

CAMPUS CLIMATE SURVEY FOR LGBTQ ISSUES

State University of New York at New Paltz

Research Report

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EXECUTIVE SUMMARY

Objectives

In the Fall 2011 semester, a campus climate survey was conducted to assess the attitudes and campus experiences of students and employees at the State University of New York at New Paltz related to lesbian, gay, bisexual, transgender, and queer (LGBTQ) people and issues.

Methodology

Data were collected using an online, anonymous survey which included both quantitative and qualitative (open-ended) questions addressing the following broad themes: (a) opinions and attitudes about homosexuality; (b) awareness of transgender people and issues; (c) experiences and observations of LGBTQ-phobia on campus; and (d) factors shaping whether students and employees are “out” on campus. In addition, open-ended suggestions for how to improve the campus climate for LGBTQ students and employees were solicited. 1,462 respondents completed the survey (1,109 students and 353 employees).

Findings

- Over 97% of students and employees both expressed supportive attitudes toward LGBTQ people and concerns on campus and in a broader social/political context.
- LGBTQ student and employee respondents were significantly more likely to have observed harassment behaviors or negative comments directed toward LGBTQ people.
- LGBTQ students and employees felt invisible in some respects (and were more likely to feel excluded from work or study groups), reflecting a broader problem of heterosexism (the presumption of heterosexuality) on our campus.
- Students were more likely than employees to have felt verbally harassed or physically endangered, bullied or intimidated because of their perceived sexuality.
- There were significant differences across campus divisions in the level of understanding and support for LGBTQ people and issues.
- Familiarity and comfort with transgender people and issues was significantly lower than with other sexual minorities. Transgender respondents were significantly less likely to feel physically safe, understood, and protected on campus.
- Suggestions for improving LGBTQ campus climate included the following: inclusion of LGBTQ issues in orientation activities for new students and employees, counseling resources for LGBTQ students, Safe Zone and allies programs, gender-neutral bathrooms and housing, outreach and education to increase sensitivity around LGBTQ people and issues, as well as social and academic events related to LGBTQ people and issues.

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I. Background for Research

The SUNY-New Paltz LGBTQ Campus Climate survey is an outgrowth of a process of reflection, assessment, and community-building which began in the fall of 2010. In September of that year, a slew of gay teen suicides around the country stimulated national discussion about ongoing threats of discrimination and violence faced by lesbian, gay, bisexual, transgender, and queer (LGBTQ)¹ people in the United States, especially on college campuses. Among these tragic deaths was the suicide of Rutgers University undergraduate Tyler Clementi, who jumped off the George Washington Bridge after public humiliation linked to his homosexuality.² This tragic reminder that some LGBTQ youth—even on progressive college campuses—continue to feel shame and despair around their sexuality due to a climate of intolerance motivated a group of LGBTQ faculty and staff at New Paltz to begin meeting on campus. These informal gatherings (typically in the form of brown-bag lunches) provided a space to share experiences as LGBTQ people on and off-campus, to dialogue about campus policy germane to LGBTQ people and issues, and to build connections among what to date had been a fairly diffuse LGBTQ campus community.

In late 2010, a listserv was established to facilitate communication among LGBTQ faculty and staff,³ and by the fall 2011 semester, LGBTQ faculty and staff began to organize activities and events on campus (e.g., lectures, films, and social gatherings), to stimulate public dialogue on LGBTQ concerns at New Paltz,⁴ and to make connections with LGBTQ student groups (principally the Queer Action Coalition or QAC). A galvanizing moment in these early months was the October 2010 participation of several LGBTQ faculty and staff members in the “It Gets

¹ In embracing the abbreviation “LGBTQ” in this report, we acknowledge limitations of the term, including: “Q” can mean “queer” but also “questioning”; “T” can mean “transgender” but also “transsexual”; and, the term lumps together a range of diverse identities grounded in non-normative genders and sexualities (e.g., being “gay” is perhaps not comparable with being “transgender”).

² See *The New York Times*, 10/3/10, “Suicide Puts Light on Pressure of Gay Teens” (<http://www.nytimes.com/2010/10/04/us/04suicide.html>).

³ This listserv is LGBTQ-L@newpaltz.edu. As of October 1, 2012, 31 individuals were subscribed.

⁴ For an example of these efforts, see Appendix 1, which contains an Op-Ed piece the group wrote for the 10-21-2010 edition of the *New Paltz Oracle*.

