gays and lesbians. Each RA will be sent a survey. Participation is completely anonymous and voluntary. Additionally, this project has been approved by the Institutional Research Board at Virginia Tech as well as the Office of Residential and Dining Programs.

If you have any questions or concerns, please contact me (951-4358) or your respective supervisor if we can be of any assistance in further explaining the purposes, goals, or implications of this project. Your participation will be vital to the success of my project. Thanks for your help!

cc: Dr. Kowalski, Assistant Directors, Area Coordinators, Community Assistants, Head Resident Advisors

Appendix C

Dear Virginia Tech RA:

I am a graduate student conducting educational research on the attitudes of Virginia Tech RAs toward gays and lesbians. Every RA employed for the 1993-94 academic year will receive a questionnaire from me.

Your participation is voluntary. However, the results will only accurately represent all Virginia Tech RAs if you return your survey. It should take less than ten minutes of your time to complete.

You may refuse to answer any questions on the survey. However, I urge you to complete the enclosed survey and return it to me via campus mail by **September 28, 1993**. Returning the survey implies your informed consent to participate in this study.

Please fold and staple this letter to expose the pre-addressed mailing label and return it via campus mail. The survey should be completed and returned in the same manner. There is a five digit code at the top of this page to help me track the return of surveys. This code is only for follow-up purposes. The number does not appear on your survey, so your responses cannot be associated with your identity.

Those participants who return their cover letter and survey by September 28, 1993 will be entered in a drawing to receive a \$10 gift certificate to a local restaurant. The winner will be notified via campus mail.

A presentation of the results of my study as well as a question and answer session will be held in March after the data analysis is completed. Any RA that is interested is encouraged to attend.

If you have any questions or concerns please contact me (951-4358). Thank you for your time and effort in helping me with my project. Again, your participation is voluntary.

Please check one of the following responses:

☐ I have returned my survey; ☐ I would like to be contacted to learn more about this project; ☐ I do not wish to participate in this project.

Sincerely,
Michele Sanford

Appendix D

September 28, 1993

Dear Virginia Tech RA:

We wanted to drop you a reminder about the survey you received approximately one week ago assessing attitudes toward gay and lesbian persons. Your response is critical to the success of this project. We urge you to complete and return the questionnaire through campus mail if you have not already done so. If you have misplaced your survey and would still like to participate, please call Michele Sanford at 951-4358.

If you have already returned your survey, thank you for your participation and please disregard this reminder.

Thanks for your help.

Sincerely,

Michele Sanford
Graduate Student, College Student Affairs

Jerry Riehl
Assistant Director of Residence Education

Vita

EDUCATION

Master of Arts in Education, Student Personnel Services, Virginia Polytechnic Institute and State University, Blacksburg, VA, May 1994.

Bachelor of Arts, English, Cum Laude, University of Richmond, VA, May 1992.

PROFESSIONAL EXPERIENCE

Greek Life Graduate Assistant, Office of Leadership and Student Organization Programs, Virginia Tech, Blacksburg, VA, February 1993-present.

- * Assist in advising the Panhellenic and Interfraternity Councils.
- * Advise the National Pan-Hellenic Council
- * Develop and coordinate the registration process and assist in the overall programs for Panhellenic rush.
- * Plan and facilitate annual two-day officers' retreat for Greek executive councils.
- * Develop a monthly newsletter as public relations vehicle for fraternities and sororities to distribute to the university and national organizations.

RELATED PROFESSIONAL EXPERIENCE

Practicum, Fund for the Improvement of Post Secondary Education (FIPSE), Dean of Students Office, Virginia Tech, Blacksburg, VA, August 1993-November 1993.

- * Assisted in development of syllabus for university wide peer education training class.
- * Assisted with the development of content of class sessions, and a textbook specific to Virginia Tech.

Staff Member, Orientation, Virginia Tech, Blacksburg, VA, July 1993.

- * Facilitated 12 one-hour orientation sessions for transfer students.
- * Staffed orientation information desk to answer parent and student questions.

Practicum, Residence Education, Residential and Dining Programs, Virginia Tech, Blacksburg, VA,
January 1993-May 1993.

- * Analyzed and made suggestions for change to peer review process and staff evaluations for Resident Advisors.
- * Created a student interest survey for residents to aid in targeting programming areas for Resident Advisors.
- * Assisted in the evaluation of Resident Advisor training.

PROFESSIONAL AFFILIATIONS/INVOLVEMENT

- * **American College Personnel Association, August 1992-present.**
- * **Co-Chair, Programs Committee, 1994 Graduate Student and Faculty Forum, Association for Student Development, August 1993 - February 1994.**
- * **Association of Fraternity Advisors, September 1993-present.**
- * **National Association of Student Personnel Administrators, August 1992 - present.**
- * **Program Reviewer, National Association of Student Personnel Administrators, National Conference, 1994.**
- * **Membership Chair, Association for Student Development, Virginia Tech, September 1992 - January 1994.**

Michelle Sanford