

Campus Climate

**FOR GAY, LESBIAN, BISEXUAL,
AND TRANSGENDER PEOPLE:
A NATIONAL PERSPECTIVE**

by Susan R. Rankin



the
**Policy
Institute**
of the
**National
Gay and
Lesbian
Task
Force**

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Preface

BY CURTIS F. SHEPARD, PH.D.

In reflecting on this important, illuminating study, I can't help thinking back to my days as a doctoral student in education not so very long ago (well, okay, it was the mid-'80s), when, hoping to conduct a research study on the quality of life for gay, lesbian, bisexual and transgender (GLBT) students on my own campus, I was blocked from doing so by the institutional Powers That Be. You see, they just couldn't have me asking students, even anonymously, questions related to their attitudes and opinions about sexual practices and orientation, much less questions about their own sexual practices and orientation.

My, how times have changed.

Perhaps today I'd be happily occupied by an academic career had I not allowed myself to be talked out of pursuing the research direction that most interested me. But who knows?

As it was, I did find a way to utilize my graduate training—for a time, at least—in service to my GLBT community, as the director of NGLTF's Campus Organizing Project, an initiative designed to help campus-based GLBT people and their allies, be they students, faculty or staff, make their institutions places of safety, hospitality and equality for GLBT people. What I found when I took over the work that some years before had been launched by that most excellent activist, Kevin Berrill, was that although NGLTF had established contact with hundreds of campuses nationwide, having one full-time staff member to actually assist them with their issues and concerns in a meaningful way was logistically daunting, if not impossible.

I needed allies, which I found among a hearty band of what then were a dozen or so higher education professionals working at least on a half-time basis as directors of the GLBT resource centers on their campuses. (Now, a decade later, there are almost 100 campuses with such professionally staffed centers, not to mention their very own 501(c)3-designated professional organization, the National Consortium of Directors of LGBT Resources in Higher Education.) These individuals, representing a variety of

campuses from all over the country, helped extend NGLTF's reach. Together we produced the NGLTF Policy Institute's first official publication, *Lesbian, Gay, Bisexual and Transgender Organizing: A Comprehensive Manual*, which provided GLBT campus organizations with the tools they needed not only to establish and maintain healthy, sustained organizations, but also to address substantive issues, including the establishment of campus nondiscrimination policies, domestic partner benefits, and GLBT curricular initiatives, along with countering anti-GLBT violence and harassment, pressing for an end to ROTC discrimination, and resisting attacks from the religious right.

I'd like to think we made a difference. Perhaps we did. And some of the findings here-in suggest definite progress, for instance, in the area of positive institutional responses to GLBT issues. But the results of this study also suggest a troubling persistence of campus-based homophobia. Witness the finding, virtually unchanged from over a decade ago, that of all underserved "minority" groups, GLBT people are the most likely to experience acts of intolerance on campus.

Included in this report are a series of recommendations for how institutions of higher learning might reconcile their stated (or at least implicit) aim of "creating... environment(s) characterized by equal access for all students, faculty and staff regardless of cultural differences, where individuals are not just tolerated but valued," with the harsher reality regularly confronted by GLBT people on campus. It is my hope that the recommendations contained herein will come to the attention of—and be duly implemented by—senior administrators at institutions all across the country. Of course, students, faculty, staff and alumni have a role to play, too, in bringing these matters to the attention of institutional decision-makers. This well-researched, well-written report, with its solid methodology and clearly presented findings, should prove a valuable tool in persuading them to take needed corrective action on behalf of the GLBT members of their campus communities.

Curtis F. Shepard, Ph.D.
Beverly Hills, California
April 2003

Letter

FROM LORRI L. JEAN

Executive Director, National Gay and Lesbian Task Force

To some, colleges and universities are “ivory towers” isolated from the larger society. A closer look shows that this country’s academic institutions are *reflections* of our larger society, struggling with the same social issues and prejudices. Over the last century many academic institutions have gone from being the exclusive domains of mostly wealthy, white men, to including and welcoming women and people of color. Similarly, it is only recently that gay, lesbian, bisexual, and transgender (GLBT) people have had any opportunity to express themselves freely or pursue scholarship about GLBT issues.

As with others who have been explicitly or implicitly excluded, GLBT people’s struggle for acceptance within academia has been a rocky one. For example, almost every step of measurable progress has been accompanied by a backlash. As a result, it can be difficult to understand the full import of the advances made by GLBT and ally students, faculty and staff. What effect does a nondiscrimination policy have when, in practice, anti-GLBT sentiments continue to be espoused by professors and students? How useful is a domestic partnership policy when faculty reasonably fear being ostracized by their departments if they come out? How effective is a stated commitment to academic freedom when a graduate student is advised that a dissertation on GLBT issues will prevent her from getting a job in academia (an appallingly common experience)?

Clearly, a complex set of factors shape the experiences of GLBT people on campuses today. While policy changes that recognize and support GLBT people are extremely important, it is necessary to recognize that such changes by themselves do not solve the deeper problems of homophobia and heterosexism. In *Campus Climate for Gay, Lesbian, Bisexual and Transgender People*, Dr. Susan R. Rankin documents and analyzes this dynamic, looking at the actual experiences of GLBT people at colleges and universities across the nation.

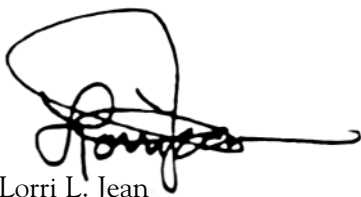
Each of the participating institutions has in some way publicly committed to support-

ing GLBT people on campus, and yet this report documents that many GLBT people on these campuses continue to experience discrimination, harassment and/or isolation. In fact, almost a fifth of respondents had feared for their physical safety in the last year because of their sexual orientation or gender identity, and 43 percent considered the climate of their campus to be homophobic. More than a third of undergraduate student had experienced anti-GLBT harassment in the last year.

On the other hand, it is important to note the signs that measures taken by the institutions to address these problems have had success. For example, sixty-six percent of respondents said the climate of their classrooms or workplaces was accepting of GLBT people, while only 17 percent thought it was not. Perhaps this report captures a moment in time that represents a crossroads for many colleges and universities; institutions that, having taken preliminary measures towards equal access for GLBT people in academia, must now take the steps necessary to truly close the gap between stated institutional commitments and the realities experienced by GLBT individuals. We hope this report will provide administrators and others with the tools and the impetus to create true equality of opportunity within their institutions. Unfortunately, progress towards true equality may be frustrated by recent extremist efforts to actually repeal non-discrimination policies at universities that already have adopted them. For example, in March 2003 Virginia Tech repealed its sexual orientation nondiscrimination policy, only to reinstate it following a campus outcry.

Furthermore, this report was created to be a resource to the vast majority of universities and colleges without nondiscrimination policies, without offices devoted to GLBT concerns, or without official references to GLBT people and issues within their policies. Hopefully, the positive statements of many respondents will be a cue to these institutions that such resources are extremely important to demonstrating that *all* are valued and encouraged to participate fully in the academic community. Also, these institutions should see that when they willfully ignore the concerns of GLBT students, faculty and staff, they not only limit opportunities for these individuals, but also stifle the academic community as a whole. In the end, it is the community that loses, as dynamic, intelligent and highly skilled people move on to places that value and respect them. In this sense, the academic environment is no different than the private employment sector—those with the more fair and equitable GLBT policies are able to attract the best and brightest.

Gay, lesbian, bisexual and transgender scholars have contributed to all areas of study, even as they have faced silencing, discrimination and worse. Undoubtedly, there is much promise that remains to be fulfilled. We look with anticipation to a future where GLBT students and scholars will be able to live up to their whole potential, unhindered by prejudice and hate, and be able to contribute fully to the pursuit of knowledge and the creation of a just society.



Lorri L. Jean
Executive Director
April 2003

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When referencing this document, we recommend the following citation:
Rankin, Susan R. (2003). *Campus Climate for Gay, Lesbian, Bisexual, and
Transgender People: A National Perspective*. New York: The National Gay
and Lesbian Task Force Policy Institute. www.nglft.org

Executive Summary and Recommendations

Resistance begins with people confronting pain, whether it's theirs or somebody else's, and wanting to do something to change it.¹

—bell hooks, *Yearning*

The college or university years can be formative ones for the many students who, in pursuit of knowledge, growth and a higher degree, enter a community devoted to scholarship and education both inside and outside the classroom. Students may be exposed to new ideas that challenge their foundational beliefs. They are tested by significant academic demands, and introduced to people with very different backgrounds and experiences. This can make for an intellectual and emotional experience that is exhilarating, demanding, and even grueling. While these experiences are often positive, some students find that they have unique challenges because of how they are perceived and treated as a result of their sexual orientation or gender identity. Such challenges can prevent gay, lesbian, bisexual and transgender (GLBT) students from achieving their full academic potential or participating fully in the campus community. Likewise, other campus community members, including GLBT faculty, staff and administrators, may suffer as a result of the same prejudices, limiting their ability to achieve their career goals and to mentor or support students.

The hostile environment that GLBT students, faculty, staff and administrators often experience has been documented in numerous studies since the mid-1980s and in this Campus Climate assessment.

Many GLBT campus members find that they must hide significant parts of their identity from peers and others, thereby isolating themselves socially or emotionally. Those who do not hide their sexual orientation or gender identity have a range of experiences including discrimination, verbal or physical harassment, and subtle or outright silencing of their sexual identities. While higher education provides a variety of opportunities for students and others, these are greatly limited for those who fear for their safety when they walk on campus, or feel they must censor themselves in the classroom, or

Many GLBT campus members find that they must hide significant parts of their identity from peers and others, thereby isolating themselves socially or emotionally.

are so distracted by harassing remarks that they are unable to concentrate on their studies, or are fearful every time they walk into a public restroom that they will be told to leave. These are only a few of the many experiences that GLBT campus member have on a regular bases; this report documents many more.

THE CONTEXT

American colleges and universities are charged with creating an environment characterized by equal access for all students, faculty and staff regardless of cultural differences, where individuals are not just tolerated but valued. Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue and evidenced by a pattern of civil interaction.

The literature from the past two decades reveals that the campus community has not been an empowering place for GLBT people and that anti-GLBT intolerance and harassment has been prevalent. A heterosexist² climate has not only inhibited the acknowledgment and expression of GLBT perspectives. It has also limited curricular initiatives and research efforts, as seen in the lack of GLBT content in university course offerings. Furthermore, the contributions and concerns of GLBT people have often remained unrecognized.

Colleges and universities have become more aware of the challenges facing many GLBT members of their communities. Understanding their responsibility to provide a safe educational environment for all community members, some institutions have initiated structural changes, for example, creating GLBT resource centers and GLBT studies programs. In addition, some have revised or created GLBT-inclusive administrative policies, such as domestic partner benefits and nondiscrimination policies. All of the institutions who participated in this survey had a visible GLBT presence on campus, including, in most cases, a GLBT campus center. Most had sexual orientation nondiscrimination policies. As only 100 of the 5,500 U.S. colleges and universities have GLBT student centers, the 14 universities surveyed here are not representative of most institutions of higher education in the U.S. In fact, they may be among the most gay-friendly campuses in the country. This study may significantly understate the problems facing GLBT students and staff at U.S. colleges and universities.

While this study is unable to directly measure the effects of these pro-gay policy and program changes, the results demonstrate that many GLBT people on campuses across the country continue to experience an inhospitable climate. For example, nearly 30 percent of the respondents have personally experienced harassment due to their sexual orientation or gender identity within the last 12 months. Sixty percent felt that GLBT people were likely to be the targets of harassment on campus. High levels of harassment—despite significant structural changes in the institutions studied—might indicate that the situation is even worse in institutions that have not taken such measures, or that the initiatives resulted in increased GLBT visibility which led to an anti-GLBT backlash on these campuses. Regardless, the results indicate that significantly more attention is necessary to fully respond to the anti-gay climate on many college campuses.

THE CAMPUS CLIMATE ASSESSMENT

Thirty institutions were invited to participate, 20 agreed and 14 completed the project.³ Due to the difficulty in identifying lesbian, gay, bisexual, and transgender individuals, purposeful sampling of GLBT individuals and snowball-sampling⁴ procedures were utilized. The survey contained 35 items and an additional space for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences as members of the GLBT community, their perception of the climate for GLBT members of the academic community, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding GLBT issues and concerns on campus.

RESULTS

From October 2000 to December 2001, some 1,669 usable surveys were returned representing the following:

- 1,000 students, 150 faculty, and 467 staff/administrators⁵
- 326 people of color (including multiracial and multiethnic people)⁶
- 66 people with disabilities
- 572 gay people (mostly male)
- 458 lesbians
- 334 bisexual people
- 68 transgender people
- 848 women
- 720 men
- 825 “closeted” people

More than one-third (36 percent) of GLBT undergraduate students have experienced harassment within the past year, as have 29 percent of all respondents.

Three themes were revealed from a factor analysis⁷ of the quantitative data and a content analysis⁸ of the qualitative data. The themes include (1) lived oppressive experiences, (2) perceptions of anti-GLBT oppression on campus by respondents, and (3) institutional actions including administrative policies and academic initiatives regarding GLBT issues and concerns on campus. A synopsis of the aggregate results based on the themes is presented below.

Lived Oppressive Experiences

- More than one-third (36 percent) of GLBT undergraduate students have experienced harassment within the past year, as have 29 percent of all respondents.
- Those who experienced harassment reported that derogatory remarks were the most common form (89 percent) and that students were most often the source of harassment (79 percent).
- Twenty percent of all respondents feared for their physical safety because of their sexual orientation or gender identity, and 51 percent concealed their sexual orientation or gender identity to avoid intimidation.

A Note on Language

This report uses the terms “gay,” “lesbian,” “bisexual,” “heterosexual,” and “uncertain,” when referring to sexual orientation or identity—the same terminology used within the Campus Climate survey that participants completed. It uses the terms “women,” “men,” and “transgender people” when describing gender identities, with the understanding that most transgender people also identify as “men” or “women.” Similarly, it uses the term “gay, lesbian, bisexual and transgender people” or “GLBT people” to describe individuals who share related experiences of bias based on sexual orientation or gender identity. However, this language is employed with the understanding that many individuals identified as GLBT may choose to use other self-identifying terms or none at all.

The survey feedback made clear that not all respondents wanted to place themselves in these boxes. Many would prefer choices such as “same-gender loving,” “gender-queer,” “pansexual,” “queer,” “woman-loving-woman,” etc. Some considered the “gay,” “lesbian,” “bisexual,” and “transgender” categories to be predominately white social constructs of identity, and therefore not relevant to their personal experiences. The author chooses to identify as “queer,” not as a label, a camp, or a statement but as a means of confronting and disrupting the static notions of gender and sexuality. The term “queer” allows her to not conform to any discrete categorization of sexuality. However, “queer” was overwhelmingly not the self-identity choice of black GLBT people who were surveyed in a recent study; in fact, most chose gay or lesbian. In addition, as mentioned, there are many other labels that individuals choose. Much of the written comments of survey respondents, highlighted throughout this report, further elucidate the personal and political import of language and the need to recognize a broad range of self-identity choices.

Perceptions of Anti-GLBT Oppression on Campus

- Respondents felt that GLBT people were likely to be harassed on campus. Seventy-one percent felt that transgender people were likely to suffer harassment, and 61 percent felt that gay men and lesbians were likely to be harassed.
- Forty-three percent of the respondents rated the overall campus climate as homophobic.
- Ten percent of respondents would avoid areas of campus where GLBT people congregate for fear of being labeled.

Institutional Actions

- Forty-one percent of respondents stated that their college/university was not addressing issues related to sexual orientation/gender identity.
- Respondents were divided on whether or not the institution had visible leadership regarding sexual orientation/gender identity issues, with 44 percent agreeing and 34 percent disagreeing.
- Forty-three percent felt that the curriculum did not represent the contributions of GLBT people.
- Respondents agreed (64 percent) that their work site or their classrooms accepted them as GLBT people and that their institution provides visible resources on GLBT issues and concerns (72 percent).

RECOMMENDATIONS

Fourteen institutions participated in this project to identify challenges confronting the GLBT campus community and received individual institutional reports based on the responses from their schools. It was the intention of the participating institutional coordinators that the results would be used to identify specific strategies for addressing the challenges facing their respective GLBT communities and to support positive initiatives on each campus. In addition, the following general recommendations were suggested to maximize GLBT equity on campus (opposite).

These recommendations provide a starting point for policy makers and program planners to maximize GLBT equity on campus. A written plan inclusive of the recommended actions should be created including time-lines, resources (both human and fiscal), people responsible for the implementation of the recommendations, and a system of accountability. Change demands committed leadership in both policy and goal articulation.

NOTES

1. hooks, b. (1990). *Yearning*. Boston: South End Press.
2. Heterosexism is the assumption of the inherent superiority of heterosexuality, an obliviousness to the lives and experiences of lesbian, gay, bisexual and transgender people, and the presumption that all people are, or should be, heterosexual. Based on the ideology of heterosexism, or what Rich (1980) calls "compulsory heterosexuality," a systematic set of institutional and cultural arrangements exist which reward and privilege people for being or appearing to be heterosexual, while establishing potential punishments or lack of privilege for being or appearing to be lesbian, gay, bisexual, or transgender.
3. It is important to note that the institutions who agreed to participate in this project all had a visible GLBT presence on campus (e.g. resource center, paid staff person who had at least part-time responsibilities to address GLBT concerns on campus, etc.) and therefore are not representative of all universities or colleges.
4. Snowball sampling is a technique whereby those GLBT individuals who were "known" on campus via GLBT listservs or groups were initially contacted to participate in the study. They were asked to share the survey with any other GLBT persons they knew who may not participate in any groups or listservs or who chose not to disclose their sexual identity on campus.
5. These numbers do not add to 1,669 because some questions were left blank.
6. For the purposes of this study, people of color are individuals who identified as any of the following: "African American/Black," "Asian/Pacific Islander," "Middle Eastern," "American Indian/Alaska Native," "Chicano/Latino/Hispanic." Those who identified with more than one of the above identities or as "White/Caucasian" and one or more of the above identities were also considered people of color. Recognizing the vastly different experiences of people of various racial identities (e.g. Chicano(a) versus African-American or Latino(a) versus Asian-American), and of those within these identity categories (e.g. Hmong versus Chinese), due to the small numbers of respondents in these individual categories, it was necessary to collapse them for this analysis.
7. Factor analysis permits the reduction of a large set of variables to a smaller set of underlying patterns (Kerlinger, 1986).
8. Content analysis is a method of studying and analyzing communications in a systematic, objective, and quantitative manner to measure variables. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts (Kerlinger, 1986).
9. A number of college and universities have implemented educational interventions with names such as Safe Zone, Safe Space, Safe Harbor, and Safe On Campus. Although it is unclear who first conceived of the "safe" idea, the earliest found is the Ball State University program called SAFE On Campus (1992) or Staff, Administration, and Faculty for Equality On Campus which was implemented during the 1992-1993 academic year by the Lesbian, Bisexual, and Gay Student Association. Since published information has been previously unavailable, these "safe" programs have probably been based on little knowledge or experience. The hallmark of these "safe" programs is the public identification of allies by placing a "safe" symbol, usually incorporating a pink triangle or rainbow, on office doors or within living spaces. For further information on Safe Zone programs, see the web site www.lgbtcampus.org/faq/safe_zone.html.