Better” project, a set of video-recorded testimonials of LGBTQ and LGBTQ-friendly members of the New Paltz community affirming hope and the promise of a better world for sexual minorities.⁵

During the early months of 2011, we reflected intensively on what we would come to refer to as the “campus climate” for LGBTQ people. These dialogues affirmed our sense that we work on a campus where overt homophobia is thankfully rare, where LGBTQ members of the campus community have various protections in university policy from discrimination based on sexual orientation, and where many LGBTQ students, faculty, and staff feel no need to hide their sexuality on campus. By the same token, our discussions made us aware of some LGBTQ community members who reported insensitivity, intolerance, and outright hostility from colleagues, supervisors, classmates, and professors. We learned, moreover, of LGBTQ students, faculty, and staff who are uncomfortable displaying or speaking of their sexual orientation on campus. Separate from the problem of overt homophobia, many of us perceived a problem of *heterosexism*—that is, a *presumption of heterosexuality* on our campus, in both formal policy and informal interactions in the classroom and workplace. It was within these informal dialogues that both a shared commitment to help improve campus climate for LGBTQ people took shape.

This shared commitment congealed around the following broadly defined goals:

1. To promote public, institutional dialogue about LGBTQ issues at New Paltz
2. To improve services and policy influencing LGBTQ people at New Paltz
3. To increase visibility of LGBTQ issues in activities and courses across the campus
4. To promote matriculation and retention of LGBTQ students
5. To promote diversity and inclusion in hiring and retention of faculty and staff
6. To reduce the likelihood that the tragedies that have taken place on campuses such as Rutgers occur at New Paltz

To pursue these goals, we agreed that a campus climate survey would be crucial to establish baseline data to gauge the range of identities, experiences, and attitudes on this campus related to LGBTQ people and issues. We also agreed that such a project would ideally be pursued in partnership with the University and therefore, in March 2011, began to correspond via

⁵ See <http://www.newpaltz.edu/news/story.cfm?id=5424#1> for SUNY-New Paltz’s official “It Gets Better” site.

email (and eventually in person) with President Don Christian.⁶ Concurrently, we carried out a “formative” research project to help us become aware of the range of experiences and attitudes that would need to be addressed on a large-scale, campus-wide survey. Specifically, this formative research consisted in a short, anonymous online survey with open-ended questions about the following three broad themes: (a) motivations of LGBTQ faculty and staff for joining the newly established LGBTQ-L listserv; (b) experiences as an LGBTQ-identified person at SUNY New Paltz; and (c) suggestions for a future, larger-scale LGBTQ campus climate survey. A summary of this research is included in Appendix 2.

In addition to formative research, we also conducted a scholarship review of extant studies of LGBTQ campus climate research in the U.S. (see Appendix 3), consulted via teleconference with experts at SUNY Fredonia (where a similar survey was administered during the 2010-11 academic year⁷), attended SUNY Fredonia’s campus climate survey conference, and met with the SUNY-New Paltz Queer Action Coalition student group. During the summer 2011 months, Junge and Ostrouch assembled a draft survey questionnaire which was refined over the course of several weeks of feedback from the broader LGBTQ faculty and staff advisory group,⁸ from the administration, from QAC, and from LGBTQ colleagues and students at other Hudson Valley colleges. The formal research protocol, with Junge and Ostrouch listed as co-principal investigators, was approved by the SUNY-New Paltz Institutional Review Board on November 9, 2011. (See Appendix 4 for formal approval letter.) Junge drafted the present report from July-September 2012, with multiple consultations and contributions from the Advisory Group.

⁶ The group of LGBTQ faculty and staff who took an active role in survey planning are referred to in this document as the survey’s “advisory group” and are listed by name on the cover sheet.

⁷ This survey was conducted under the direction of Ingrid Johnston-Robledo, Ph.D.; Associate Professor of Psychology (robledij@fredonia.edu).

⁸ We are a greatly indebted to SUNY-Fredonia, whose 2010-11 campus climate survey (principal investigator: Ingrid Johnston-Robledo, PhD, Dept. of Psychology) gave us an invaluable model to adapt to our own campus environment.

II. Research Goals and Questions

The overall goal of this research is to learn about the attitudes and campus experiences of students and employees at the State University of New York at New Paltz related to LGBTQ people and issues. The online survey was designed to generate answers to the following specific questions and second-order questions:

1. What are the attitudes of students, faculty, and staff about LGBTQ people and issues at New Paltz?
 - a. What are respondents' opinions and attitudes about homosexuality?
 - b. What level of awareness exists of transgender people and issues?
2. What have been the experiences of LGBTQ students, faculty, and staff at New Paltz?
 - a. What forms of sexuality-based harassment have been witnessed and experienced?
 - b. How comfortable are LGBTQ students, faculty, and staff being "out" on campus?
3. What level of awareness exists of campus policies related to LGBTQ people?
4. What suggestions do students, faculty, and staff have for how to improve the campus climate for LGBTQ people?