CAMPUS CLIMATE SURVEY: RECOMMENDATIONS

Recruit and Retain GLBT Individuals

- Provide services to potential employees to assist their same-sex partners in securing employment.
- Actively recruit and retain GLBT persons.
- Actively recruit and retain heterosexual students and staff supportive of GLBT equality.
- Include sexual orientation and gender identity or expression in the institution's nondiscrimination clause.
- Extend employee spousal benefits (health insurance, tuition remission, sick and bereavement leave, use of campus facilities, child care services, comparable retirement plans) to domestic partners.
- Provide single stall gender-neutral restroom facilities.
- Provide housing for same-sex partners.
- Develop visible scholarships targeting GLBT students.

Demonstrate Institutional Commitment to GLBT Issues/Concerns

- Integrate GLBT concerns into university documents/publications (grievance procedures, housing guidelines, application materials).
- Create a GLBT alumni group within the existing alumni organization.
- Create a documentation form in police services for reporting hate crimes committed against GLBT people.
- Create a standing advisory committee on GLBT issues similar to other university standing committees (e.g. on race and ethnicity, disability, etc.) that advise the administration on constituent group issues and concerns.
- Provide a clear, safe, visible means of reporting acts of intolerance.
- Include openly GLBT people on university committees.
- Respond visibly and expeditiously to acts of intolerance directed at GLBT members of the community.
- Provide a victim's advocate in the public safety office trained for the particular needs of GLBT people.
- Provide visible "safe" persons, within campus security, student life and other departments, for GLBT victims of harassment to alleviate fear of re-victimization.

Integrate GLBT Issues/Concerns into Curriculum and Pedagogy

- Create a GLBT studies center or department.
- Provide release time to faculty for GLBT course development.
- Expand GLBT-related library holdings.
- Integrate GLBT issues into existing courses, where appropriate.
- Promote the use of inclusive language in the classroom (for example, create a pamphlet with examples of heterosexist assumptions and language with suggested alternatives).
- Produce or purchase audiovisual materials that can be used by all faculty to introduce GLBT materials.
- Provide course credit to GLBT students for peer education initiatives.

Provide Educational Programming on GLBT Issues/Concerns

- Include sexual orientation and gender identity issues in student orientation programs.
- Include sexual orientation and gender identity issues in new faculty/staff orientations.
- Develop workshops/programs to address GLBT issues within residence life, especially geared toward resident assistants.
- Develop workshops/programs to address homophobia/heterosexism within fraternities, sororities and intercollegiate athletics.
- Sponsor lectures, concerts, symposia, and other activities to increase GLBT awareness on campus.
- Provide training for campus health care professionals to increase their sensitivity to issues of sexual orientation and gender identity and the special health needs of GLBT individuals.
- Provide training sessions for public safety officers on GLBT issues and concerns and anti-GLBT violence.

Create Safe Spaces for Dialogue and Interaction

- Create an office for GLBT concerns.
- Create safe space⁹ for inter-/intra- group dialogue and discourse (book clubs, brown bags, etc.).
- Create GLBT groups for under-represented populations (GLBT people who are physically or mentally challenged, GLBT people of color, GLBT international people, transgender people, etc.).
- Create and identify a designated safe, social GLBT meeting place.

The Campus Community

RESPECTING ALL VOICES

One of the primary missions of higher education institutions is producing and disseminating knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.¹⁰ The climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment.¹¹ The need to create a more inclusive, welcoming climate on college campuses is supported by several national education association reports.

A report by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education suggests that in order to build a vital community of learning a college or university must provide an environment where

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported.¹²

The Association of American Colleges and Universities challenges higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion." The AACU proposes that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard." It suggests that in order to create a vital community of learning, universities must create an environment that cultivates diversity and celebrates difference.

Promoting these ideals does not conflict with another role of these institutions: to be defenders of First Amendment rights and academic freedom. Campuses are venues for dialogue for different voices and viewpoints, and this discourse must not only be

allowed but encouraged. Universities and colleges should provide a safe space where all voices are respected, where no voice is silenced simply because it is antithetical to another's. Colleges and universities therefore must seek to create an environment characterized by equal access for all students, faculty and staff regardless of cultural differences, where individuals are not just tolerated but valued. Institutional mission statements recognize and strategic plans suggest that it is crucial to increase multicultural awareness and understanding, within an environment of mutual respect and cooperation, to create a climate that is nurtured by dialogue and evidenced by a pattern of civil interaction. However, while respecting the fundamental right to free speech, nothing justifies acts of violence, harassment, or discrimination.

Furthermore, in an extensive literature review, the authors conclude that individuals who attend college “change their value and attitudinal positions in a number of different areas,” and “they do so as a consequence of attending a college or university and not simply in response to normal, maturational impulses or to historical, social, or political trends.”¹³ The experiences of students and other campus members are not only important to the campus community, but ultimately reflect and affect our society as a whole.

Literature from the past two decades suggests a lack of tolerance toward gay, lesbian, bisexual, and transgender (GLBT) members of the academic community.¹⁴ The research documents that GLBT people on campus are subjected to physical and psychological harassment, discrimination, and violence, all of which obstruct achievement of both educational and professional goals. This campus climate survey, the largest of its kind, bolsters the findings of previous studies and provides a new perspective into the situations and experiences of GLBT people in higher education.

REVIEW OF PREVIOUS GLBT CAMPUS CLIMATE ASSESSMENTS

In the mid-1980s, the National Gay and Lesbian Task Force's Campus Project began documenting reported incidents of harassment and violence directed toward lesbian and gay students around the country. In 1988, 1,411 incidents of anti-lesbian/gay bias, including threats, vandalism, harassment, and assaults, were reported to the project. When asked if “anti-gay violence had increased on their campus” since the previous year, 32 percent responded affirmatively.¹⁵ In an unrelated 1989 study gay men rated the climate at the University of Virginia lower than straight men with regard to emotional support, intellectualism, change, and innovation.¹⁶

In response to the heightened awareness of anti-GLBT acts of intolerance and to issues of GLBT inequality prevalent on college campuses, top administrators at several universities appointed task forces or ad hoc committees to investigate the institutional climate for GLBT individuals. In other instances, concerned GLBT students, faculty, and staff initiated investigations. A 1998 meta-analysis¹⁷ looked at 30 institutional reports generated by these committees and task forces at public and private institutions, varying in size and geographic location.¹⁸ Campus climate assessments were conducted either in response to incidents of harassment or due to an awareness of a lack of equity, usually prompted by GLBT people on campus.

The methodologies used to examine the campus climate varied¹⁹ and the population samples also differed.²⁰ While it is difficult to compare the investigations due to these differences, it is clear that acts of intolerance were prevalent on campus. For example, in studies where surveys were used as the primary tool, the data indicated that GLBT students were the victims of acts of intolerance, including verbal harassment and threats of physical assaults (see table below.) Qualitative studies documented widespread invisibility, isolation, and fear among GLBT people on campus. The review documented that many GLBT professors, counselors, staff assistants or students experience a constant fear that, should they “be found out,” they would be ostracized, their careers would be destroyed, or they would lose their positions. While the reports indicate differences among the experiences of these individuals, their comments suggest that regardless of how “out” or how “closeted” they are, all expressed fears that prevented them from acting freely.

A major limitation of prevalence studies of anti-GLBT harassment and violence is that many crimes go unreported. Fearing further victimization, many GLBT victims do not report bias acts.²¹ Therefore the numbers of actual incidents of intolerance are probably much higher than reported.²² This concept is supported by the findings of Rankin’s review where between 50 and 90 percent of those who responded to several campus surveys noted that they did not report “at least one incident.”²³

Anti-GLBT Acts of Intolerance on College Campuses
(in percentages*)

	NGLTF 1988 (n=unknown)	U Arizona 1992 (n=600)	CSU Chico 1993 (n=682)	UC Santa Cruz 1990 (n=733)	U Col. Boulder 1991 (n=1004)	U Illinois Emory 1987 (n=51)	U Illinois Chicago 1995 (n=1161)
Verbal harassment	86	12	23	2	23	67	42
Hear anti-gay remarks	n/a	n/a	42	4	n/a	n/a	n/a
Threats of physical violence	44	n/a	n/a	1	6	22	44
Property damaged/graffiti	19	n/a	18	3	12	22	22
Objects thrown	27	n/a	n/a	n/a	n/a	12	n/a
Followed or chased	35	n/a	n/a	n/a	n/a	16	n/a
Spat upon	14	n/a	n/a	1	n/a	2	n/a
Assaulted/wounded w/ a weapon	9	n/a	n/a	n/a	n/a	0	n/a
Physical confrontation/assault	19	n/a	32	n/a	2	6	5
Sexually harassed/assaulted	n/a	n/a	n/a	1	n/a	0	n/a
Anticipate future victimizations	83	n/a	n/a	n/a	n/a	n/a	n/a
Fear for safety	62	n/a	n/a	16	n/a	n/a	n/a
Know others who have been victimized	84	n/a	n/a	n/a	n/a	n/a	n/a
Nonreporting of at least one incident	n/a	n/a	n/a	n/a	95	n/a	90
Harassed by roommate	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pressure to be silent/threatened w/exposure	n/a	n/a	n/a	3	n/a	n/a	4
Negative effects on job advancement	n/a	35	n/a	n/a	30	n/a	15

*s=student; f=faculty

Studies have also documented employment discrimination or bias against gay, lesbian, and bisexual (GLB)²⁴ faculty and administrators within colleges and universities:

- In a 1994 survey of 249 GLB student affairs professionals, 26 percent reported job discrimination. Of those who disclosed their sexual orientation during their job search, 42 percent reported discrimination.²⁵
- Twenty-six percent of GLB anthropologists surveyed reported experiencing employment discrimination because of their sexual orientation, according to a 1999 survey; a similar number were unsure whether they had experienced discrimination.²⁶
- Only 31 percent of Political Science department chairs thought their institutions would find it “acceptable” to identify as gay or lesbian in the classroom, according to a 1995 survey; within religious institutions this number went down to 12 percent.²⁷
- In 1992, 43 percent of sociologists reported experiencing discrimination. Among those who both had disclosed their sexual orientation and were working to improve the situations of gays, lesbians and bisexuals, 71 percent reported some kind of employment discrimination.²⁸

Twenty-six percent of GLB anthropologists surveyed reported experiencing employment discrimination because of their sexual orientation, according to a 1999 survey.

Urbana 1987 (n=92)	U Mass Amherst 1985 (n=445)	Michigan State 1992 (n=113s) (n=63f)	Oberlin 1990 (n=267f)	U Oregon 1990 (n=105s) (n=514f)	Penn State 1987;1994 (n=671s) (n=1078f)	Rutgers 1989 (n=213)	U Virginia 1989 (n=1244s)	U Wisc. M'waukee 1994 (n=366)	Yale 1986 (n=215)
58	45	51s/35f	14s/19f	n/a	72	55	48	67	65
79	92	83s/79f	n/a	96s/44f	98	90	18	90	n/a
n/a	21	n/a	6	54s/32f	25	16	16	59	25
n/a	33/88	70s/71f	70s/51f	86s/53f	16	n/a	n/a	56	10
n/a	n/a	n/a	n/a	n/a	13	n/a	n/a	n/a	19
n/a	n/a	n/a	n/a	n/a	22	n/a	n/a	n/a	25
n/a	n/a	1	n/a	n/a	6	n/a	n/a	n/a	3
n/a	5	n/a	n/a	n/a	1	n/a	n/a	n/a	1
n/a	n/a	8s/0f	n/a	24s/3f	4	6	7	6	5
n/a	21	12s/7f	3s/0f	18s/11f	15	16	7	16	10
n/a	n/a	n/a	n/a	n/a	93	n/a	n/a	n/a	92
55	n/a	n/a	n/a	61s/57f	58	58	n/a	58	57
n/a	n/a	n/a	n/a	n/a	n/a	55	41	55	76
67	n/a	“most”s	69s/0f		93	50	n/a	50	90
n/a	50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	22
91	29	64s/41f	70s/19f	69s/57f	n/a	56/20	n/a	56/20	n/a
88	n/a	n/a	0s/22f	n/a	n/a	8	n/a	8	n/a

Even for faculty, staff and administrators who have not directly experienced such discrimination, the fear of negative repercussions has likely limited the ability of many of them to fully participate in the academic community.

IMPACT OF ANTI-GLBT ACTS OF INTOLERANCE

Victims of anti-GLBT crimes face the same negative psychosocial consequences as the victims of other hate crimes. Victimization shatters three basic assumptions: the illusion of invulnerability, the view of oneself in a positive light, and the perception of the world as a meaningful place.²⁹ The impact of victimization on GLBT students is related to the amount of support that the student has had throughout her or his life.³⁰ Those who have had little support have more trouble coping with negative situations and experiences than those who have previously received understanding and assistance in dealing with issues related to their sexual orientation.

History of The NGLTF Campus Project

In 1987, the National Gay and Lesbian Task Force initiated the Campus Project under the leadership of Kevin Berrill. During his tenure at NGLTF, several reports were issued regarding anti-lesbian/gay violence on college campuses. Berrill worked with lesbian and gay campus leaders and student groups until his retirement in 1993. Between 1991 and 1993, a corps of dedicated volunteers maintained the Campus Project.

Realizing that the demand for support and assistance from campus activists was overwhelming the capacity of NGLTF to respond, and recognizing the organization's responsibility to young people within the GLBT community as well as the historical role of campus activism in social change movements, the NGLTF Board of Directors agreed to explore ways of fully funding the Campus Project in 1993. As part of this exploration, the Board authorized a study to determine how NGLTF could be of assistance in organizing efforts on college and university campuses. Telephone interviews and campus visits with GLBT students, faculty, and staff from dozens of institutions across the country revealed a consistently low level of functioning on the part of most GLBT campus organizations. This research revealed that student groups in particular were rarely engaged in efforts to bring GLBT subject matter into the curriculum. They were not strategizing for domestic partner health benefits. They were not marshaling resources to end ROTC discrimination. Nor were they participating effectively in efforts to defend GLBT communities from attacks from the religious right.

In 1993, Curt Shepard was selected to direct the Campus Project from a NGLTF field office in Los Angeles. Based on the exploratory investigation, he identified the Campus Project's primary goal:

To foster the growth of campus organizations that are healthy, effective, and equipped to participate meaningfully in improving the quality of life for GLBT people in academe.

As part of his work supporting GLBT campus organizing, in 1995, Shepard coauthored, with Felice Yeskel and Charles Outcalt, *Lesbian, Gay, Bisexual, and Transgender Campus Organizing: A Comprehensive Manual*, the first manual to provide tools for GLBT campus advocacy.

Common problems experienced by victims of anti-GLBT violence include a heightened sense of vulnerability and fear for their safety; chronic stress; depression, feelings of helplessness, anxiety, and anger; sleep disturbances; low self-esteem; and internalized homophobia.³¹ In addition, criminal victimization is often followed by post-traumatic stress disorders.³²

Individuals who have been targets of violence often experience further victimization in the form of accusations that they deserved what happened to them.³³ They may also experience additional harassment and discrimination if their sexual orientation becomes known as a result of the crime.³⁴

Lack of support from others is a common occurrence that leads victims to isolate themselves and avoid reporting or talking about what they have experienced.³⁵ The impact of acts of intolerance upon their GLBT victims include higher levels of depression and withdrawal, more sleep difficulties, increased anxiety, and loss of confidence.³⁶ In addition, a high percentage of victims report serious interpersonal difficulties with friends and significant others following an incident of intolerance.³⁷

SUMMARY

This review suggests that institutions of higher education have not provided an empowering atmosphere for GLBT faculty, staff, and students. Acts of anti-GLBT intolerance were evident, and their prevalence, along with the fear of experiencing intolerance, can function to silence GLBT voices on campus. The heterosexist climate inhibited the acknowledgment and expression of GLBT perspectives and restricted curricular initiatives and research efforts. This was expressed, in part, in the absence of GLBT content in university course offerings. Further, the contributions and concerns of GLBT people were often unrecognized.

Several colleges/universities responded through institutionalizing GLBT issues and concerns (e.g. creating GLBT resource centers, safe space programs), revising and/or creating GLBT inclusive administrative policies (e.g. domestic partner benefits, non-discrimination policies), and through GLBT-inclusive educational initiatives (e.g. new staff orientations, resident assistant training, curricular integration). Given the recent increase in institutional actions aimed at addressing GLBT concerns on campus, one wonders how those actions have impacted the current campus climate for GLBT students, faculty, and staff. While this project cannot directly respond to this question, the report does provide insight into the current experiences and perceptions of GLBT members of academic communities.

NOTES

10. For more detailed discussions of climate issues see Bauer, 1998; Boyer, 1990; Peterson & Spencer, 1990; Rankin, 1994, 1998; Tierney & Dilley, 1996
11. For further examination of the effects of climate on campus constituent groups and their respective impact on the campus climate see Bauer, 1998; Kuh & Whitt, 1988; Peterson & Spencer, 1990; Rankin, 1994, 1998, 1999; Tierney, 1990.
12. Boyer, E. (1990). *Campus Life: In Search of Community*. Princeton, N.J.: The Carnegie Foundation for the

Advancement of Teaching.

13. Pascarella & Terenzini, 1991. p. 325.
14. Research on the harassment and intolerance experienced by GLBT people on college campuses is discussed by the following authors: Berrill, 1986, 1987, 1989, 1990; Berrill & Herek, 1992; Comstock, 1989, 1992; D'Augelli, 1989, 1990, 1992; D'Emilio, 1990; Evans & Rankin, 1998; Garnets, Herek & Levey, 1990; Harry, 1990; Herek, 1989, 1990, 1991, 1994, 1995; Hershberger & D'Augelli, 1995; Jenness, 1995; Klinger, 1995; Rankin, 1991, 1994, 1998, 1999; Serdahely & Ziemba, 1985; Slater, 1993; Tierney & Dilley, 1996.
15. Berrill, 1989.
16. Reynolds, 1989.
17. Meta-analysis is a set of statistical procedures designed to accumulate experimental and correlational results across independent studies that address a related set of research questions (Kerlinger, 1986).
18. Rankin, 1998.
19. Of the 30 college and university reports reviewed, 13 conducted surveys, six conducted focus groups or interviews, and five opted for a combination of both quantitative and qualitative methodology. Six reports did not indicate their method of assessment.
20. For example, the University of Arizona queried 600 faculty and staff regarding their perceptions of the campus climate. In contrast, the University of Massachusetts conducted three surveys purposefully sampling lesbian, gay, and bisexual students, resident assistants and student service personnel. Open forums and public hearings where all members of the academic community were encouraged to share their experiences were held at Vanderbilt University, Rutgers University, and the University of Wisconsin at Madison. Pennsylvania State University and the University of California, Davis conducted interviews with GLBT faculty and staff.
21. In his 1992 study of lesbians and gay men, Berrill reports that although thousands of episodes—including defamation, harassment, intimidation, vandalism, assault, murder, and other abuse—have been reported to police departments and to local and national organizations, countless more incidents have gone unreported. Wertheimer (1992) notes in his study of gay men and lesbians that although they are subject to a level of victimization which far exceeds that of the non-gay/lesbian population, existing crime victim service networks have largely failed to acknowledge gay and lesbian victims of violent crime. He further contends that regardless of whether this failure has resulted from ignorance, neglect, or conscious hostility, its consequence is that gay and lesbian people still frequently suffer the consequences of victimization in isolation and silence. As a result, the initial physical and psychological injuries that follow an assault are compounded. Wertheimer also asserts that most crime victim service providers remain unfamiliar with and insensitive to the needs of gay and lesbian crime victims. Consequently, gay men and lesbians who report crimes committed against them frequently must choose between hiding their sexual orientation from the service providers or disclosing it and risking ridicule and revictimization.
22. Herek & Berrill, 1990; D'Augelli, 1995.
23. Rankin, 1998.
24. Most of these studies either did not ask regarding transgender status or did not include any transgender respondents.
25. Croteau & von Destinon, 1994.
26. Commission on Lesbian, Gay, Bisexual, and Transgendered Issues in Anthropology, 1999.
27. Committee on the Status of Lesbians and Gays in the Profession of the American Political Science Association, 1995.
28. Taylor & Raeburn, 1995.
29. Janoff-Bulman & Frieze, 1983.
30. Slater, 1993.
31. D'Augelli, 1992; Herek, 1994, 1995; Hershberger & D'Augelli, 1995; Norris & Kaniasty, 1991; Savin-Williams & Cohen, 1996; Slater, 1993.
32. Herek, 1994, 1995.
33. Berrill & Herek, 1992; Markowitz, 1998.
34. D'Augelli, 1992.
35. Savin-Williams & Cohen, 1996.
36. Harry, 1990.
37. Norris & Kaniasty, 1991.

Campus Climate Assessment Project

METHODOLOGY

Participating Institutions

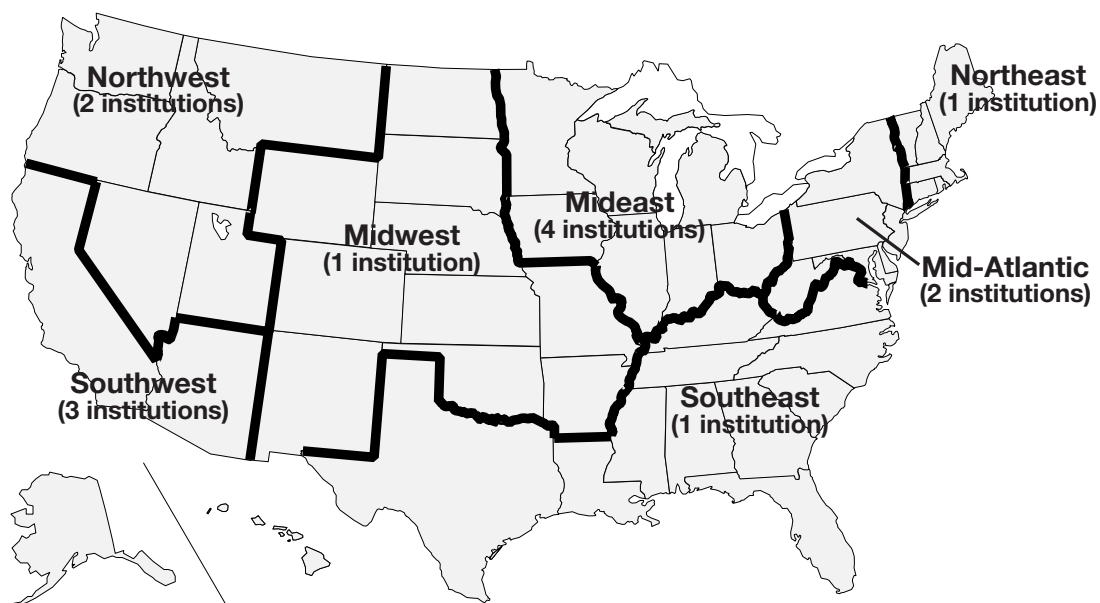
Fourteen campuses participated in the study.³⁸ The participating institutions were geographically representative and included 4 private and 10 public colleges and universities. While the sample is larger than any other to date utilizing one assessment tool (a total of 1,669 surveys were completed), and offers some insight into the climate for GLBT persons on campus, caution must be used when attempting to generalize from the results. It is important to note that the institutions that agreed to participate in this project all had a visible GLBT presence on campus (e.g. a resource center with a paid staff person who had at least part-time responsibilities to address GLBT concerns on campus, etc.), whereas nationwide less than 100 institutions of higher education have such resources.³⁹ It is possible that the climates on campuses with these resources will be more positive than on the overwhelming majority of campuses that do not have such centers. On the other hand, the lack of visibility of GLBT issues on such campuses might lead to the invisibility of GLBT campus members and as a result fewer acts of discrimination, harassment or violence.

The initial study was first reviewed and approved by the Office of Regulatory Compliance at the home institution of the lead researcher. The proposal, including the survey instrument, was then reviewed and approved by each participating institution's Office of Regulatory Compliance. The proposal indicated that any analysis of the data would insure participant and institutional anonymity.

Design of the Study

Once an institution agreed to participate in the investigation, the primary investigator met with the institutional coordinator⁴⁰ to discuss the project. Discussions focused on how to recruit participants and how to make the survey available in a paper/pencil format, online, or both. The paper and pencil instruments or appropriate URL link was forwarded to the institutional coordinator between October 2000

Regional Distribution of Participating Institutions



Institution	Region	Type	Undergraduate Population	Surveys Completed		
				Online	Paper	Total
1	Mid-Atlantic	Private	5,000	27	25	52
2	Mid-Atlantic	Private	3,400	2	52	54
3	Mideast	Private	20,000	3	25	28
4	Southeast	Private	11,500	117	0	117
5	Mideast	Public	16,000	0	118	118
6	Southwest	Public	35,000	93	102	195
7	Southwest	Public	15,000	0	214	214
8	Southwest	Public	14,500	75	0	75
9	Northeast	Public	21,900	0	54	54
10	Mideast	Public	8,200	118	24	142
11	Mideast	Public	23,700	331	0	331
12	Northwest	Public	16,800	0	61	61
13	Northwest	Public	22,000	24	0	24
14	Midwest	Public	22,000	190	14	204
Totals				980	689	1669

and December 2001. Each survey included a cover letter describing the purpose of the study, explaining the survey instrument, and assuring the respondents anonymity. Return campus mail envelopes were provided for respondents to return the surveys to the institutional coordinator. The completed surveys were then forwarded to the primary investigator for analysis.

Survey Instrument⁴¹

The survey questions were constructed utilizing primarily the work of Rankin⁴² and Gross and Aurand,⁴³ and further informed by instruments reviewed in a meta-analysis⁴⁴ of GLBT climate studies.⁴⁵ The final survey contained 35 questions and an additional space for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences as GLBT people, their perception of the climate for GLBT members of the academic community, and their perceptions of institutional actions, including administrative policies and academic initiatives regarding GLBT issues and concerns on campus. The survey was modified into a machine-readable format and input into an on-line format. Institutions had the ability to use a paper/pencil survey, an on-line survey, or both formats in their data collection.

Sampling Procedure

Due to the difficulty in identifying lesbian, gay, bisexual, and transgender individuals, purposeful sampling of GLBT individuals and snowball-sampling procedures were utilized.⁴⁶ These alternative sampling techniques are often used when attempting to sample statistical minorities.⁴⁷ Contacts were made with “out” GLBT individuals on campus who were asked to share the survey with other members of the GLBT community who were not as open about their sexual/gender identity. This method allowed for the responses from not only “out” GLBT persons, but also those GLBT individuals who chose to keep their sexual orientation or gender identity confidential. Sampling techniques varied for participating institutions based on their respective contexts.⁴⁸

DEMOGRAPHIC PROFILES OF THE PARTICIPANTS

Demographics by Position Identity

GLBT undergraduate students (n=719) were the largest cohort responding to the survey, but significant numbers of GLBT graduate students (n=281), staff (n=372), faculty (n=150), and administrators (n=95) also participated in the project.^{49,50}

Previous research examining campus climate focused on the beliefs and behaviors of all members of the academic community. The body of literature regarding institutional climate suggests that the attitudes, beliefs, and behaviors of faculty and administrators contribute significantly to the climate of their institution.⁵¹ While less than 16 percent of the respondents of this survey, their perceptions and experiences might disproportionately affect

the campus as a whole. As subcultures within the institution, faculty and administrators are the most enduring institutional members and thus can most directly influence organizational strategy or changes in academic management practices. In addition, faculty have a significant impact on the development, maintenance, and/or modifications of student’s attitudes and values and a direct impact on curriculum.⁵²

Position	%	(n)
Undergraduate student	43	(719)
Graduate/Professional student	17	(281)
Staff	22	(372)
Administrator	6	(95)
Faculty	9	(150)
Declined to respond	3	(52)

Demographics by Racial Identity

Respondents were given the opportunity to mark multiple boxes in regards to their racial identity, allowing for participants to identify as biracial or multiracial. Given this opportunity, the majority of respondents chose white (n=1434) as part of their identity and 326 respondents chose a “people of color” category⁵³ as part of their identity. These numbers are inflated because biracial and multiracial individuals who checked off multiple boxes are counted more than once. In the following analysis, inflation of the numbers is corrected, so that respondents are only counted one time. Respondents who indicated that they are of white origin and another racial origin are counted as people of color.⁵⁴ With this correction, white respondents make up 83 percent (n=1379) of the sample and people of color make up 17 percent of the sample (n=290). Given the small number of respondents in each racial/ethnic category, further analysis and discussion will collapse the categories into people of color (n=290) and white people (n=1379). However caution must be advised in generalizing from these findings, as there are large differences in experiences among different communities of color as well as within specific communities of color (such as Latino/Hispanic) that will not be captured in this analysis.

Racial/Ethnic Identity	(n)
African American/Black	(59)
Asian/Pacific Islander	(94)
Middle Eastern	(25)
American Indian/Alaskan Native	(38)
Chicano/Latino/Hispanic	(110)
White	(1434)
	(n)
People of Color*	(290)
White	(1379)

*Multi-racial/multi-ethnic individuals grouped with people of color

Demographics by Sexual Orientation and Gender Identity

The items chosen regarding sexual orientation/gender identity were created based on input from members of the Consortium who were asked to have their respective GLBT campus communities provide feedback to more accurately reflect how GLBT people on campus self-identify. It was clear from their feedback that not all sexual minorities want to place themselves in “boxes” that some claim are predominately white social constructs of sexual identity.⁵⁵ It was also clear from the feedback that transgender persons on campus preferred to discuss their gender identity and sexual identity as separate constructs (e.g. a person who identifies as transgender may also identify as gay, lesbian, bisexual, or heterosexual). In response to this feedback, the survey questions regarding one’s sexual and gender identities were categorized through participant’s responses to three questions. The first question queried respondents about their gender identity as male, female, or transgender.

The second question requested one’s identification by sexual identity as bisexual, gay, lesbian, or heterosexual. Thirty-five percent (n=577) identified as gay, 28 percent (n=472) identified as lesbian, 21 percent (n=351) identified as bisexual, 8 percent (n=141) identified as heterosexual, and 5 percent (n=89) were uncertain of their sexual identity.

Gender Identity	%	(n)
Female	51	(848)
Male	43	(720)
Transgender	4	(68)
Declined to respond	2	(33)

Sexual Orientation	%	(n)
Gay	35	(577)
Lesbian	28	(472)
Bisexual	21	(351)
Heterosexual	8	(141)
Uncertain	5	(89)

Sexual Identity by Gender Identity

	Female		Male		Transgender	
	% within gender/(n)		% within gender/(n)		% within gender/(n)	
Gay	6	(51)	72	(520)	8	(5)
Lesbian	49	(415)	6	(41)	22	(14)
Bisexual	29	(249)	11	(82)	27	(17)
Heterosexual	10	(82)	6	(45)	21	(13)
Uncertain	5	(46)	4	(28)	22	(14)

Note: These numbers are calculated from only those respondents who chose to identify both their sexual identity and their gender identity. Percentages are rounded so may not add up to 100%.

Of the 68 respondents who identified as transgender, 17 identified as bisexual, 14 chose the label lesbian, another 14 were uncertain, 13 checked heterosexual, 5 were gay, and another 5 declined to respond to the question.

The third question requested respondents to identify their primary attraction (e.g. mainly attracted to women, mainly attracted to men, mainly attracted to both men and women). When queried about their primary attraction, respondents who identified as female and lesbian also indicated that they were primarily attracted to women (97 percent), while males who identified as gay were primarily attracted to men (99 percent). Fifty-seven percent of the women who identified as bisexual were primarily attracted to both men and women, and 31 percent were primarily attracted to women. Of the men who identified as bisexual, 36 percent were primarily attracted to both men and women and 35 percent to men. For those respondents who identified as heterosexual, 93 percent of the females were mainly attracted to men and 100 percent of the men were mainly attracted to women.

Transgender Sexual Orientation	(n)
Bisexual	(17)
Lesbian	(14)
Uncertain	(14)
Heterosexual	(13)
Gay	(5)
Declined to respond	(5)

Sexual Identity by Gender Identity by Attraction

	Female Primary Attraction				Male Primary Attraction				Transgender Primary Attraction			
	Women	Men	Both	Total	Women	Men	Both	Total	Women	Men	Both	Total
	%	%	%	(n)	%	%	%	(n)	%	%	%	(n)
Gay	96	2	2	(49)	<1	99	1	(519)	20	80	0	(5)
Lesbian	97	0	3	(412)	2	98	0	(41)	79	7	14	(14)
Bisexual	31	12	57	(246)	21	35	44	(90)	24	6	65	(16)
Heterosexual	0	93	8	(80)	100	0	0	(45)	39	31	31	(13)
Uncertain	20	29	51	(45)	57	18	25	(28)	42	17	42	(12)

Note: These numbers are calculated from only those respondents who chose to identify their sexual identity, their gender identity and their primary attraction. For example: Cell one reads, of the 49 respondents who identified as female and gay, 96 percent of that cohort is primarily attracted to females, 2 percent are primarily attracted to males and 2 percent are primarily attracted to both females and males.

Demographics by Disclosure

In response to the question regarding the extent of how “out” one was personally and professionally, more than a quarter of the respondents (27 percent) indicated that they were closeted or out to only a few family members and friends. Forty-four percent indicated that they were out to everyone, and 6 percent declined to respond.⁵⁶

A greater percentage of students—especially undergraduates, bisexual people, and people of color—indicate that they are “closeted” as compared to others in their respective cohorts.

When reviewing this data within the four sexual identity groups, only bisexual people (48 percent “out,” 52 percent “closeted”) and those who were “uncertain” of their sexual identity (37 percent “out,” 63 percent “closeted”) are significantly more “closeted” than “out.”

Faculty, staff, and administrators in this study are more likely to be “out” than students. While the data in this study cannot answer the question as to why this pattern

Degree of Disclosure⁵⁷	%	(n)
Totally closeted	3	(42)
Out to a few close friends	9	(148)
Out to a few friends/family members	16	(264)
Out to family and friends	22	(371)
Out to everyone personally and professionally	44	(737)
Declined to respond	6	(107)

Degree of Disclosure

by Gender	Closeted		Out		Total	
	%	(n)	%	(n)	%	(n)
Female	29	(245)	71	(603)	100	(848)
Male	26	(189)	74	(531)	100	(720)
Transgender	25	(17)	75	(51)	100	(68)
by University/College Position						
Undergraduate Student	36	(260)	64	(459)	100	(719)
Graduate Student	26	(72)	74	(209)	100	(281)
Faculty	19	(28)	81	(122)	100	(150)
Staff	19	(70)	81	(302)	100	(372)
Administrator	12	(11)	88	(84)	100	(95)
by Sexual Identity						
Bisexual	52	(184)	48	(167)	100	(351)
Gay	21	(118)	80	(459)	100	(577)
Lesbian	17	(80)	83	(392)	100	(472)
Heterosexual	9	(13)	91	(128)	100	(141)
Uncertain	63	(56)	37	(33)	100	(89)
by Race/Ethnicity						
People of Color*	32	(103)	68	(223)	100	(326)
White People	26	(378)	74	(1056)	100	(1434)

* Inclusive of multi-racial/multi-ethnic

exists, some possible reasons are suggested. First, most of the participating institutions include sexual orientation in their nondiscrimination policies and provide domestic partner benefits to their employees. These policies may allow faculty, staff, and administrators to feel more comfortable in expressing their sexual orientation. Second, the fact that undergraduate students experience the greatest amount of harassment (36 percent) and that other students are the leading perpetrators of that harassment may lead to a greater hesitation on the part of GLBT students in expressing their sexual orientation. Third, faculty, staff and administrators who responded to the survey may be more comfortable with their sexual orientation while students may still be negotiating their sexual orientations. Finally, the survey sampling technique may have led to less “closeted” staff participation.⁵⁸

It is important to note that several respondents stated in their comments (see <http://www.nglhf.org/library/> for full text of responses) that the continuum provided was not adequate to represent their experiences. Several suggested that while they were “out” on campus (professionally or to friends), they were not “out” to their families. This phenomenon was especially prevalent among students who indicated that they were active in their GLBT communities on campus, but returned to the “closet” at home. Clearly more research is needed to better understand this phenomenon and its impact on identity, health, campus life, and other arenas.