III. Methodology

Survey Instrument and Key Themes

The complete survey instrument is provided in Appendix 5. The questions making up the survey move sequentially through the following themes:

1. Socio-demographic characteristics
2. Attitudes about LGBTQ people and issues
3. Ranking of possible LGBTQ campus resources
4. Harassment behaviors observed on campus
5. Follow-up on harassment behaviors
6. Self-reported involvement in harassment behaviors
7. Characteristics of students
8. Student concerns and campus/New Paltz village experiences
9. Characteristics of employees
10. Employee concerns and campus experiences
11. Suggestions for improving LGBTQ campus climate

While most questions have a quantitative format, several are qualitative and have text-based write-in boxes, the idea being for qualitative data to add depth and personal anecdotes to the patterns found in the quantitative analysis. Most quantitative questions have categorical response options with a range of answer formats, including yes/no, ranking, level of agreement with normative statements, etc.

The survey was made available to respondents using the online platform, Zoomerang. Following an introductory page explaining the survey and the potential risks and benefits of participating in the study, respondents were asked to indicate their formal consent. As an incentive to participate, all respondents were offered the chance to enter a drawing for prizes such as Amazon.com gift certificates.

Eligibility and Promotion

All SUNY-New Paltz students (undergraduate and graduate) and employees (faculty and staff) 18 or older were eligible to participate in this study. (The only exclusion criterion,

therefore, was being a legal minor.) To promote maximum participation among campus community members, several strategies were used (October 2011):

1. Formal announcements by President Christian and by Advisory Group members at faculty and staff meetings across the campus
2. Informal announcements by Advisory Group members at department and division meetings
3. Outreach to LGBTQ students through visits to Queer Action Coalition meetings
4. Inclusion of a survey-announcement insert with paystubs for University employees
5. Press release article in the United University Professions (union) newsletter (*The Bullhorn*)
6. Campus-wide email announcements
7. Hardcopy invitations delivered to departments with employees who do not use computers in their daily work

Analysis

Quantitative response data were analyzed using SPSS data analysis software, used to generate descriptive statistics and sub-group comparisons. The primary sub-group comparison in this study is “campus status,” i.e. student vs. employee. All quantitative variables for which we have data are cross-tabulated along this axis. For other sub-groups (e.g., sexual orientation, gender, campus division, and, within employees, faculty/professional vs. faculty/staff), only select variables are cross-tabulated. Typically, secondary sub-group cross-tabulations focus on attitudes about LGBTQ people and issues. (In other words, they examine how these attitudes vary by sub-group.) Open-ended (qualitative) responses have been used to lend depth and context to specific quantitative findings.

During analysis, several new variables were constructed from raw survey data. When these appear in the figures and tables below, explanatory footnotes are included. Special attention is given here, however, to two constructed variables which categorize sexual orientation.

The variable “sexual orientation” is constructed in two ways, each making use of raw survey data in a different manner. The first version is based on self-categorization, in other words, which sexual orientation category the respondent selected as the best fit (Question 35). In the figures and tables below, this variable is referred to as “Sexual Orientation, Self-Cat.” A second version, referred to as “Sexual Orientation, Derived,” is based on the relationship between the respondent’s gender and the direction of their sexual/romantic interests (Question 20). If, for example, the respondent were a female who selects “only men” as the focus for their sexual/romantic interests, she would be coded as “heterosexual.” If, however, this female respondent selected “only women,” she would be coded as “LGBT.” Anything between these two poles has been coded as “bisexual.” This second variable, based on a *derived* sexual orientation, is more inclusive and will classify many individuals as “bisexual” who would not identify as such. For both of these variables, “lesbian,” “gay,” “homosexual,” and “queer” have been collapsed into one category to facilitate analysis.

Quantitative variables are summarized using descriptive techniques (e.g., frequency distributions), with sub-group differences cross-tabulated using a chi-square test for discrete variables; associations are taken as significant at $p < 0.050$ and are marked on table using asterisks (1–3 asterisks for $p < .050$, $p < .025$, and $p < .010$, respectively). Continuous variables (such as ranking scores) were compared using the non-parametric Mann–Whitney Wilcoxon rank U test.