Other Selected Demographics

The vast majority of participants identified as U.S.-born citizens (90 percent). The majority of respondents were either less than 22 years old (39 percent) or between 23 and 32 years of age (26 percent). Four percent reported the presence of a disability that substantially limited a major life activity, such as seeing, hearing, learning, and/or walking. Ninety-one percent of the respondents indicated that they were full-time students or employees at the institution. Of the students who responded to the survey, 62 percent lived off campus and 29 percent lived in the residence halls.⁵⁹

NOTES

38. Due to the difficulty in identifying members of the GLBT community, institutions that were represented by members of the National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Campus Resources in Higher Education (hereafter known as the Consortium) were given first consideration to participate in the study. Therefore, a GLBT resource center or office was present on each campus to address the needs and concerns of the GLBT community. Twenty institutions agreed to participate and fourteen completed the study. The six institutions that did not complete the study were not allowed to participate due to the study's rejection by their respective internal review boards. While their inability to participate is regrettable, the discussion regarding their participation created a space for discourse regarding GLBT issues and concerns on the respective campuses. This dialogue resulted in the institutions' developing their own assessment process (surveys or focus groups) to ascertain the needs of the GLBT community on their campuses. The author considers this discourse and subsequent actions as successful as if the institution participated in the project. It is hoped that future discussions will include benchmarking based on the results of all of the research.

39. See the National Consortium of Directors of LGBT Resources in Higher Education at <http://www.lgbtcampus.org/>

40. The institutional coordinator in most cases was the Consortium member (member of the National Consortium of Directors of LGBT Campus Resources in Higher Education) at the institution.

41. A copy of the survey instrument is provided in Appendix A.

42. Rankin, 1994.

43. Gross and Aurand, 1999.

44. See note 17 on page 14 for an explanation of “meta-analysis.”

45. Rankin, 1998.

46. See note 4 on page 6 for an explanation of “snow-ball sampling.”

47. See, Battle, J., et. al., 2002. pp. 7-8.
48. A variety of institutional sampling techniques were employed to encourage participation in the study. These included some of the following:
- Surveys were available for pick-up at prime sites around campus (women's center, student center, GLBT resource center, affirmative action office).
 - Tabling at various locations on campus. Participants were able to pick up and drop off surveys at those tabling locations.
 - Forwarded surveys or URL location to faculty and staff and asked them to share with interested co-workers and friends.
 - Distribution of the survey at all GLBT-related functions, weekly support groups, and organization meetings.
 - Distribution of the survey through the Standing Committees for GLBT Concerns, GLBT Student Groups.
 - An e-mail containing the URL for the on-line survey or locations for pick-up of paper/pencil surveys was forwarded to GLBT listservs.
49. The total sample for analysis by college/university position is 1617. Fifty-two respondents declined to report their position.
50. For the purposes of this study, undergraduate students, graduate students, and professional students were collapsed and identified as "students."
51. Rankin, 1994.
52. Austin, 1990; Kuh & Whitt, 1988; Pascarella, 1980, 1985.
53. In this survey, the following were considered "people of color" identities: "African American/Black," "Asian/Pacific Islander," "Middle Eastern," "American Indian/Alaska Native," "Chicano/Latino/Hispanic."
54. While recognizing the vastly different experiences of people of various racial identities (e.g. Native American versus African American or Latino/a versus Asian-American), and those experiences within these identity categories (e.g. Hmong versus Chinese), it was necessary to collapse them for this analysis due to the small numbers of respondents in each of the individual identity categories.
55. However, "gay" and "lesbian" remain widely used terms among homosexual people of color. According to Battle, 2002, in a sample of 2,645 respondents in the Black Pride Survey 2000, 42 percent identified as gay, 24 percent chose the label lesbian, 11 percent checked bisexual, and 1 percent indicated that they were transgender. The term "queer" was one of the least popular options. It was speculated by the authors that,
- "the lack of identification as 'queer' might reveal the racism that Black GLBT people experience from White 'queer identified' activists in their organizations and campaigns, including their lack of outreach to Black GLBT communities. These White 'queer' activists are often thought to have greater access to resources and privilege...Second, the rejection of the term 'queer' might indicate that the radical promise that the term queer holds has not been embraced by Black GLBT individuals as an alternative way (and politics) of sexual identification.... Third, the low levels of support for the term queer might also reveal elements of social conservatism within the Black community generally, and in the Black GLBT community specifically." (p. 20)
56. For the purposes of analysis in this study, the responses of "totally closeted," "out to a few close friends," and "out to a few friends/family members" are categorized as "closeted." The responses of "out to family and friends" and "out to everyone personally and professionally" are categorized as "out."
57. Percentages inclusive of non-respondents and over 50 percent (n=57) of those who declined to respond identified as heterosexual:

Sexual Identity by Disclosure

	Closeted to everyone		Out to a few close friends		Out to a few family and friends		Out to family and friends		Out to everyone		Declined to respond	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Gay	1	(4)	5	(27)	15	(87)	27	(153)	52	(299)	1	(7)
Lesbian	1	(4)	5	(21)	12	(55)	23	(108)	59	(277)	2	(7)
Bisexual	4	(15)	22	(76)	27	(93)	24	(85)	21	(74)	2	(8)
Heterosexual	1	(2)	2	(3)	6	(8)	8	(11)	43	(60)	40	(57)
Uncertain	19	(17)	24	(21)	20	(18)	9	(8)	19	(17)	9	(8)

58. In discussions with my colleagues in the Consortium, these results are contrary to their experiences on campus where GLBT students are the majority "out" constituent group on campus and the faculty, staff, and administrators who are "out" can be "counted on one hand." A possible reason for this discrepancy is the way in which "out" is defined in the survey. Faculty, staff, and administrators who responded as "out" may not be as vocal or visible around GLBT issues on campus as the "out" GLBT students.
- 59.

Citizenship Status	%	(n)
U.S. citizen—born in the United States	90	(1508)
U.S. citizen—naturalized	3	(51)
Permanent resident (immigrant)	2	(34)
International (F-1 or J-1 visa)	3	(45)
Declined to respond	2	(31)

Age	%	(n)
22 or under	39	(643)
23 to 32	26	(439)
33 to 42	16	(258)
43 to 52	13	(220)
53 or over	5	(85)
Declined to respond	1	(24)

Status	%	(n)
Full-time	91	(1511)
Part-time	6	(108)
Declined to respond	3	(50)

Disability	%	(n)
Yes	4	(66)
No	94	(1574)
Declined to respond	2	(29)

Residence (Undergraduate and Graduate Students)	%	(n)
Off campus	62	(621)
Residence hall	29	(287)
Other campus housing	7	(65)
Family student housing	<1	(4)
Fraternity or sorority house	<1	(6)
Declined to respond	8	(17)

Campus Climate Assessment Findings

The following section will review major findings of the Campus Climate survey. It will examine the anti-GLBT experiences described by participants, their general perceptions of anti-GLBT sentiments and activity on campus, and their institution's actions, including administrative policies and academic initiatives, regarding GLBT concerns on campus. Each of these issues will be explored in relation to the identity and position of the respondents. The data will be analyzed to highlight the differing experiences of respondents based on the following criteria:

- College/university position (student, faculty, staff, administrator),
- Sexual orientation/gender identity (lesbian, gay, bisexual, transgender),
- Racial/ethnic identity (people of color, non-Hispanic white people), and
- Degree of disclosure (out, closeted).

LIVED OPPRESSIVE EXPERIENCES

One aspect of campus climate for GLBT students, faculty, staff, and administrators is personal experience with conduct that has unreasonably interfered with their ability to work or learn on campus.⁶⁰ Nineteen percent of the respondents reported that, within the past year, they had feared for their physical safety because of their sexual orientation/gender identity, and 51 percent concealed their sexual orientation/gender identity to avoid intimidation. Thirty-four percent of the respondents avoided disclosing their sexual orientation/gender identity to an instructor, teaching assistant, administrator, or supervisor within the past year due to a fear of negative consequences, harassment, or discrimination.

"I have sat at department functions and listened to the department head make jokes, and the trans[gender] comments and jokes at my research assistantship are very frequent. How could I possibly feel safe?"

“On my second day of work on this campus three years ago my supervisor told me during a break that she hated gay people and she thought that bisexuals were the worst because they just screwed everyone.”

“Since I travel to and from my department on a bicycle and because I am openly gay, I take extra precautions late at night (vary my route, stay on main roads). This is why I indicated that some fear exists for me here. Occasionally, people in passing cars have screamed faggot at me.”

Behavior (within the past year)	Yes % (n)	No % (n)
Feared for my physical safety because of sexual orientation/gender identity	19 (313)	80 (1,335)
Concealed my sexual orientation/gender identity to avoid intimidation	51 (844)	48 (803)
Avoided disclosing my sexual orientation/gender identity to an instructor, TA, administrator, or supervisor due to fear of negative consequences, harassment, or discrimination	34 (574)	64 (1,069)

“I always hear derogatory comments made about the LGBT community, although they are not always directed to an individual. This type of behavior forces me to hide who I am and causes me much distress.”

Nearly 60 percent of students conceal their sexual orientation/gender identity to avoid intimidation. Not surprisingly, student respondents reported experiencing the greatest amount of harassment.

“Although I think I am an out lesbian [faculty member] (I don’t announce it in class- but I also don’t hide it), students do not even come out to me. Maybe there are none? I doubt it. Instead, I assume they are afraid in this conservative environment.”

“...‘coming out’ to my adviser would destroy my academic career. This is unfortunate since my adviser is someone I like quite a bit. You can imagine the pressure I feel keeping my ‘secret.’”

GLBT people of color were more likely than white GLBT people to conceal their sexual orientation or gender identity to avoid harassment. Many respondents said they did not feel comfortable being out in predominantly straight people of color venues, but felt out of place at predominantly white GLBT settings.

“...‘coming out’ to my adviser would destroy my academic career.”

“As a chicana, I felt ostracized even more. Forget about feeling a sense of community when you’re a member of two minority groups.”

Behavior (within the past year)	Person of Color		White	
	Yes % (n)	No % (n)	Yes % (n)	No % (n)
Feared for physical safety	25 (72)	75 (216)	18 (241)	81 (1,119)
Concealed sexual identity	56 (161)	44 (127)	50 (683)	49 (676)
Avoided disclosing sexual identity	41 (118)	58 (169)	33 (456)	65 (900)

“I fear [for my] personal safety on campus in some areas, yet I’m fairly out with co-workers and bosses on campus.”

Twenty respondents replied affirmatively when asked whether they had “been denied University/College employment or promotion due to [their] sexual orientation/gender identity” within the past year. This question was the most unanswered question on the survey, with over 44 percent of respondents declining to respond. Although many students may have skipped it because they don’t work on campus, the fact that half of faculty and staff skipped it is disturbing.

“We need to improve the professional climate so that LGBT employees don’t feel threatened to lose their job because of their sexual orientation. Often times I keep my mouth shut or don’t rock the boat so that I don’t fear for my job.”

Been denied university/college employment or promotion due to sexual orientation/gender identity (within the past year)

	Yes		No		Declined to Respond	
	%	(n)	%	(n)	%	(n)
Faculty/Staff/Administrators	2	(11)	49	(327)	50	(331)
Students	1	(9)	54	(543)	45	(448)

Given that 34 percent of respondents—and 27 percent of faculty/staff/administrators—indicated that they concealed their sexual identity to avoid discrimination, participants may not have responded to the discrimination question for fear of repercussion, despite the promise of anonymity. For example, if a staff member had been denied promotion by a homophobic supervisor, she/he may have feared for their job should they answer “yes” to this question. Also, some respondents may have been unsure of whether they had experienced discrimination in the past.

Conceal Sexual Orientation to Avoid Discrimination (within the past year)

	Likely		Unlikely		Uncertain		Declined to Respond	
	%	(n)	%	(n)	%	(n)	%	(n)
Faculty/Staff/Administrators	27	(183)	55	(369)	8	(56)	9	(61)
Students	40	(401)	47	(467)	12	(123)	1	(9)

“I often choose not to disclose my lesbian identity until late in the semester because I fear the impact it would have on classroom behavior and teaching evaluations.”

Within the past year, 29 percent of the respondents (n = 470) indicated they had been harassed due to their sexual orientation or gender identity. Harassment was defined as “conduct that has interfered unreasonably with your ability to work or learn on this campus or has created an offensive, hostile, intimidating working or learning environment.”

Harassment w/in past year

	%	(n)
Yes	28	(470)
No	70	(1,172)

“A few years ago I had my back window of my truck busted in while I was working on the job. It had a couple of rainbow and lesbian-type stickers on it. Right there in the employee parking lot.”

“I had a concern about the homophobia in my college. I brought it to the attention of my human resources person and she totally discounted everything that I said to her. If it wasn’t for the employee assistance person, I would have felt totally isolated and unsupported. I felt I had no other recourse, because I was unwilling to submit an official complaint to EEO. I would have preferred to have resolved the issue internally, because I not only put myself at risk, but [also put at risk] a co-worker who is also lesbian, and I did not feel like I could do that to her. Where it stands now is that we swallow the homophobia and discrimination, and deal with daily homophobic statements from our supervisor. The saddest thing is that I laugh along with my supervisor and participate in the homophobia.”

Undergraduate students were the most likely to have experienced harassment (36 percent), while staff were the least likely (19 percent). This finding is consistent with previous literature indicating that students are most frequently the victims of harassment on campus. Given that most perpetrators of incidents of harassment are also students (79 percent in this survey), it is essential that new students be educated on GLBT issues and concerns.

A slightly higher proportion of people of color (32 percent) reported being the victims of harassment due to their sexual orientation/gender identity compared to white people (28 percent).⁶¹

“The big issue I see here is racism, much more than homophobia. As a faggot, I am begrudgingly tolerated as long as I do my job and don’t cause too much trouble. However, my partner, who is Native and Asian, avoids being with me on campus due to the hostile attitudes here toward people of color.”

Similar experiences of harassment were reported based on one’s sexual identity (lesbian, 33 percent; bisexual, 28 percent; gay, 31 percent).⁶² While the same proportion of non-transgender men and women (28 percent) reported experiencing harassment, a significantly higher proportion of transgender respondents (41 percent) reported experiences of harassment.⁶³

Additional analyses regarding experiences of harassment and degree of disclosure of sexual identity indicated that those respondents who were more open experienced harassment at slightly higher rates than those who were more closeted.⁶⁴

“While I have no desire to hide anything, I can see that some of my coworkers are extremely uncomfortable if I say something like ‘on Saturday my partner and I went to the movies.’ So I do ‘hide’ myself. I find this to be extremely oppressive, marginalizing and chilling.”

Experienced Harassment (within the past year)

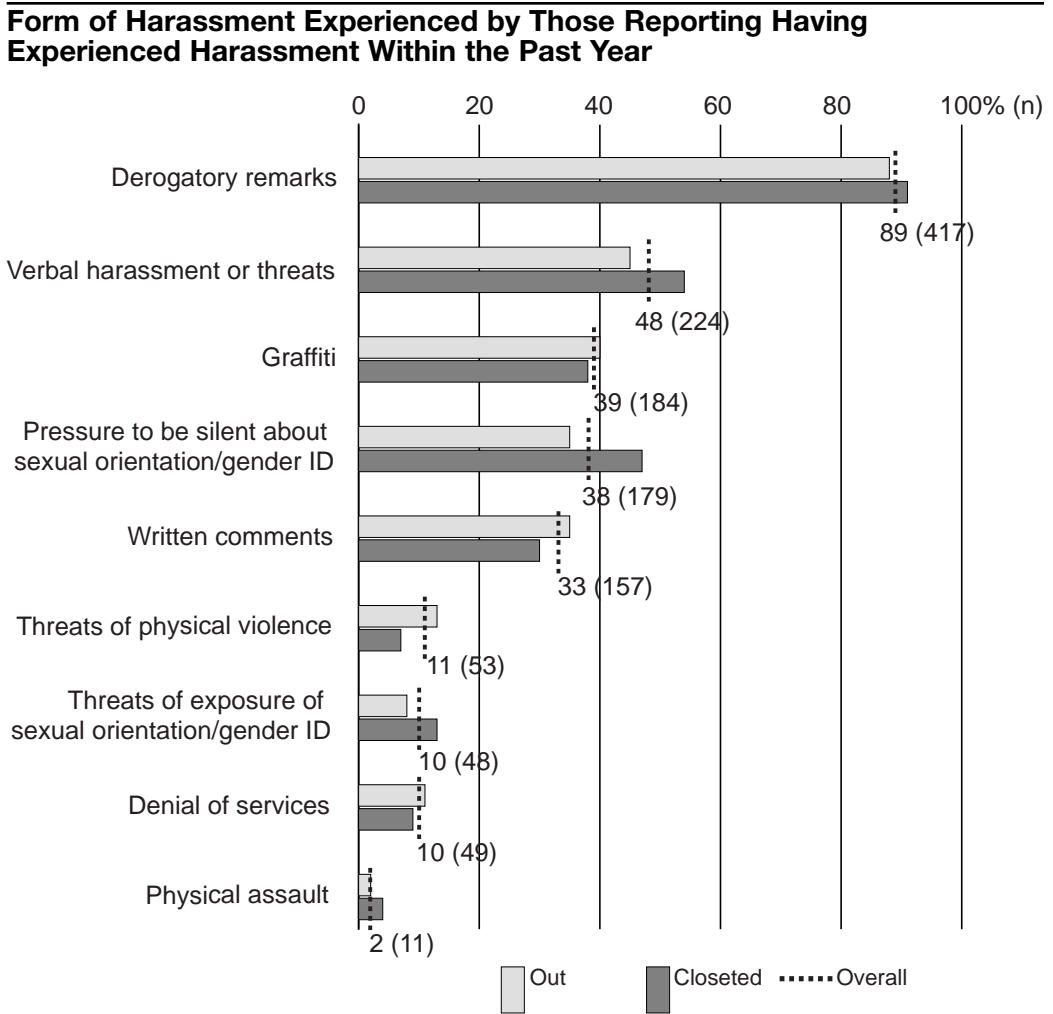
	Yes		No	
	%	(n)	%	(n)
Undergraduate Student	36	(254)	64	(459)
Graduate/Professional Student	23	(63)	77	(216)
Staff	19	(72)	81	(229)
Faculty	27	(41)	73	(109)
Students	32	(30)	68	(65)

Declined to respond: undergraduate students (6); graduate/professional students (2); staff (1); faculty (0); administrator (0). Numbers are inclusive of heterosexual respondents of whom 10 indicated that they had experienced harassment, 132 indicated that they had not experienced harassment, and no one declined to respond.

Derogatory remarks were the most common form of harassment (89 percent). Other types of harassment included verbal harassment or threats (48 percent), anti-GLBT graffiti (39 percent), pressure to conceal one’s sexual orientation/gender identity (38 percent), written comments (33 percent), and physical assaults (reported by 11 respondents). Of the 11 physical assaults, 10 were reported by students, again pointing to the need for intervention strategies aimed at student populations on campus.

Thirteen percent of the closeted respondents indicated that exposure of their sexual orientation/gender identity was threatened, as compared to 8 percent of those who were “out.” Conversely, 13 percent of “out” GLBT respondents indicated that they were threatened with physical harm, as compared to 7 percent of “closeted” GLBT participants.

People of color were slightly more likely to report anti-GLBT harassment than white people.



Among respondents overall, harassment occurred most frequently in campus public spaces (57 percent), while walking on campus (46 percent), in the workplace (29 percent), in the residence halls (29 percent), and in classrooms (23 percent).

Students indicated that experiences of harassment occurred most often in a public space on campus (63 percent), in their place of residence (40 percent) and in the classroom (30 percent). Faculty (76 percent), staff (69 percent), and administrators (47 percent) indicated that their experiences were most often on the job. As noted previously, students were the source of harassment most often reported by all members of the campus GLBT community (79 percent).

Staff and students note the greatest amount of harassment within their respective positions, e.g., staff on staff, student on student. People of color identified greater occurrences in residence halls (52 percent) and in classrooms (36 percent) than did white people (24 percent and 20 percent respectively).

Location of Harassment (within past year)	%	(n)
Public space on campus	57	(268)
While walking on campus	46	(215)
While working at a college/university job	29	(138)
Residence hall	29	(137)
Classroom	23	(109)
Campus event	15	(69)
Campus office	13	(60)

PERCEPTIONS OF ANTI-GLBT OPPRESSION ON CAMPUS

Campus climate for GLBT people is not only a function of personal experience, but also of perceptions of how GLBT members of the academy will be treated on campus. In a parallel study of the climate for underrepresented groups on campus,⁶⁵ people were asked the likelihood that members of minority groups would be the target of acts of intolerance on campus. The predicted likelihood of harassment was higher for lesbian, gay, bisexual, and transgender persons than for other underserved populations. In addition, the majority of observed harassment reported was directed at lesbian, gay, bisexual, and transgender individuals.

The majority of respondents indicated that transgender persons were most likely to be harassed on campus (71 percent), followed by gay individuals (61 percent) and lesbians (53 percent). Only 38 percent of respondents indicated that bisexuals were likely to be harassed on campus, with 37 percent of the respondents uncertain. These perceptions mostly parallel the experiences of harassment noted by respondents in the previous section, although lesbians were slightly more likely to report being harassed than gay individuals. The data suggest that the perceived campus climate is one where harassment is likely due to one's sexual/gender identity. Actual reported experiences of harassment support that perception. Further, given the high percentages of both actual (41 percent) and perceived (71 percent) harassment toward transgender people noted by the respondents, the climate on campus for this population in particular should be addressed.

Perceptions of Harassment Toward:	Very Unlikely		Unlikely		Uncertain		Likely		Very Likely	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Gay Men	3	(41)	13	(219)	22	(369)	41	(690)	19	(324)
Lesbians	4	(67)	18	(298)	23	(388)	42	(693)	12	(196)
Bisexual People	5	(87)	19	(311)	37	(609)	28	(471)	10	(163)
Transgender People	2	(31)	4	(70)	21	(348)	29	(486)	42	(702)

One-tenth of the respondents indicate that they would avoid areas of campus where lesbian, gay, bisexual, and transgender people congregate for fear of being labeled GLBT.

When comparing the various identity groups, people of color (15 percent) and bisexual persons (14 percent) are somewhat more likely to avoid GLBT areas on campus than other groups. In regards to people of color, several respondents commented that they felt the GLBT areas on campus were for white people and that the GLBT resource centers did not address their needs. These comments suggest that campus GLBT resource centers need to provide more outreach to GLBT people of color.

“The [GLBT resource center] seems to be too ‘white’; although there are many activities and meetings to include queer colored folk, I still feel disconnected.”

A little under half of the respondents rated the overall campus climate as homophobic.

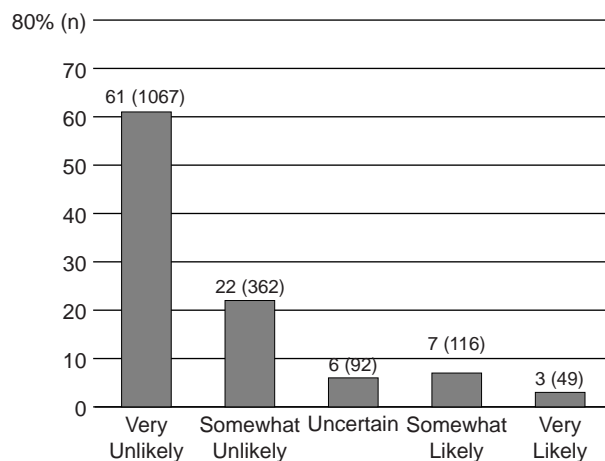
“Heterosexism is still the norm. If everything were as LGBT-friendly as we advertise ourselves to be there wouldn’t be so many closeted faculty and administration.”

“I think this campus is very heterosexist, but I see it as in the middle for homophobic. Overt actions, in my experience, occur rarely. But I would contend that much of the toxicity of oppression that threatens our university community is covert, mostly unintentional, and indicative of general widespread ignorance.”

Further analysis yielded significant correlations, suggesting a moderately strong, positive relationship between ratings of campus homophobia and the perception of the likelihood of harassment of gay individuals ($r=.55$), lesbians ($r=.52$), bisexual persons ($r=.42$), and transgender people ($r=.46$), and the likelihood that one would conceal sexual/gender identity to avoid harassment ($r=.36$) or discrimination ($r=.35$).

When splitting the data by constituent group categories (e.g., position, race, etc.) the following points are most salient:

Would Avoid Areas of Campus Where LGBT Persons Congregate for Fear of Being Labeled



Perceptions of Anti-GLBT Oppression	Correlation with Perceptions of Campus Homophobia*
Harassment of gay individuals	.5451**
Harassment of lesbians	.5191
Harassment of bisexual persons	.4221
Harassment of transgender persons	.4601
Conceal sexual ID to avoid harassment	.3631
Conceal sexual ID to avoid discrimination	.3541

* $p=.01$. The statistical significance of the relationships is represented by “p.” A test was done to determine whether the relationship between variables is likely to happen by chance. In other words, we wanted to know if the statistical result was a “fluke” or not. Since $p=.01$, the relationships were significant to the .01 level, meaning that the relationships were likely to happen by chance less than one time out of 100. The smaller the “p” (e.g., .01 vs. .001), the more significant the relationship.

**The correlation coefficient (“r” value) provides information about the direction of the association and the magnitude (strength) of the association between two variables. The correlation coefficient is a number between 0 and 1. If there is no relationship between the variables, the correlation coefficient is 0 or very low. Correlation coefficients closer to 1 (either positive or negative) indicate a stronger association between the two variables.

- Three quarters or more of faculty (73 percent), students (74 percent), administrators (81 percent), and staff (73 percent) rated the campus climate as homophobic. In contrast, most respondents rated the campus generally—not specific to GLBT people—as friendly (90 percent), concerned (75 percent), and respectful (80 percent). Even though respondents feel that the overall campus climate is hospitable, heterosexism and homophobia are still prevalent. Both the perceived and experienced harassment GLBT people noted previously support this feeling.

“While the university climate may be superficially friendly and respectful, I hope the future brings a deeper sense of appreciation for the important contributions of the GLBT community.”

“The [GLBT resource center] seems to be too ‘white’; although there are many activities and meetings to include queer colored folk, I still feel disconnected.”

- Respondents of color and white respondents described the campus climate as homophobic at similar rates, as did “closeted” and “out” GLBT individuals.
- Equivalent majorities (68 percent) of GLBT people of color and GLBT white people described the campus climate as racist.

“I also work both inside and outside of the classroom with students of color and definitely have the perception that they receive big ‘you do not belong here’ signs on campus. Also, of course, I have seen university police specifically target people of color and, more generally, those who (myself included) don’t look like rich, suburban white kids.”

INSTITUTIONAL ACTIONS

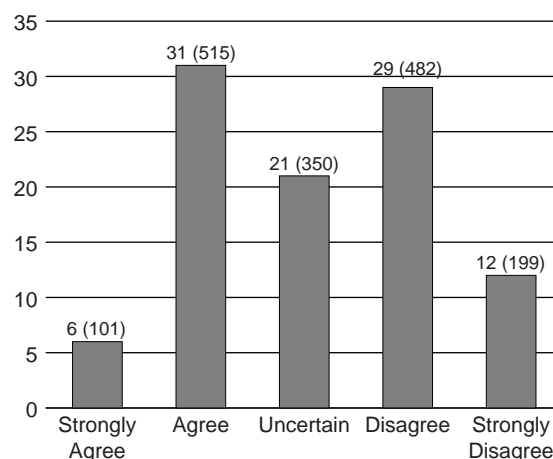
Another factor influencing campus climate for GLBT people is how the institution responds to issues regarding sexual orientation and gender identity. Participants were asked to respond to several questions about institutional actions regarding GLBT concerns on campus. Respondents’ comments indicate that college/university leaders must acknowledge GLBT people, address GLBT issues and concerns, and promote GLBT-inclusive activities.

“Upper-level administrators must be more active in their verbal, financial, and professional support for GLBT faculty, staff, and students. If our president said the words ‘gay, lesbian, bisexual, transgender’ at every meeting or in every speech about general campus issues, things would change much faster.”

“I attempted at one time to speak out about [an issue affecting GLBT students on campus] and had my job threatened if I didn’t keep my mouth shut! I literally had to meet with [an administrator] over the issue and was told I could not be a public voice on this issue.”

“The university’s approach to improving the situation is typical: establish power lunches and cocktail parties, but not much else.”

“The college/university thoroughly addresses campus issues related to sexual orientation/gender identity”



Forty-one percent of the respondents stated that their college/university did not thoroughly address issues related to sexual orientation and gender identity. This view was strongest among administrators (44 percent), gay individuals (46 percent), and transgender people (42 percent). One would think that, given administrators' positions on campus, they would have the ability to affect policy regarding GLBT issues and that their beliefs regarding their institution's responsibilities would have a significant effect. However, it is important to note that very few GLBT administrators responded to the survey and these are spread over 14 institutions. Given their small numbers, the impetus and initiatives for change must not only rest with GLBT individuals within the administration. Rather, all constituent groups on campus must work together to catalyze change.

"The upper levels of administration at the university have remained homophobic—unwilling to listen to reason—and inflexible about truly addressing the ways GLBTs are disenfranchised from the top down."

"The university should include all employees in the benefits package in an egalitarian way. What I am thinking of in the first instance is health benefits. Until you give us equal benefits, stop talking about the 'university family.' "

"The first thing this campus could do to move forward would be to include sexual orientation/identity in the non-discrimination clause. When students, faculty, and staff arrive on this campus they scan the horizon for signs of acceptance and validation. When they see that sexual orientation is blatantly not present in our statement of whom we protect, it speaks volumes to GLBT folks as well as to heterosexuals. It implies that GLBT folks are not legitimate! It also leaves us disempowered to speak out against policies, practices, and procedures that disenfranchise us."

There were small differences in the views of staff, students, or faculty, and no significant differences between white people and people of color on whether the college/university was thoroughly addressing GLBT issues. "Closeted" GLBT people (33 percent) were less likely than "out" GLBT people (39 percent) to feel that their college/university was not doing enough. Lesbians and bisexuals (30 percent) were the least likely to hold this view.

"When I came to this campus I was encouraged that sexual orientation was protected in the nondiscrimination statement. I believed the campus to be a progressive, safe environment where [the] administration was supportive. Clearly this is not the case. Statements made by top administrators on this campus show that LGBT concerns are not taken seriously."

Respondents were divided on whether or not the institution had visible leadership regarding sexual orientation/gender identity issues, with 43 percent agreeing and 30 percent disagreeing. The responses, however, were specific to each institution; the GLBT community at one institution offered markedly different responses than GLBT people at another institution.

"For staff and administration, this is a great place. The university made arrangements so my partner and I could continue to work together in a very respectful and professional way. Now that she has left the university we are welcomed as a couple at all university events, including alumni events. I have a high-profile, very visible campus job and feel very lucky to work for this administration."

"When they see that sexual orientation is blatantly not present in our statement of whom we protect, it speaks volumes to GLBT folks as well as to heterosexuals."

It is important to note that the various constituent groups, especially as defined by position, identify the “administration” differently. For example, undergraduate students may only see the president or chancellor as representing the “administration,” whereas staff may respond to this question defining upper management in their unit as “administration.”

“The administration and trustees have clearly voted down domestic partner benefits three times. This is visible leadership, but it’s not positive leadership.”

The groups most likely to state that the institution had visible leadership regarding GLBT issues were administrators (56 percent), transgender people (53 percent), and gay individuals (47 percent), while those least likely to agree with this statement were bisexuals (36 percent). There were no significant differences between people of color and white respondents.

“The administration needs to create a climate of support that allows and encourages gay and lesbian faculty to be ‘out’ to be honest...That [positive campus] climate and encouragement can come from no place other than the top, the university president.”

One question that the data in this survey did not address was the definition of “visible” leadership. Several of the participating institutions provided domestic partner benefits, staffed GLBT resource centers, GLBT safe-space programs, inclusive curricula, GLBT educational programs, lecture series, etc. While all of these programs suggest active leadership regarding GLBT issues, this leadership is not often visible.

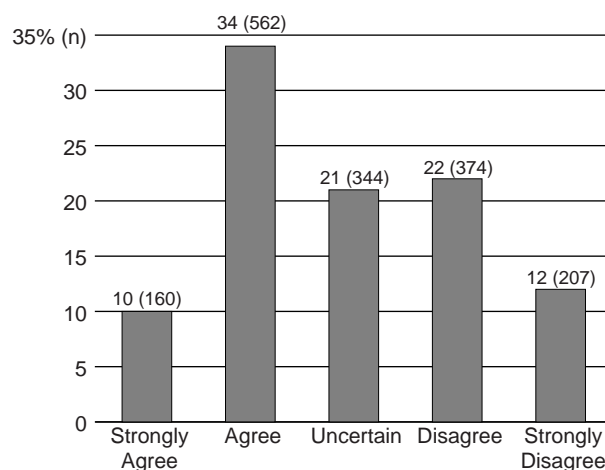
Many of the comments provided by respondents suggest that campus leaders need to be more vocal and visible about their commitment to GLBT issues. Examples of “visible” leadership suggested are the participation of campus leaders in GLBT events on campus (e.g., National Coming Out Day, Pride Week, etc.), and the inclusion of GLBT programs when discussing diversity initiatives on campus.

“Often when matters of ‘diversity’ arise, they are spoken of in black/white or ethnic terms only. Gender and sexual orientation diversity are rarely included. This kind of ‘silence’ lets students know that the administration does not care about these issues and will not support students with these issues.”

The curriculum is also a factor contributing to the campus climate. Several institutions boast women’s studies programs, black studies programs, and other programs focused on other racial/ethnic identities. Visibly missing from this “minority” coursework are GLBT-focused courses and programs. Forty-three percent of the respondents felt that the curriculum did not adequately represent the contributions of GLBT people.

“The university should offer more courses in LBGT subjects and also incorporate such materials into more widely defined courses. The university should make such courses standard fare for students—that is, all students should learn to understand gay and lesbian

“The college/university has visible administrative leadership regarding sexual orientation/gender identity issues”



people, just as they should have a familiarity with people of other races, ethnicities, nationalities, abilities and classes.”

Over 35 percent of the respective identity groups disagreed that the curriculum adequately represented the contributions of GLBT people, as did more than half of the faculty, administrators, and lesbians.⁶⁶

Respondents agreed that either their classrooms or their job sites were accepting of GLBT persons (63 percent) and that the college/university provided visible resources on GLBT issues and concerns (71 percent). This mostly positive response may be due in part to the inclusion of sexual orientation in the nondiscrimination policies of all but one of the participating institutions. Several of the campuses also provided domestic partner benefits, staffed GLBT resource centers, and offered safe-space programs.

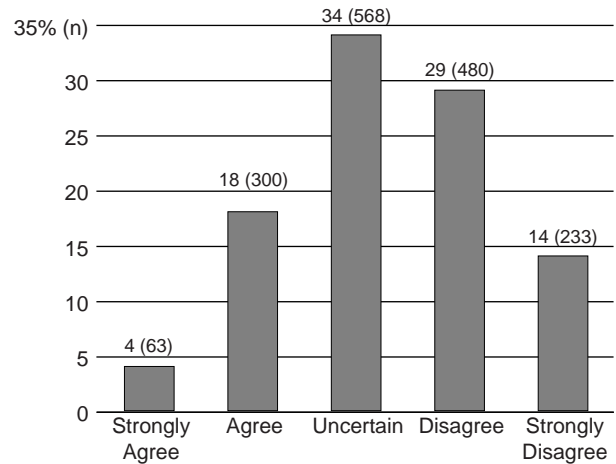
“I have to say that I did appreciate having the [GLBT resource center] and [Latino/a resource center] right next door to each other. I felt a sense of security in those two places and in my ‘home’ department. Beyond that, I was always inclined, even slightly, to be careful about where I could and couldn’t be out. And that pissed me off because I don’t ever want to hide who I am for anyone or anything.”

“I believe that many ‘closeted’ or newly openly gay students do not recognize the opportunity the campus has with GLBT support/educational services. In fact, I am not fully aware myself. Despite the numerous emails I receive, I still do not see what these programs have to offer me as a gay male. Furthermore, I only receive the limited information because I put myself on a mailing list. Where are new students or closeted persons supposed to find out about current programs/services for themselves (especially since a closeted person is not going to walk into an extremely well marked ‘gay’ office)?”

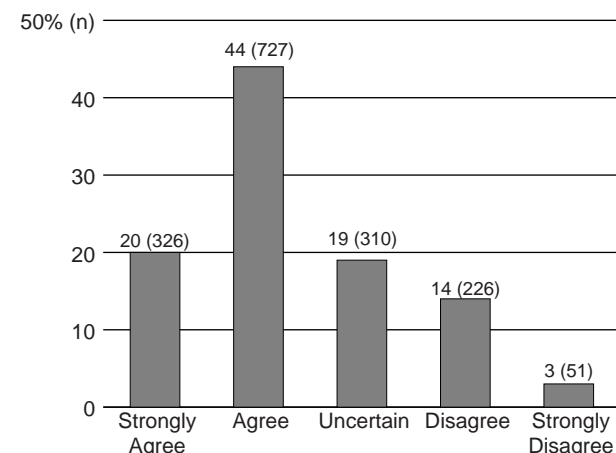
A review of the responses by identity group yielded the following generally positive results:

- Administrators (71 percent), staff (68 percent), and gay individuals (68 percent) were the most likely to agree that the climate of their classrooms and/or job sites was accepting of GLBT people. Bisexuals (55 percent), transgender individuals (56 percent), and people of color (60 percent) were least likely to agree with this statement.
- Administrators (81 percent) were by far the most likely to state that the college/university provided visible resources on GLBT issues and concerns. Next, about three-fourths of gay individuals, transgender peo-

“The curriculum adequately represents the contributions of LGBT persons”



“The classroom climate or my job site is accepting of LGBT persons”



ple, and staff also agreed with that statement. People of color (68 percent) and bisexuals (69 percent) were the least likely to state that there were visible GLBT-related resources.