IV. Results & Reflections

Note about Presentation of Results

Results are presented in three sections. In Part 1, descriptive statistics on all quantitative variables are presented for the complete sample ($n=1,462$), cross-tabulated by “campus status” (student vs. employee). In Part 2, we present sub-group comparisons to look at select variables cross-tabulated by sexual orientation, gender, campus division, and, among employees, position. In both Parts 1 and 2, data are presented in tables (figures), with each table followed by two sets of comments: (a) objective summary statements of recurrent patterns in the data; and (b) subjective reflections by the Study Advisory Group on the implications of these patterns. Where appropriate, we include qualitative data (responses to open-ended questions), highlighted in grey boxes, to help contextualize patterns emergent in quantitative data. Part 3 presents remaining qualitative data (standalone questions not linked to the specific variables covered in Parts 1 and 2), followed with reflections from the Study Advisory Group.

When looking for statistically significant differences between sub-groups, associations are taken as significant at $p < 0.050$ and are marked on table using asterisks (1–3 asterisks for $p < .050$, $p < .025$, and $p < .010$, respectively). Differences which are not statistically significant are marked as “n.s.”

PART 1
Complete Responses for Full Sample, by Campus Status

Characteristics of the Sample

The main sample used for analysis consists in all unique records⁹ meeting the following criteria:

- a. Respondent confirmed eligibility and desire to participate in survey.
- b. Respondent did not skip questions about status at New Paltz (student/faculty), sex at birth, gender identity, and sexual orientation category.¹⁰

Following these inclusion criteria, the final sample consists in the responses of 1,462 individuals recorded during the time period Nov. 9–Dec. 6, 2011. Of these, 1,109 were students and 353 were employees (75.9% and 24.1% of main sample, respectively). With 7,972 students enrolled and 1,290 individuals employed in the fall of 2011, these sampling numbers correspond to raw response rates of 13.9% and 27.4%, respectively.

In the figures that follow, all quantitative data are presented in the form of *percentages*.

⁹ Here, a “record” refers to a given respondent’s complete set of responses.

¹⁰ Since ‘sex at birth’ is asked toward the end of the survey, its inclusion here helps ensure the main sample includes respondents who actually completed most or all of the questions.

Figure 1. Socio-Demographic Characteristics of the Sample, by Campus Status (n=1,462)

Variable		Full Sample	Students	Employees	p
Campus Status	Student (n=1,109)	75.9			
	Employee (n=353)	24.1			
Academic Division/Affiliation	College of Liberal Arts & Sciences	45.0	50.0	29.1	***
	School of Business	6.1	7.4	2.0	
	School of Education	15.1	16.7	10.2	
	School of Fine & Performing Arts	13.8	14.6	11.0	
	School of Science & Engineering	7.3	7.5	6.7	
	Sojourner Truth Library or other academic support services	4.0	3.8	4.4	
	Student Affairs or other student support services	2.6	0.0	11.0	
	Facilities or other administration support services	3.0	0.0	12.5	
	Other	3.1	0.0	13.1	
Gender: Identity Categories ¹¹	Female	73.7	73.1	67.7	*
	Male	26.7	23.3	31.4	
	Transgender	1.1	0.6	0.0	
	Intersex	0.1	0.1	0.0	
	Transsexual	0.7	0.9	0.0	
	Genderqueer	2.1	0.5	0.3	
	Other	1.2	0.1	0.3	
Gender: Normative Position? [Selected <i>only one category</i> , female or male]	Yes	95.6	94.7	98.6	***
	No	4.4	5.3	1.4	
Gender: Normative Gender Presentation? [females→feminine, males→masculine]	Yes	72.8			n.s.
	No	23.5			
Sex at Birth	Female	73.9	75.8	67.7	***
	Male	25.7	23.6	32.3	
	Other	0.4	0.5	0.0	
LGBTQ-identified?	Yes	24.1	28.0	12.2	***
	No	75.9	72.0	87.8	
Sexual Orientation, self-cat (condensed)	Straight/Heterosexual	75.9	72.0	87.8	***
	Gay/Lesbian/Homosexual/Queer/Pansexual	13.3	15.6	6.2	
	Bisexual	7.5	8.5	4.2	
	None	1.8	2.2	0.6	
	Other	1.6	1.7	1.1	

¹¹ Because this was a “select all that apply” question, the percentages for each response option do not add up to 100.