“...the administration is making great strides in improving campus climate regarding homophobia...”

“My personal experiences on this campus have been very positive, with extensive, concrete support for me and for LGBT persons in general.”

While the majority of respondents felt safe on campus, nearly 30 percent experienced harassment within the past year and likely did not feel safe, as reflected in the following comments:

“I have felt very unsafe in my classes. And in the classes I’m not safe in, I tend not to go. This then affects my learning and my grades. This is not at all a safe learning environment.”

“I would like to know that I will not be punished for my private life by a homophobic and/or insecure supervisor.”

Overall these results seem to indicate a mixed experience for many respondents, as described in the below statements:

“I think the university has taken some positive steps, but seems to retreat as quickly as it advances. It’s great to have a [GLBT resource center], but then the administration acts like that’s all they need to do and washes their hands.”

“I think [the university is] doing a great job but I think that there needs to be more beginning-of-the-year education around homophobia and queer phobia.”

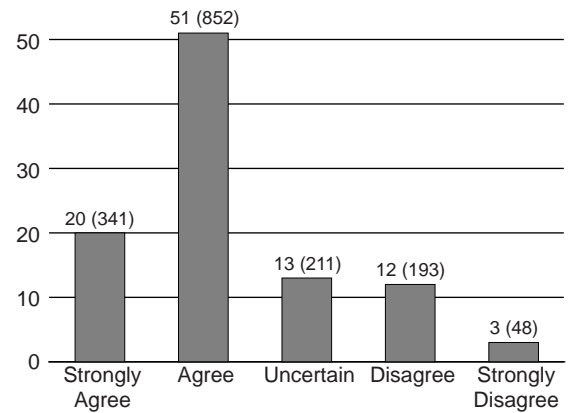
“When I sought employment here, the posters I saw had ‘sexual orientation’ in the list of items that the university does not discriminate against, which is the primary reason I applied; however, in recent years, this has been removed. Shameful. I am so very, very tired of the discrimination I face.”

Finally, while many of the participating institutions provided a rapid response system⁶⁷ for reporting anti-GLBT acts of intolerance, most respondents (61 percent) were uncertain about the existence of such a system.

“We need real responses to homophobic acts of violence and intimidation.”

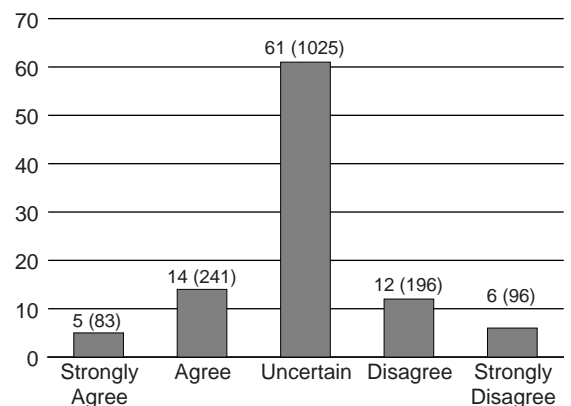
Almost two-thirds of students were unaware of the existence of rapid response systems on campus for reporting anti-GLBT harassment or discrimination, and staff had similar levels of ignorance about such programs. Faculty were some-

“The college/university provides visible resources on LGBT issues and concerns”



“...the administration is making great strides in improving campus climate regarding homophobia...”

“The college/university has a rapid response system for incidents of LGBT harassment”

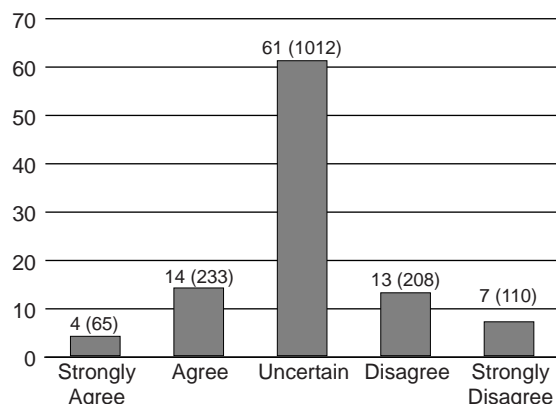


what less likely to be ignorant of the existence of these systems, while administrators were the least likely. Ignorance about such rapid response systems was high among all sexual and gender identity categories, but most pronounced in bisexuals, and least prevalent among transgender individuals. People of color and whites were uncertain of the existence of such response systems at very similar rates of between 60 and 62 percent. These data indicate the need for greater education and outreach to all GLBT community members—and especially students, staff and bisexuals—regarding existing rapid response systems.⁶⁸

“The campus doesn’t document or acknowledge hate-motivated incidents in addition to the few hate crimes that are reported to [the university police department].”

“You hear about the crime and initial investigation, but there is the feeling that nothing is ever really done—the feeling that things get pushed under the rug.”

“The college/university has a rapid response system for incidents of LGBT discrimination”



NOTES

60. Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as “a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose” (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that unreasonably interferes with one’s ability to work or learn on campus. The questions used in this survey to uncover participants’ personal and observed experiences with harassment were designed using these definitions.

61.

Experienced Harassment	People of Color		White or Caucasian	
	%	(n)	%	(n)
Yes	32	(91)	28	(379)
No	68	(193)	72	(979)

Declined to respond: POC (6); White (21)

62.

Experienced Harassment	Bisexual		Gay		Lesbian		Heterosexual		Uncertain	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Yes	28	(98)	31	(177)	33	(154)	6	(9)	22	(19)
No	72	(250)	69	(391)	67	(317)	94	(132)	78	(69)

Declined to respond: Bisexual (3); Gay (9); Lesbian (1); Heterosexual (0); Uncertain (1)

63.

Experienced Harassment	Female		Male		Transgender	
	%	(n)	%	(n)	%	(n)
Yes	28	(239)	28	(199)	41	(27)
No	72	(605)	72	(514)	59	(39)

Declined to respond: Female (4); Male (7); Transgender (2)

64.

Experienced Harassment	Closeted		Out to a Few Close Friends		Out to a Few Friends/Family Members		Out to Family and Friends		Out to Everyone	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Yes	21	(8)	24	(36)	29	(76)	33	(121)	29	(213)
No	80	(31)	76	(112)	71	(184)	67	(249)	71	(518)

Declined to respond: Closeted (3); Out to a Few Friends (0); Out to a Few Friends/Family (4); Out to Family/Friends (1); Out to Everyone (6)

65. Rankin, (in progress). "Climate for Underrepresented Groups on Campus: A National Perspective."

66. Forty-four percent of students, 53 percent of faculty, 35 percent of staff, and 51 percent of administrators; 54 percent of lesbians, 42 percent of gay individuals, 45 percent of bisexuals, 37 percent of transgender people; 44 percent of people of color, 42 percent of white people; 43 percent of both "closeted" and "out" people.

67. Rapid response systems are in place at universities and colleges to quickly respond to anti-GLBT acts of intolerance. The two main functions of the system are to channel reports of bias-related incidents and to support the victims. For an example of a system currently in place, see www.equity.psu.edu/reporthate.

68.

Constituent Group	Uncertain of Rapid Response System for Harassment (%)	Uncertain of Rapid Response System for Discrimination (%)
Position		
Student	64	65
Staff	65	60
Faculty	55	53
Administrator	43	45
Sexual Identity		
Lesbian	59	57
Gay	56	59
Bisexual	70	68
Gender Identity		
Male	61	62
Female	64	61
Transgender	54	53
Race/Ethnicity		
People of Color	60	62
White People	62	60

Discussion and Future Directions

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty and staff regardless of cultural, political or philosophical differences, where individuals are not just tolerated but also valued. Creating and maintaining a community environment that respects individual needs, abilities and potential is one of the most important functions of universities and colleges. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue and evidenced by a pattern of civil interaction.

This campus climate assessment was a proactive initiative by 14 institutions to review the climate for the GLBT people in their campus communities. It was the intention of the participating institutional coordinators that the results would be used to identify specific strategies to address the challenges facing their respective GLBT communities, and support positive initiatives on each campus. This section offers concrete recommendations for university policy makers and program planners to maximize GLBT equity on campus.

The academic community has been inhospitable, and often even hostile, toward its GLBT members.

CONTEXTUALIZING THE FINDINGS

The literature from the past two decades demonstrated that the academic community had been inhospitable, and often even hostile, toward its GLBT members. In response, several institutions initiated structural changes, creating GLBT resource centers and safe space programs,⁶⁹ along with institutionalizing GLBT student groups. In addition, many revised and/or created GLBT-inclusive administrative policies, by providing domestic partner benefits, for example, or instituting nondiscrimination policies. Others launched GLBT-inclusive educational initiatives, including new staff orientations, resident assistant sensitivity trainings and integration of GLBT issues into curricula. Still, the majority of universities and colleges have not initiated such changes,

indicating that the findings of this study are likely not representative of institutions of higher education in general. In advocating for such changes in other institutions, it is useful to know whether these initiatives have been successful in creating a more accepting climate for GLBT students, faculty, and staff. This study is unable to directly respond to this question because there are no comparative data from before the implementation of these initiatives. More longitudinal studies are necessary to fully understand what kind of impact specific programs have on a campus community.

This report, however, does provide insight into related questions, such as, what experiences of harassment and/or discrimination do GLBT people face within these universities or colleges? Do GLBT people on campus feel free to express themselves openly in the workplace, in the classroom, or in public spaces? Do they feel free to interact with other GLBT people? Are experiences and perceptions of the campus climate similar across demographic groups? How does being a person of color or white, being bisexual or transgender, being a student or a staff person affect one's experiences and perceptions? Do GLBT communities feel that their respective institutions are addressing GLBT concerns?

All of the 14 institutions involved in this study have specifically addressed GLBT issues to some degree. For example, they all support a GLBT office on campus and provide safe space programs. In addition, all but one institution surveyed include sexual orientation in their non-discrimination policies, provide domestic partner benefits and are creating GLBT studies programs. Despite these initiatives, nearly 30 percent of the respondents had personally experienced conduct within the last 12 months that unreasonably interfered⁷⁰ with their ability to work or learn on campus, and over 60 percent felt that GLBT people were likely to be targets of harassment on campus. Similar to the results of the 1988 NGLTF study and the meta-analysis of earlier climate reviews, most of the harassment was verbal (derogatory comments) and/or subtle (pressure to be silent about one's sexual orientation or gender identity).

At first glance one might conclude that the initiatives to address GLBT concerns on campus have not had much impact. However, it is possible that the situation was even worse on these campuses before the structural changes and initiation of these programs. It is also possible that increased GLBT visibility brought about by the structural/administrative changes instigated increased anti-GLBT bias, or that the existence of initiatives which acknowledge the right to be free of anti-GLBT bias has led to greater awareness and increased reporting of these incidents.

THE POWER OF THE “NORM” AND A CHANGING CAMPUS COMMUNITY

As participants in institutions of power, academics are embedded in a system of relations that silences the relatively less powerful. In this case, heterosexism and homophobia operate to reinforce the heterosexual norm. There is an assumption that everyone is similar, that differences disturb the norm, and this reinforces a culture of silence for those who are different. When GLBT members of the academic community increase their visibility and their voice on campus, they are crossing into a border zone⁷¹ where they confront “difference” and challenge heterosexual norms. By provid-

ing a voice through visible GLBT-supportive initiatives on campus, they engage in dialogue and action with individuals who may have conflicting ideas and perceptions about the world. This is hard work, but such work creates the conditions for change. This work can also lead to a climate of backlash where increased visibility of GLBT people and increased dialogue around GLBT issues and concerns leads to increased anti-GLBT sentiment and organizing.

GLBT people cross into many border zones and often have more than one salient identity. As a multi-ethnic, multiracial, multicultural community, we must also challenge the “norms” present within the GLBT community. Audre Lorde writes to her black sisters about the difficulty she finds in being heard because she is a lesbian: “Some of the ways in which I identify myself make it difficult for you to hear me.”⁷² Is it also difficult for her to be heard in the GLBT community because she is black? The results of this study indicate that the overt and subtle harassment experienced by GLBT people of color and GLBT white people due to their sexual orientation or gender identity are similar. It would have been interesting to query the participants to ascertain if they also were harassed due to their race, ethnicity or cultural identities, including white GLBT people. In a parallel study examining the climate on campuses for underrepresented groups,⁷³ this question was addressed. The results indicated that 30 percent of the people of color respondents had experienced harassment. A higher percentage of people of color were harassed based on race (31 percent) and ethnicity (22 percent) than were white people (7 percent and 4 percent, respectively).^{74,75}

Projection studies suggest that greater numbers of people of color will make up campus populations in the next 10 years and that they will be of diverse sexual orientations. In a recent report by the American Council on Education,⁷⁶ it was reported that students of color⁷⁷ make up 28 percent of students in higher education nationally while only 14 percent of faculty are people of color. In this study, the institutional populations of people of color ranged from a low of 8 percent to a high of 30 percent; people of color were 17 percent of the total respondents in the study. Over the next decade, a transformation will occur in the student body. By 2015, for example, the number of students of color will exceed the number of white non-Hispanic students in the District of Columbia, California, Texas, Hawaii and New Mexico. To ensure representative samples of people of color in future studies it may be necessary to develop outreach methods that not only target GLBT organizations (which on some campuses are disproportionately white), but to outreach through non-GLBT specific people of color organizations. Furthermore, while some campuses have GLBT people of color organizations, other campuses may have less visible networks of GLBT people of color, which may be contacted through key community members. This type of outreach may require greater thought and creativity, but the likely increase in students of color—and a broader range of campus experiences—mandates such efforts.

This increase in students of color holds multiple and politically contentious meanings in higher education and for GLBT communities on campus. Are we (the GLBT community) willing to cross into border zones where we confront our own “difference,” where we challenge our own set of symbolic processes, ideologies and socio-historical contexts that create our “norms?” “As a chicana,” one participant noted, “I feel ostracized even more. Forget about feeling a sense of community when you’re a member of two minority groups.” Are we engaging in the dialogue and discourse necessary to eradicate racism, sexism, classism and other forms of oppression within our community? “I

found this survey difficult to fill out,” notes one respondent, “as it basically has the same snags I find on campus...where do I fit? Why is there no space for me?” Do we systematically discount members of our own community by our use of non-inclusive language? Do we acknowledge the full range of sexual and gender identities and expressions and create space for the individuals to feel safe as they explore and fulfill their personal needs and goals? Are the institutions and policies being created in our colleges and universities cognizant of the broad range of GLBT experiences and fully reaching all individuals within our community?

“Concealing my gender implies not confronting the assumptions that I am a lesbian woman. The male aspect of my identity is concealed as opposed to passing reliably as male and concealing that I am also transgender.”

“The stereotype of bisexuals as untrustworthy or worse, simply as confused homo or hetero, has led many of my friends and I to adopt the alternate term ‘nongender-specific.’”

“I identify as queer because then I do not have to choose a rigid gender category. I can’t identify as gay or lesbian because both groups rely on a fixed gender.”

“I am not bisexual, gay, lesbian, heterosexual or uncertain. I identify as queer and sometimes as a pansexual.”⁷⁸

Engaging in these dialogues will be confusing, even threatening, because we are forced to confront ideas and lives that call into question our own commonly held assumptions and beliefs. Hill states, “Marginalization will be perpetuated if new voices and perspectives are added while the priorities and core of the organization remain unchanged. Marginalization ends, and conversations of respect begin, when the curriculum is re-conceived to be unimplementable without the central participation of the currently excluded and marginalized.”⁷⁹ If we agree with Hill, then we must cross into the border zones and encourage inclusive dialogue on issues both outside and inside the GLBT community.

FUTURE DIRECTIONS—TRANSFORMATION

To successfully address the challenges facing GLBT people on campus, there must be a shift of basic assumptions, premises and beliefs in all areas of the institution. Only then can behavior and structures be changed. In the transformed institution, heterosexist assumptions are replaced by assumptions of diverse sexualities and relationships, and these new assumptions govern the design and implementation of any activity, program or service of the institution. This sort of transformative change demands committed leadership in both policy and goal articulation. New approaches to learning, teaching, decisionmaking and working in the institution are implemented. It will demand the formation of relationships among individuals who are radically different from one another. These transformed assumptions, premises and beliefs will provide the environment with the catalyst for change. We are not only interested and involved in analysis regarding issues of difference, but in praxis,⁸⁰ or the strategic approach that runs through the fabric of an organization. One possible model is the Transformational Tapestry, which takes into account five main aspects of campus

There must be a shift of basic assumptions, premises and beliefs in all areas of the institution.

culture (access and retention, research and scholarship, inter-group and intra-group relations, curriculum and pedagogy, and university commitment/service), and is designed to assist the campus community in maximizing GLBT equity through the use of specific intervention strategies (see Appendix B for a more detailed description).

In contrast, some argue that rather than focusing exclusively on “surface level issues”—for example, faculty appointments, an inclusive curriculum, a GLBT-friendly environment, etc.—that “structures need to be disrupted.”⁸¹ “If one assumes that the structures of knowledge in part have defined normalized relations that have excluded homosexuals, then one needs to break those structures rather than merely reinvent them.”⁸² Some suggested methods of disrupting structures include: creating centers for interdisciplinary study and cross-cultural teaching and learning—inclusive of GLBT issues—that offer the necessary bases for education and scholarship that does not take place in existing departments; supporting active, collaborative learning that is concerned with enabling students to come to grips with their own realities; reconfiguring the classroom, for example, by encouraging students to assist in developing or changing the syllabus at the start of and during the semester.⁸³

The recommendations provided by institutions in an earlier review⁸⁴ and by participants in the current investigation for improving campus climate are similar. Several of these recommendations include the following:

Recruit and Retain GLBT Administrators, Faculty, Staff and Students

Policies that explicitly welcome GLBT employees and students powerfully express the commitment of a college or university to building a diverse and pluralistic community. Individuals will be more likely to be open about their sexual orientation or gender identity knowing that the institution is supportive. When individuals do not have to expend energy hiding aspects of their identity, they tend to be more satisfied and productive.

- Provide services to potential employees to assist their same-sex partners in securing employment.
- Actively recruit and retain GLBT persons.
- Actively recruit and retain allies (heterosexual, pro-GLBT people).
- Include sexual orientation and gender identity or expression in the institution’s nondiscrimination clause.

“I would like for sexual orientation to be a protected part of the anti-discrimination clause on our campus. I would like to know that I will not be punished for my private life by a homophobic and/or insecure supervisor.”

- Extend employee spousal benefits (health insurance, tuition remission, sick and bereavement leave, use of campus facilities, child care services, comparable retirement plans) to domestic partners.

“The university needs domestic partnership benefits. Our literature says that we do not discriminate on the basis of sexual orientation and yet my partner and I can’t get a couple/family pass to use the athletic facilities on campus.”

- Provide single-stall, gender-neutral restroom facilities.

“I came to this school because it seemed like it was accepting of GLBT people. It wasn’t

until I got to college that I came out as trans. All the gay and lesbian resources do not apply to trans people. We have special issues/concerns: residence halls, public restrooms, and paperwork/documentation. I think education about transgender issues would help. Many people have no idea what trans means, even among the gay community.”

- Make housing available to same-sex partners.
- Develop visible scholarships targeting GLBT students.

Demonstrate Institutional Commitment to GLBT Issues/Concerns

Integrating GLBT concerns into all aspects of the institutions’ administration and policies acknowledges the existence of GLBT members of the community. Even the simplest steps, such as creating inclusive wording on documents, creates space in which GLBT individuals feel free to be themselves. In addition, because of the high rate of harassment experienced by GLBT people, policies that directly respond to acts of intolerance, including harassment and violence, are especially needed.

“Many people have no idea what trans means, even among the gay community.”

- Integrate GLBT concerns into university documents/publications (grievance procedures, housing guidelines, application materials).
- Create a GLBT alumni group within the existing alumni organization.
- Create a documentation form in police services for reporting hate crimes committed against GLBT people.
- Create a standing advisory committee on GLBT issues similar to other university standing committees (e.g. on race and ethnicity, disability, etc.) that advise the administration on constituent group issues and concerns.
- Include openly GLBT people on university committees.
- Provide a clear, safe, visible means of reporting acts of intolerance.
- Respond visibly and expeditiously to acts of intolerance directed at GLBT members of the community.
- Provide a victim’s advocate in the public safety office, trained in the particular needs of GLBT people.
- Provide visible “safe” persons, within campus security, student life and other departments, for GLBT victims of harassment to alleviate fear of re-victimization.

“I have observed that many staff affiliated with certain student cultural centers or advocacy offices are homophobic or demonstrate an unwillingness... to assist or refer students who have questions or concerns around sexual orientation. Ideally, this should not be happening with student services offices.”

Integrate GLBT Issues/Concerns into the Curriculum and Pedagogy

Acknowledging the contributions of GLBT individuals to all arenas of scholarship, in addition to creating the space for GLBT-specific studies, is important to fully integrate GLBT concerns and experiences into the academic community. The omission of such topics from the academic realm dehistoricizes GLBT experiences and paints a false picture of the world in which we live.

- Create a GLBT studies center or department.
- Provide release time to faculty for GLBT course development.
- Expand GLBT-related library holdings.
- Integrate GLBT issues into existing courses, where appropriate.
- Promote the use of inclusive language in the classroom (for example, create a pamphlet with examples of heterosexist assumptions and language with suggested alternatives).
- Produce or purchase audiovisual materials that can be used by all faculty to introduce GLBT materials.
- Provide course credit to GLBT students for peer education initiatives.

Provide Educational Programming on GLBT Issues/Concerns

As both GLBT and non-GLBT individuals are socialized into a homophobic and heterosexist society, campus community members need the space to question and examine unfounded attitudes and beliefs that they may have otherwise taken for granted. Exposure to new ideas and sources of knowledge, along with a rich and dynamic dialogue concerning a range of issues, is precisely what the university/college should encourage in the campus community.

- Include sexual orientation and gender identity issues in student orientation programs.
- Include sexual orientation and gender identity issues in new faculty/staff orientations.
- Develop workshops/programs to address GLBT issues within residence life, especially geared toward resident assistants.
- Develop workshops/programs to address homophobia/heterosexism within the fraternities, sororities and intercollegiate athletic programs.

“Somehow GLBT students on athletics teams and in fraternities and sororities need to be nurtured and made more comfortable about coming out or just being more insightful about their sexuality. These students tend to be closeted, isolated and unhappy.... They are reluctant to attend [a GLBT group meeting] or meet with the GLBT advisors for fear of being outed.”

“...the administration is making great strides in improving campus climate regarding homophobia, unfortunately these steps are undermined by the overall conservatism of the student body and the power of fraternities, which are especially homophobic at [this university].”

- Sponsor lectures, concerts, symposia and other activities to increase GLBT awareness on campus.
- Provide training for campus health care professionals to increase their sensitivity to issues of sexual orientation and gender identity and the special health needs of GLBT individuals.
- Provide training on GLBT issues and concerns and anti-GLBT violence for public safety officers.

Create Safe Spaces for Dialogue and Interaction

As long as anti-GLBT bias persists on U.S. campuses, GLBT individuals will need spaces in which they may speak and act without fear of homophobic reprisal and such safe spaces should be institutionalized. Furthermore, in order to encourage greater understanding across differences and model such interactions for the larger campus community, a space should be created for civil dialogue between GLBT and non-GLBT people.

- Create an office for GLBT concerns.
- Create safe space for inter/intra-group dialogue and discourse (book clubs, brown bag lunches, etc.).
- Create GLBT groups for underrepresented populations (physically or mentally challenged GLBT people, GLBT people of color, international GLBT people, transgender people, etc.).
- Create and identify a designated safe, social GLBT meeting place.

“My perception, and I may be wrong, is that it’s easier for faculty than it is for staff in terms of comfort level with being out, and the consequences one faces if one chooses to be completely open about one’s orientation. As a faculty member, I am uncomfortable with that privilege.”

These recommendations will assist policy makers and program planners in transforming the climate for GLBT members in the academic community. A written plan inclusive of the recommended actions should be created including timelines, resources (both human and fiscal), persons responsible for the implementation and a system of accountability.

As the implementation phase is the most crucial one in transforming the campus climate, it is important to note a number of challenges that may occur when trying to implement these recommendations. Change demands committed leadership in both policy and goal articulation: Are those administrators who have the power and authority to make decisions making public and affirming statements? Are resources available to implement the recommendations? Are the recommendations presented in the university’s strategic plan? The other key players in transforming the campus climate are affected constituent groups (e.g. faculty, students, people of color, etc.). Are they involved in the planning and writing of the recommendations? Are they on the implementation committees and task forces?

As more and more universities institute such changes, it is advisable that they also conduct surveys and other fact-finding research before and after implementation to better understand the efficacy of the initiatives within their community and what other changes might be necessary. Furthermore, a future study looking at the same institutions as this campus climate assessment would be valuable in providing comparative data and greater understanding of the long-term effects and success rates of these programs, as it is likely that not all initiatives’ results are immediately apparent.⁸⁵ As we move forward, it is clear from the results of this study that even institutions that have begun to create GLBT-inclusive policies and GLBT-specific programs will need to continue and expand these efforts in order to ensure full participation of GLBT individuals in the campus community. Only then will institutions of higher education be able to achieve their goal of “creating inclusive educational environments in which all participants are equally welcome, equally valued and equally heard.”⁸⁶

NOTES

69. See footnote 9 on page 6 for an explanation of safe space programs.
70. For discussion of harassment, please see page 36, note 60.
71. Differences across groups do not create an inability to understand one another. Border zones are cultural areas infused with difference or areas where symbolic processes, ideologies and socio-historical contexts are situated in an arena of struggle and multiple interpretations. See Tierney, 1995, for a more complete discussion of border zones.
72. Lorde, 1985, p. 3.
73. Underrepresented groups in this project (see footnote 6) clustered around differences in age, ancestry, gender identity, racial or ethnic background, disability, national origin, religious creed or sexual identity.
74. Rankin, S. (in progress). *Climate for Underrepresented Groups on Campus: A National Perspective*.
- 75.

Relationship of Race/Ethnicity and Basis of Experienced Harassment on Campus

Experienced harassment based on:	People of color		White people	
	%*	(n)	%*	(n)
Race	31	(821)	7	(141)
Gender	33	(822)	61	(1,284)
Sexual orientation	6	(115)	11	(224)
Age	14	(301)	21	(454)
Disability	3	(49)	6	(122)
Ethnicity	22	(519)	4	(91)

* within race/ethnicity. Source: Rankin (in progress). *Climate for Underrepresented Groups on Campus: A National Perspective*.

76. American Council on Education, 2002.
77. The lack of diversity on campuses may be even greater than reported if we examine the numbers of only U.S.-born blacks, Latino(a)s, Asian-Americans, and Indians/Native Americans, without including international students and faculty.
78. Pansexual is a person who is open to sexual activity of many kinds; pansexual people espouse their freedom of choice and imagination in sexual relations, regardless of sexual orientation or gender identity.
79. Hill, 1991, p. 45.
80. Praxis, in the context of this review, means organizational activities and actions that challenge dominance, critique the status quo and have social justice as a central core value. See Lather, 1986.
81. Tierney & Dilley, 1996.
82. Tierney & Dilley, 1996, p. 22.
83. For more detailed descriptions of “disrupting structures,” see Tierney & Dilley, 1996.
84. Rankin, 1998.
85. While the institutions that have participated in this study are and will remain anonymous, those institutions have already received reports about their own college/university and may choose to follow up with self-initiated campus climate assessments in the future. Future research should also assess the climate at campuses that have no visible GLBT presence (e.g. GLBT resource centers, staff with at least part of their job responsibilities meeting the needs of the GLBT community, etc.).
86. Association of American Colleges and Universities, 1995.

Appendix A

SURVEY

On the next four pages is reproduced the machine-readable paper version of the “Assessment of Campus Climate” survey.

Assessment of Campus Climate for Lesbian, Gay, Bisexual, and Transgender Persons

**CAMPUS
CODE #**

①	①	①	①
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

Rationale: You have been selected to participate in a survey regarding the climate on your campus for lesbian, gay, bisexual, and transgender students, faculty, and staff. This survey is voluntary and your responses will be kept confidential. Individuals will not be identified, and only group data will be reported.

Directions: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. **Your answers will be scored by machine, so please use a NUMBER 2 PENCIL.**

Questions concerning this project should be directed to:

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Part 1. Campus experiences

Within the past year, have you experienced the following?

Note: Harassment refers to conduct that has interfered unreasonably with your ability to work or learn on this campus or has created an offensive, hostile, intimidating working or learning environment.

Discrimination refers to a prejudicial bias.

1-1 Feared for my physical safety because of my sexual orientation/gender identity?

- Yes
 No

1-2 Concealed my sexual orientation/gender identity to avoid intimidation?

- Yes
 No

1-3 Avoided disclosing my sexual orientation/gender identity to an instructor, TA, administrator, or supervisor due to a fear of negative consequences, harassment, or discrimination.

- Yes
 No

1-4 Been denied University/College employment or promotion due to my sexual orientation/gender identity.

- Yes
 No

1-5 Was a victim of harassment due to my sexual orientation/gender identity.

- Yes
 No

1-6 In what form was this harassment? (Mark all that apply)

- derogatory remarks
- threats to expose your sexual orientation/gender identity
- pressure to be silent about your sexual orientation/gender identity
- direct or indirect verbal harassment or threats
- denial of services
- written comments (e.g. anti-LGBT flyers, publications, etc.)
- anti-lesbian, gay, bisexual, or transgender graffiti
- threats of physical violence
- actual physical assault or injury
- other

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PAGE 1

1-7 Where did this harassment occur? (Mark all that apply)

- in a class
- in a residence hall
- in a campus office
- in a public space on campus (e.g. student union)
- while working at a College/University job
- while walking on campus
- campus event

1-8 Who was the source of this harassment? (Mark all that apply)

- student
- faculty
- teaching assistant
- resident assistant
- administrator
- staff member
- campus police
- don't know

Part 2. Feelings about campus climate

For the following items, choose the response that most closely describes your feelings.

2-1 Gay men are harassed on campus due to their sexual orientation/gender identity.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

2-2 Lesbians are harassed on campus due to their sexual orientation/gender identity.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

2-3 Bisexual persons are harassed on campus due to their sexual orientation/gender identity.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

2-4 Transgender persons are harassed on campus due to their sexual orientation/gender identity.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

2-5 I fear for my physical safety because of my sexual orientation/gender identity.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

2-6 I conceal my sexual orientation/gender identity to avoid harassment.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

PAGE 2

2-7 I conceal my sexual orientation/gender identity to avoid discrimination.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

2-8 I stay away from areas of campus where gay, lesbian, bisexual, transgender persons congregate for fear of being labeled.

- very unlikely unlikely uncertain likely very likely
① ② ③ ④ ⑤

Part 3. Campus response

Please indicate your agreement or disagreement with the following statements. Mark one for each line using the following scale:

3-1 The College/University thoroughly addresses campus issues related to sexual orientation/gender identity.

- Strongly agree Agree Uncertain Disagree Strongly disagree
① ② ③ ④ ⑤

3-2 The College/University has visible leadership from the administration regarding sexual orientation/gender identity issues on campus.

- Strongly agree Agree Uncertain Disagree Strongly disagree
① ② ③ ④ ⑤

3-3 The curriculum adequately represents the contributions of LGBT persons.

- Strongly agree Agree Uncertain Disagree Strongly disagree
① ② ③ ④ ⑤

3-4 The climate of the classes I have taken or the job site where I work are accepting of LGBT persons.

- Strongly agree Agree Uncertain Disagree Strongly disagree
① ② ③ ④ ⑤

3-5 The College/University provides visible resources on LGBT issues and concerns.

- Strongly agree Agree Uncertain Disagree Strongly disagree
① ② ③ ④ ⑤

3-6 The College/University has a rapid response system for incidents of LGBT harassment.

- Strongly agree Agree Uncertain Disagree Strongly disagree
① ② ③ ④ ⑤

3-7 The College/University has a rapid response system for incidents of LGBT discrimination.

Strongly agree Agree Uncertain Disagree Strongly disagree
 ① ② ③ ④ ⑤

3-8 Please rate the campus climate in general using the following scale:

Friendly	①	②	③	④	⑤	Hostile
Communicative	①	②	③	④	⑤	Reserved
Concerned	①	②	③	④	⑤	Indifferent
Respectful	①	②	③	④	⑤	Disrespectful
Cooperative	①	②	③	④	⑤	Uncooperative
Competitive	①	②	③	④	⑤	Noncompetitive
Improving	①	②	③	④	⑤	Worsening
Accessible to Persons with Disabilities	①	②	③	④	⑤	Inaccessible to Persons with Disabilities
Non-racist	①	②	③	④	⑤	Racist
Non-sexist	①	②	③	④	⑤	Sexist
Non-homophobic	①	②	③	④	⑤	Homophobic

Part 4. Background information

4-1 What is your gender?

- female
- male
- transgender

4-2 What is your sexual identity?

- bisexual
- gay
- lesbian
- heterosexual
- uncertain

4-3 What is your age?

- 22 and under
- 23-32
- 33-42
- 43-52
- 53 and over

4-4 What is your position?

- undergraduate student
- professional student (e.g. law, medicine)
- graduate student
- staff
- administrator
- faculty

4-5 Are you full-time or part-time?

- full-time
- part-time

4-6 Do you have a disability that substantially limits a major life activity (such as seeing, hearing, learning, walking)?

- Yes
- No

4-7 With what racial/ethnic group do you identify? (If you are of a multi-racial/multi-ethnic background, mark all that apply.)

- African American/Black
- Asian/Pacific Islander
- Middle Eastern
- American Indian/Alaskan Native
- Chicano/Latino/Hispanic
- White/Caucasian

4-8 What is your citizenship status?

- US citizen - born in the United States
- US citizen - naturalized
- permanent resident (immigrant)
- international (F-1 or J-1 visa)

4-9 Place yourself on the following continuum with 5 being out to everyone personally and professionally, 4 being out to family and friends, 3 being out to a few friends/family members, 2 being out to a few close friends, and 1 being totally closeted.

① ——— ② ——— ③ ——— ④ ——— ⑤

4-10 To whom are you most attracted?

- women
- men
- both men and women

4-11 If you are a student, where do you live?

- residence hall
- other campus housing (e.g. co-op)
- off campus
- family student housing
- fraternity or sorority house

Appendix B

A MODEL FOR MAXIMIZING EQUITY: THE TRANSFORMATIONAL TAPESTRY©

To assist institutions in maximizing equity, the Transformational Tapestry© was developed. The transformational tapestry model, which takes into account five main aspects of campus culture (access and retention, research and scholarship, inter-group and intra-group relations, curriculum and pedagogy, and university service), is designed to assist the campus community in maximizing equity through the use of specific assessment and intervention strategies.

The foundations of the transformational tapestry model of campus climate were informed by Smith and her colleagues' meta-analysis of research on diversity in higher education.⁸⁷ In their review of the literature on the impact of campus diversity initiatives on college students, the authors provide a context for examining campus diversity. They identified four dimensions of campus diversity, each of which overlaps and intersects with the others. The first dimension, Access and Success, is concerned principally with the inclusion and academic achievement of underrepresented groups. The second dimension, Campus Climate and Intergroup Relations, focuses on the environment for historically marginalized groups on campus. The third dimension, Education and Scholarship, addresses diversity as it relates to the educational and scholarly role of the institution, including curricular content, scholarly methodology, and research mission. The last dimension concerns the role of diversity in ensuring Institutional Viability and Vitality. This dimension focuses attention on faculty and staff, relationships with important constituencies (e.g., alumni and trustees), and on relationships to communities outside of the institution.