Sexual Orientation, derived (condensed)	Straight/Heterosexual	57.7	54.7	70.1	***
	Gay/Lesbian/Homosexual/Queer/Pansexual	5.4	5.9	4.1	
	Bisexual	31.9	34.7	24.4	
	None	0.0	0.0	0.0	
	Other	3.8	4.6	1.5	
Ethnicity/race: Identity Categories [“Select all that apply”] ¹²	Hispanic/Latino	8.3	9.6	4.6	
	American Indian/Alaska Native	2.2	2.6	1.1	
	Asian	3.8	4.2	2.9	
	Black/African-American	4.4	5.2	2.3	
	Native Hawaiian/Other Pacific Islander	0.5	0.5	0.6	
	White	81.7	82.5	83.1	
	Prefer not to respond	8.1	7.9	9.4	
Currently in a relationship?	Yes	56.2	49.1	78.5	***
	No	43.8	50.9	21.5	
Type of relationship (sub-sample, n=822)	Married/civil union	33.4	10.8	77.9	***
	Cohabiting (living with partner/s)	12.4	13.4	10.5	
	Engaged	3.8	5.0	1.4	
	Dating (but not living with a partner)	47.1	66.8	8.3	
	Other	3.3	4.0	1.8	
Political views	Very liberal	20.8	19.8	27.0	**
	Liberal	40.3	41.1	43.7	
	Moderate	21.9	24.1	18.2	
	Conservative	5.8	6.4	4.7	
	Very conservative	0.8	0.7	1.2	
	Other	7.0	7.9	5.3	
“What did you think of this survey?”	Very interesting	13.9	13.7	15.3	*
	Interesting	54.9	57.8	49.4	
	Neither interesting nor uninteresting	25.1	23.7	31.2	
	Uninteresting	2.8	2.9	2.6	
	Very uninteresting	1.8	1.9	1.4	

¹² Because response options for this variable are not mutually exclusive (i.e., respondent can select as many as desired), a chi-square would be an inappropriate statistic to use here.

Summary Statements (numbered) and Reflections (lettered)

Campus Status

- 1) 1,109 students and 353 employees completed this survey.
 - a. We are very pleased with our sample size. 1,462 far exceeds typical campus surveys and the high numbers increase confidence in our findings and conclusions.

Academic Division/Affiliation

- 2) The most common academic division selected by respondents was the College of Liberal Arts & Sciences (45.0%).
 - a. Proportions of respondents from each academic division are similar to proportions for the students and employees as a whole, as presented in Figure 1a below.
- 3) The only exceptions are under-representation of respondents from the School of Business and from the School of Science and Engineering.

Gender

- 4) Approximately three-quarters (73.7%) of respondents identify as women.
 - a. This figure is higher than campus-wide proportions for students (62.5%) and employees (55.8%), as shown in Figure 1a below.
- 5) While a range of gender identity categories were selected, the vast majority (95.6%) selected one normative gender label (either “female” or “male”).
- 6) With minor variation, gender identities correspond closely to physiological sex (gauged with the “sex at birth” question).
- 7) About three-quarters of respondents (72.8%) indicated a normative gender presentation (i.e., women who consider themselves feminine, men who consider themselves masculine).

Sexual Orientation

- 8) 22.4% of respondents selected a sexual orientation identity category *other than* “straight/heterosexual” (i.e., LGBTQ).
 - a. Although sexual orientation data for the campus community as a whole are not available, we assume this figure is disproportionately high and reflects the special appeal of this survey for LGBTQ members of the campus community.
- 9) When sexual orientation is “derived” from the respondent’s gender and gender preference in terms of sexual/romantic attraction, the frequency of a bisexual orientation goes up substantially (to 31.9%).
 - a. This suggests a sizable sub-group who are not sexually/romantically attracted to one gender exclusively (a de facto bisexual orientation) but who do not identify as bisexual.

Ethnicity/Race

- 10) 82.5% of student respondents were white-identified.
 - a. This is noticeably higher than is the case for the student body as a whole (65.0%, as shown in Figure 1a below).
 - b. It is possible that this reflects a higher survey appeal among white-identified students or less successful promotion among non-white students.
 - c. Another possibility is the “double-risk” being a racial/ethnic minority and a sexual minority or just a minority responding to a survey having to do with sexual minorities

- discouraged non-whites from participating. It is also possible that something in the survey possibly made participation less appealing to non-white students.
- 11) 84.6% of employee respondents were white-identified.
 - a. This is very close to the proportion for the employee pool as a whole (84.6%, as shown in Figure 1a below).
- Relationship Status
- 12) Slightly more than half (56.2%) were in a relationship at the time of the survey.
 - 13) Employees were much more likely to be in a relationship than students (78.5 vs. 49.1%, $p < .001$)
- Political Views
- 14) More than 80% of respondents consider themselves to be “moderate,” “liberal,” or “very liberal.”
 - 15) A small percentage (6.4%) selected “conservative” or “very conservative.”
 - 16) Employee respondents were significantly more likely to identify as “very liberal” (27.0% vs. 19.8%, $p < .025$).
- Reflections on the Survey Itself
- 17) 68.8% of respondents considered the survey “interesting” or “very interesting.”
 - a. We find this encouraging, and are pleased that only a small minority (4.6%) found the survey “uninteresting” or “very uninteresting.”
 - b. Employees were more likely to find the survey “neither interesting nor uninteresting” than students (31.2% vs. 23.7%, $p < .050$)

Figure 1a. Demographic Characteristics (Percentages) of New Paltz Students and Employees, Fall 2011

		Students	Employees
Affiliation/Division		%	%
	LA&S	45.1	21.8
	School of Business	14.6	2.5
	School of Education	13.4	10.3
	School of F&PA	15.3	11.4
	Science & Engineering	11.5	6.7
	Non-Academic		47.2
Gender			
	Female	62.5	55.8
	Male	37.5	44.2
Ethnicity/Race			
	American Indian Alaska Native	0.1	.5
	Asian	4.0	3.2
	Black/African American	4.8	4.0
	Native Hawaiian/Other Pacific Islander	0.1	0
	White	65.0	84.6
	Hispanic	1.3	5.9
	Non-resident Alien		1.4
	Two or more races		.5
	Prefer Not To Respond	N/A	
	Blank	N/A	

Note: Figures provided by SUNY-New Paltz Office of Institutional Research. Percentages based on Fall 2011 University census data. Students total is 6,814; employee total is 1,296.

Figure 2. Characteristics of Students (n=1,109)

Variable		%
Type of Student	Full-time	92.0
	Part-time	8.0
Study Level	Undergraduate	90.9
	Graduate	9.1
Year of Study	First year	22.6
	Sophomore	18.0
	Junior	27.0
	Senior	32.4
Cumulative GPA	3.5-4.0	36.3
	3.0-3.49	36.1
	2.5-2.99	11.9
	2.0-2.49	2.3
	Below 2.0	0.4
	N/A or DNK	13.0
Current Living Situation	Residence hall/dormitory	47.6
	Residence, walking distance of campus	21.6
	Residence, driving distance of campus	26.7
	None of the above	4.1
Extracurricular activities	Intercollegiate sport team	3.9
	Intramural sports or sports club	11.5
	Student association or residence hall group	14.9
	Church or religious group	6.8
	Subject-matter clubs	22.2
	Political/social/ethnic/cultural group	12.2
	Performing arts group	9.7
	Sorority/fraternity	2.6
	Other	20.6
	None	31.9

Figure 3. Characteristics of Employees (n=353)

Variable		%
Position at New Paltz	Academic Faculty	50.6
	Professional Faculty	28.4
	Classified Staff	12.9
	Management Confidential	5.2
	Other	2.9
Years worked at New Paltz	Less than five years	31.5
	5-10 years	26.6
	11-20 years	29.8
	More than 20 years	12.1
Have tenure/permanent appointment?	Yes	45.9
	No	54.1

Summary Statements (numbered) and Reflections (lettered)

Figure 2

- 1) 92.0% of student respondents were full-time students.
 - a. This is a higher proportion than for all SUNY-New Paltz students (85.6%, as shown in Figure 2a below), suggesting the survey was either of more interest or better promoted among full-time students.
- 2) 90.9% of student respondents were undergraduates.
 - a. This is a higher proportion than for all SUNY-New Paltz students (84.9%, as shown in Figure 2a below), suggesting the survey was either of more interest or better promoted among undergraduates.
- 3) The breakdown of respondents by year of study was first-year (22.6%), sophomore (18.0%), junior (27.0%), and senior (32.4%).
 - a. These proportions are comparable to proportions for all SUNY-New Paltz students (as shown in Figure 2a below).

Figure 2a. Characteristics of New Paltz Students, Fall 2011 (n=6,814)

Type of Student		%
	Full-time	85.6
	Part-time	14.4
Study Level		
	Undergraduate	84.9
	Graduate students	15.1
Year of Study		
	Freshman	19.6
	Sophomore	18.3
	Junior	24.5
	Senior	37.5

Note: Figures provided by SUNY-New Paltz Office of Institutional Research. Percentages based on Fall 2011 University census data.