The transformational tapestry model of campus climate differs from Smith et al.'s four dimensions of campus diversity in that it not only provides a framework for viewing campus culture, but also presents systematic guidelines for assessing campus culture and for implementing interventions designed to transform a campus culture into one that maximizes equity. The model's assessment and transformational intervention components were developed based on previous research⁸⁸ and recent investigations examin-

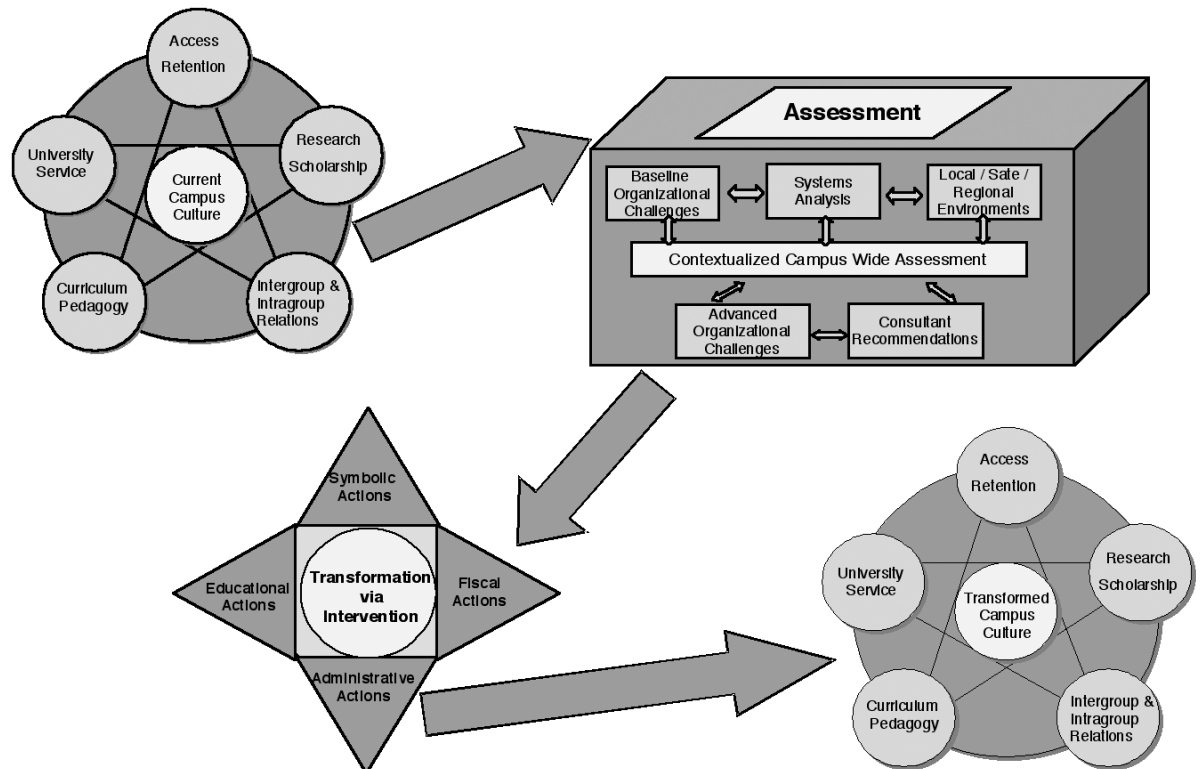
ing the climate for diversity on 22 college campuses⁸⁹ where transformational strategies have been or are in the process of being implemented.

THE TRANSFORMATIONAL TAPESTRY MODEL

The first phase of the transformational tapestry model of campus culture for maximizing equity on a particular university campus proposes that an institution conduct an internal assessment of the campus culture for underrepresented/underserved populations.⁹⁰ (See figure below). The first component of the internal assessment utilizes focus groups and individual interviews to examine baseline institutional challenges. These along with a systems analysis (e.g. mission, structure, current policies, etc.), and review of the local, regional, and state environments inform the second component of the internal assessment, the construction of a campus-wide survey of the climate for diversity. A quantitative analysis of the survey data and a qualitative analysis of respondents' comments are reviewed and shared with the campus community and the social equity team. The third component of the internal assessment calls for the reconvening of the focus groups to identify advanced organizational challenges. These along with researcher recommendations provide the foundation for developing transformational interventions.

Following the comprehensive internal assessment, phase two of the model is initiated.

Transformational Tapestry: A Model for Maximizing GLBT Equity on Campus



The social equity team, with feedback from the campus, creates a strategic plan for maximizing equity with immediate, short-term (two-year), and long-term (5-year) actions. The model's transformational intervention strategies include symbolic actions, educational actions, administrative actions, and fiscal actions. The overarching strategic plan identifies well-defined goals, specific intervention actions, person(s) responsible for carrying out the actions, participants involved in the action, time-frames, costs, outcomes, and assessment/accountability.

USING THE TRANSFORMATIONAL TAPESTRY MODEL— THE CURRENT STUDY

Developing a conceptual model is a formidable task, but putting the model to use is perhaps the more important undertaking. The transformational tapestry model has been used in assessing the diversity climate on over 20 university campuses nationwide. Over 17,000 respondents including students, faculty, staff, and administrators completed multiple choice scantron or on-line questionnaires addressing issues including—but not limited to—harassment, discrimination, race, ethnicity, gender, gender identity, sexual orientation, age, disability, and pedagogy. Underrepresented and/or underserved populations on campus were purposefully over-sampled to provide these groups with a voice that may have been missed if a random sampling procedure was used. Respondents were also encouraged to provide written comments on their experiences regarding diversity on campus and recommendations for improving the campus climate for diversity.

Survey data and written comments were analyzed and provided to the each of the campus social equity teams (through written reports and follow-up presentations) to address their specific institutional challenges. These results, along with other recommendations from the researcher, informed the intervention strategies that ultimately assist universities to maximize equity and transform their campuses.

In this investigation, the sample was limited to only GLBT members of the campus community, but the model for transforming the campus climate is still applicable. Due to funding limitations, focus groups (both initial and reconvened) were not conducted. However, as noted previously, the survey questions for the assessment were informed by both analysis of previous surveys and the input of Consortium members after querying members of their respective GLBT communities.

NOTES

87. Smith, et al., 1997.

88. Beckhard, 1992; Drucker Foundation, 1993; Hurtado, et al., 1999; Rankin, 1994, 1998.

89. Rankin, in progress.

90. The researcher works collaboratively with a social equity advisory team consisting of representation from the various constituent groups on campus throughout the process.

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Resources

GLBT-RELATED HIGHER EDUCATION ORGANIZATIONS

American College Personnel Association

<http://www.acpa.org>

Standing Committee on Lesbian, Gay, Bisexual and Transgender Awareness

<http://www.sclgbta.org>

One Dupont Circle, Suite 300
Washington, DC 20036
j-tuberty@northwestern.edu

Association of College Unions International

<http://www.indiana.edu/~acui>

“Stop the Hate!” Campus Hate Crime Prevention Program

<http://www.stophate.org>

One City Centre, Suite 200,
120 W. Seventh St.,
Bloomington, IN 47404-3925
(812) 855-8550; stophate@acuiweb.org

Campus PrideNet

<http://campuspride.net>
info@campuspride.net

Lambda 10 Project—National Clearinghouse for GLB Fraternity & Sorority Issues

<http://www.lambda10.org/>

[about_lambda_10.htm](http://www.lambda10.org/about_lambda_10.htm)

Indiana University Office of Student Ethics & AntiHarassment Programs
705 East Seventh Street
Bloomington, IN 47408
(812) 855-4463; info@lambda10.org

National Academic Advising Association, Lesbian, Gay, Bisexual, Transgender, and Allies Concerns Commission

<http://www.nacada.ksu.edu/commissions/LGBT/index.html>

Kansas State University
2323 Anderson Ave, Suite 225
Manhattan, KS 66502-2912
(785) 532-5717

National Association of Student Personnel Administrators

<http://www.naspa.org>

GLBT Issues Network

<http://personal.ecu.edu/luciera/naspaglb.html>

1875 Connecticut Ave., NW, Ste. 418
Washington, DC 20009
(202) 265-7500

National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education

<http://www.lgbtcampus.org>
webmaster@lgbtcampus.org

U.S. Student Association

National Queer Student Caucus
<http://www.usstudents.org>
1413 K St., NW, 9th Floor
Washington, DC 20005
(202) 347-8772

OTHER HIGHER EDUCATION ORGANIZATIONS

American Association of University Women

<http://www.aauw.org>

American College Health Association

<http://www.acha.org>

American Education Research Association

<http://www.aera.net>

Association of American Colleges and Universities

<http://www.aacu-edu.org>

Association of Higher Education and Disability

<http://www.ahead.org>

Council for the Advancement of Standards in Higher Education (CAS)

<http://www.cas.edu>

National Collegiate Athletics Association

<http://www.acas.org>

National Orientation Directors Association

<http://www.indiana.edu/~noda1/>

ONLINE RESOURCES AND NATIONAL GLBT ORGANIZATIONS

A sampling of organizations. For more national groups, see NGLTF's listing of National Policy Roundtable participating organizations at <http://www.nglrf.org/pi/npr/orgs.cfm>.

BiNet USA

<http://www.binetusa.org>

Bisexual Resource Center

<http://www.biresource.org>

Children of Lesbians and Gays Everywhere

<http://www.colage.org>

Family Pride Coalition

<http://www.familypride.org>

Federation of Statewide Lesbian, Gay, Bisexual, and Transgender Advocacy Organizations

<http://federationlgbt.org>

FTM International

<http://www.ftmi.org>

Gay and Lesbian National Hotline

<http://www.glnh.org>

Toll-Free: (888) THE-GLNH
(888) 843-5664

Gay and Lesbian Alliance Against Defamation

<http://www.glaad.org>

Gay and Lesbian Medical Association

<http://www.glma.org>

Gay, Lesbian and Straight Education Network

<http://www.glsen.org>

Human Rights Campaign

<http://www.hrc.org>

International Gay and Lesbian Human Rights Commission

<http://www.iglhrc.org>

Intersex Society of North America

<http://www.isna.org>

It's Time America!

<http://www.tgender.net/ita/>

Lambda Legal Defense and Education Fund

<http://www.lambdalegal.org>

Lesbian and Gay Immigration Rights Task Force

<http://www.lgirtf.org>

LLEGO: The National Latino/a Lesbian, Gay, Bisexual & Transgender Organization

<http://www.llego.org>

National Center for Lesbian Rights

<http://www.nclrights.org>

National Coalition of Anti-Violence Programs

<http://www.avp.org/ncavp.html>

National Gay and Lesbian Task Force

<http://www.nglhf.org>

National Transgender Advocacy Coalition

<http://www.ntac.org>

National Youth Advocacy Coalition

<http://www.nyacyouth.org>

OutProud

<http://www.outproud.org>

Parents, Family and Friends of Lesbians and Gays

<http://www.pflag.org>

P.E.R.S.O.N. Project

<http://www.youth.org/loco/PERSONProject>

Pride at Work

<http://www.prideatwork.org>

Senior Action in a Gay Environment

<http://www.sageusa.org>

TransGender Guide

<http://www.tgguide.com>

ONLINE PUBLICATIONS

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Acknowledgements

AUTHOR'S ACKNOWLEDGEMENTS

The research presented in this report was supported by grants from the National Gay and Lesbian Task Force (NGLTF) and the National Association of Student College Personnel Administrators (NASPA). I am deeply grateful to both of these organizations for their commitment to maximizing equity on campus. I also want to thank the members of the National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education (Consortium), especially the members of the Research Working Group for their assistance and encouragement throughout this project. I am especially appreciative of the Consortium members who served as institutional coordinators, who, due to the anonymity promised to participating institutions, may not be named here—but you know who you are.

I also wish to acknowledge the work of several incredible people who were instrumental to the success of this project: Ree K. Arnold, Stefani Bjorklund, Patricia Bullock, Erik Malewski, Jennifer Storm, and Anne Drake.

I am personally indebted to all those upon whose shoulders I stand, who paved the way for me to do this work. To my family for their unconditional love...to my teachers for offering their guidance and encouragement...to my friends and colleagues who helped me to realize that we are never alone...to “Fit-for-Play” for providing my center, smiles, divas, wings, and beer...to my students at Penn State who remind me with their courage and strength of soul why I do this work...and last, but certainly not least, to Allison, for her kind spirit and belief that one voice can make a difference.

Finally, I wish to thank the queer, same gender loving, lesbian, gay, bisexual, transgender, questioning, FTM, MTF,* members of the academy who participated in the study. Without their willingness to share their experiences, this report would never have been written. I hope that I have accurately related your experiences and that they will serve as a springboard to the implementation of strategic initiatives to maximize queer equity on campus.

* FTM and MTF are acronyms referring to female-to-male and male-to-female transgender individuals.

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This publication would not have been possible without the contributions of many people. The author and editors of this report wish to express their sincere appreciation for the dedicated hard work of their colleagues listed below. We relied on their professional expertise as they reviewed various drafts of this report.

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Thanks to NGLTF staff Lorri L. Jean and Darrel Cummings for their help in reviewing and editing this report. Thanks also to Vaid Research Fellows José Hernandez and Brian Cahill for their contributions.

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A significant source of funding for the Task Force comes from its major donor program, the Leadership Council. Leadership Council members make an annual pledge of \$1,200 or more in non-event related contributions. The donors listed above made pledges between April 1, 2002 and March 31, 2003. If your name has been inadvertently omitted or incorrectly listed, please contact Steve Ramirez, Director of Donor Relations, at (323) 857-8747.

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Family Policy

ISSUES AFFECTING GAY, LESBIAN,
BISEXUAL AND TRANSGENDER FAMILIES

By Sean Cahill, Mitra Ellen and Sarah Tobias. Groundbreaking in its breadth and depth, this report examines family policy as it relates to GLBT people and their loved ones. It provides information useful to those advancing supportive legislation and policy, particularly at the state and local levels. Covers partner recognition; anti-gay adoption and foster policies; youth and elder issues; health care and end-of-life concerns; and the impact of welfare reform and the faith-based initiative. (December 2002; 216 pp.; \$20.00; www.nglhf.org/library/)

The 2000 Census and Same-Sex Households

A USER'S GUIDE

By Judith Bradford, Kirsten Barrett and Julie A. Honnold. In 2000, the U.S. Census allowed same-sex couples living together to identify themselves as "unmarried partners." This national data set offers a rich trove of information on members of our community, easily accessible on-line. Maps show concentrations of same-sex households in all 50 states and a dozen major cities. (October 2002; 162 pp.; \$20.00; www.nglhf.org/library/)

Say it Loud and I'm Black Proud

BLACK PRIDE SURVEY 2000

This largest-ever study of Black GLBT people is the result of a two-year collaboration between nine Black GLBT Pride organizations, the NGLTF Policy Institute, and five African-American researchers: Juan Battle, Cathy J. Cohen, Dorian Warren, Gerard Ferguson, and Suzette Audam. The survey of nearly 2,700 respondents documents significant and often surprising demographics, experiences, and policy priorities of Black GLBT people. (March 2002; 86 pp.; \$10.00; www.nglhf.org/library/)

Leaving Our Children Behind

WELFARE REFORM AND THE GAY, LESBIAN,
BISEXUAL, AND TRANSGENDER COMMUNITY

This report, by Sean Cahill and Kenneth T. Jones, describes the reactionary agenda of senior policymakers in the Bush administration to change social service provision in the United States. Examines welfare reform and the impact of marriage and fatherhood initiatives, abstinence-only-until-marriage education, and the faith-based initiative on the GLBT community. (December 2001; 112 pp.; \$10.00; www.nglhf.org/library/)

Social Discrimination and Health

SOLD OUT
available online at nglhf.org

THE... HIV RISK

This report, by Rafael Diaz and George Ayala, documents the correlations among homophobia, racism, poverty, and HIV risk, and has significant implications for prevention strategies. Although Latinos were the subject of this case study, the findings are relevant to other communities of color and marginalized groups. Available in English and Spanish. (July 2001; 36 pp.; \$10.00; www.nglhf.org/library/)

Transgender Equality

A HANDBOOK FOR ACTIVISTS
AND POLICYMAKERS

A handbook providing activists and policymakers with the tools they need to pass transgender-inclusive non-discrimination and anti-violence legislation. Written by Paisley Currah and Shannon Minter, with an introduction by Jamison Green. This handbook is an invaluable resource guide providing model legislative language, talking points, responses to frequently asked questions, and a comprehensive resource listing. (June 2000; 96 pp.; \$10.00; www.nglhf.org/library/)

Other NGLTF Publications

Outing Age

PUBLIC POLICY ISSUES AFFECTING GAY, LESBIAN, BISEXUAL AND TRANSGENDER ELDERS

This groundbreaking report reviews social science literature and explains what we do and do not know about the demographics of GLBT elders. *Outing Age* outlines major public policy issues facing GLBT seniors—including federal aging programs, disability, long-term care and caregiving, nursing homes, and Social Security—and presents recommendations for advocacy to move public policy toward equal treatment of this population. (Sold out; download at www.nglhf.org/library/)

The 2000 National Election Study and Gay and Lesbian Rights

SUPPORT FOR EQUALITY GROWS

For the first time in 2000, a solid majority of Republican voters expressed support for sexual orientation nondiscrimination laws. Columbia University Political Scientist Alan Yang documents increased support for gay adoption and strong majority support for military service. (June 2001; 10 pp.; www.nglhf.org/library/)

Out and Voting II

THE GAY, LESBIAN AND BISEXUAL VOTE IN CONGRESSIONAL ELECTIONS, 1990-1998

An in-depth profile of the gay, lesbian, and bisexual voting bloc and the first-ever analysis of the impact of this emerging constituency in national congressional elections. By Dr. Robert Bailey of the Rutgers University School of Public Policy and Administration. Among the report's findings: out GLB voters comprise roughly 5% of the national electorate, and 8.8% of voters in cities of 500,000 or more. (January 2000; 54 pp.; \$10.00; www.nglhf.org/library/)

From Wrongs to Rights

PUBLIC OPINION ON GAY AND LESBIAN AMERICANS MOVES TOWARDS EQUALITY

This groundbreaking report, written by Alan Yang of the Department of Political Science at Columbia University, tracks public opinion trends over the last 26 years on various gay and lesbian rights issues including: employment and housing nondiscrimination, family issues, marriage, adoption, and the military. (December 1999; 32 pp.; \$10.00; www.nglhf.org/library/)

Domestic Partnership Organizing Manual

This manual, by Policy Institute Research Fellow Sally Kohn, provides comprehensive information on what domestic partnership benefits are, why employers should adopt these benefits, and how employees and citizens organize effectively for policy change. Sample policies and lists of who offers domestic partnership benefits are included. (May 1999; 140 pp.; \$10.00; www.nglhf.org/library/)

Income Inflation

THE MYTH OF AFFLUENCE AMONG GAY, LESBIAN, AND BISEXUAL AMERICANS

This report, by Professor M.V. Lee Badgett, of the Department of Economics at the University of Massachusetts at Amherst, explores the pervasive and inaccurate notion that GLB people form an economic elite, insulated from discrimination by their wealth and disconnected from society at large by a special, privileged status. After examining data from seven different surveys, she finds that none support this stereotype. (November 1998; 23 pp.; \$10.00; www.nglhf.org/library/)

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