Figure 3

- 1) Employee-respondents come from all campus divisions and are diverse with respect to position (i.e., faculty, staff, etc.), years worked, and having tenure or not.

Figure 4. Attitudes about LGBTQ People and Issues, by Campus Status (n=1,462)

Variable		Full Sample	Students	Employees	p
“I am comfortable around lesbian/gay/bisexual individuals.”	Strongly agree	75.7	75.9	75.0	n.s.
	Agree	20.3	20.1	21.0	
	Neither agree nor disagree	2.6	2.4	3.4	
	Disagree	0.8	1.0	0.3	
	Strongly Disagree	0.5	0.6	0.3	
“I support the right to same-sex marriage.”	Strongly agree	82.0	82.2	81.2	n.s.
	Agree	8.8	9.1	7.7	
	Neither agree nor disagree	4.1	3.5	5.7	
	Disagree	2.1	2.4	1.4	
	Strongly Disagree	3.0	2.7	4.0	
“I support the right of same-sex couples to adopt children.”	Strongly agree	81.5	81.9	79.9	n.s.
	Agree	10.3	10.3	10.6	
	Neither agree nor disagree	4.4	3.9	6.0	
	Disagree	1.6	1.6	1.4	
	Strongly Disagree	2.2	2.3	2.0	
Social/political support for lesbian/gay/bisexual people? ¹³	Yes	97.5	97.6	97.2	n.s.
	No	2.5	2.4	2.8	
“Homosexuality is a sin.”	Strongly agree	2.9	2.8	3.1	n.s.
	Agree	2.7	3.2	1.1	
	Neither agree nor disagree	5.2	5.2	5.4	
	Disagree	6.7	6.8	6.5	
	Strongly Disagree	82.5	82.1	83.8	
“Homosexuality is a choice.”	Strongly agree	5.8	5.9	5.7	n.s.
	Agree	6.0	6.6	4.3	
	Neither agree nor disagree	20.9	20.6	21.9	
	Disagree	20.7	21.0	19.6	
	Strongly Disagree	46.5	45.9	48.6	
“Homosexuality is a mental illness.”	Strongly agree	1.0	1.2	0.6	n.s.
	Agree	0.7	0.7	0.6	
	Neither agree nor disagree	3.9	4.0	3.7	
	Disagree	8.2	8.6	7.1	
	Strongly Disagree	86.1	85.5	88.0	

¹³ This variable is code “yes” if the respondent agreed or strongly agreed with any of the preceding three statements.

Conservative position regarding homosexuality? ¹⁴	Yes	14.8	15.5	12.7	n.s.
	No	85.2	84.5	87.3	
“I am comfortable when a man’s appearance/behavior not masculine.”	Strongly agree	57.0	57.4	55.7	n.s.
	Agree	34.2	34.2	34.3	
	Neither agree nor disagree	6.2	5.4	8.6	
	Disagree	2.2	2.4	1.4	
	Strongly Disagree	0.4	0.5	0.0	
“I am comfortable when a woman’s app/behavior not feminine.”	Strongly agree	56.7	57.5	54.4	n.s.
	Agree	33.3	32.2	36.8	
	Neither agree nor disagree	6.5	6.3	7.1	
	Disagree	2.9	3.3	1.7	
	Strongly Disagree	0.6	0.8	0.0	
Progressive position regarding normative gender presentation? ¹⁵	Yes	92.7	93.0	91.5	n.s.
	No	7.3	7.0	8.5	
“I am comfortable around transgender individuals.”	Strongly agree	50.9	51.5	48.9	n.s.
	Agree	31.3	29.9	35.4	
	Neither agree nor disagree	13.3	13.3	13.1	
	Disagree	3.5	4.0	2.0	
	Strongly Disagree	1.1	1.3	0.6	
Familiarity with Transgender Issues	Very familiar	11.3	11.2	11.6	n.s.
	Familiar	31.4	31.6	30.7	
	Somewhat familiar	38.5	37.7	40.9	
	Not very familiar	15.2	15.4	14.5	
	Not familiar	3.6	4.1	2.3	

¹⁴ This variable is code “yes” if the respondent agreed or strongly agreed with any of the preceding three statements.

¹⁵ This variable is code “yes” if the respondent agreed or strongly agreed with any of the preceding two statements.

Summary Statements (numbered) and Reflections (lettered)

Political Stance Toward Lesbian/Gay/Bisexual People

- 1) The vast majority of respondents (96.0%) indicated comfort around lesbian, gay, and bisexual individuals.
- 2) Fully 97.5% of respondents indicated social/political support for LGB people (as defined in the footnote above).
- 3) Similarly, more than 90% of respondents indicated agreement or strong agreement with affirmative statements about legal/political rights of same-sex couples.
 - a. These findings suggest that this campus can accurately be described as “progressive” with respect to professed beliefs about the political rights of LGB people.
 - b. Further, these findings suggest that overtly homophobic attitudes are uncommon.

Position on Homosexuality

- 4) Relatively few respondents agree or strongly agree that homosexuality is a sin (5.6%), a choice (11.8%), or a mental illness (1.7%).
- 5) A greater proportion (though still a minority compared to the overall sample), however, sees homosexuality as a choice.
- 6) 14.8% agreed or strongly agreed with at least one of the three conservative statements about homosexuality.
 - a. It is difficult to interpret this finding, although it appears that many respondents simultaneously entertain progressive and conservative attitudes around homosexuality.

Position on Normative Gender Presentation

- 7) At least 90% of respondents indicated comfort with women who are not conventionally feminine and men who are not conventionally masculine.
 - a. This suggests a relatively high degree of comfort with gender-nonconformative behavior and appearance on this campus.

Irrespective of sexual orientation, women who reported a non-feminine manner of self-presentation (i.e., women who “don’t appear feminine”) commonly reported problems and frustrations in their social interactions on campus, as illustrated in the following quote:

I am not particularly feminine, I wear boyish clothes and express myself with masculine mannerisms, and my freshman year I was accused of being a lesbian all the time by particular girls, and was demanded to "come out" all the time. I was even given the cold-shoulder by a couple of girls because of what they expressed as "a bad experience with a lesbian before."

Comfort level and Familiarity with Transgender People

- 8) 82.2% of respondents indicated being comfortable around transgender individuals.
 - a. While this appears positive, the next finding casts doubt on whether these 82.2% have a clear understanding of who transgender individuals are.

- 9) Less than half (42.2%) of respondents indicated being familiar or very familiar with transgender issues.
 - a. On this campus, familiarity and comfort with lesbian and gay individuals does not necessarily imply familiarity and comfort with transgender individuals.
- Other
- 10) No significant differences were observed between students and employees for any of the variables above.

Figure 5. Ranking of Possible LGBTQ Campus Resources, Part 1 [1-9 Scale], by Campus Status (n=1,462)

Variable	Full Sample			Students			Employees			<i>p</i>
	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median	
Counseling staff with special training in LGBTQ issues	3.77	1	4	3.81	1	4	3.63	2	3	n.s.
Training on LGBTQ issues and concerns for residence life, professional and student staff	3.85	3	3	3.97	3	4	3.44	2	3	***
A way to be matched with an LGBTQ-friendly roommate when applying for campus housing	4.52	1	4	4.35	1	4	5.12	8	5	***
Sexual orientation/gender identity issues are covered in new faculty/staff orientation	4.53	3	4	4.54	3	4	4.51	6	4	n.s.
The inclusion of “sexual orientation” in official university materials about diversity and multiculturalism	4.54	1	4	4.75	1	5	3.79	1	3	***
Medical personnel with special training in LGBTQ issues	5.54	7	7	5.57	7	6	5.42	7	6	n.s.
Printed materials with information about LGBTQ resources for students	5.65	9	9	5.88	9	6	4.86	5	5	***
LGBTQ-specific courses offered through various departments and programs	5.66	8	6	5.56	8	6	6.04	8	7	***
Gender-neutral campus bathrooms	6.32	9	7	6.12	9	7	7.05	9	8	***

Note: *P* value calculated for the mean using a one-way ANOVA statistic (for continuous variables).

Figure 6. Ranking of Possible LGBTQ Campus Resources, Part 2 [1-4 Scale], by Campus Status (n=1,462)

Variable	Full Sample			Students			Employees			<i>p</i>
	Mean	Mode	Median	Mean	Mode	Median	Mean	Mode	Median	
A network of visible people on campus who serve as allies/advocates for LGBTQ people and concerns (e.g., Safe Space, Safe Zone, etc.)	2.02	1	2	2.09	1	2	1.80	1	1	***
A gay-straight alliance student group	2.32	1	2	2.28	1	2	2.45	2	2	*
An LGBTQ Campus Center/dedicated staff	2.73	4	3	2.68	3	3	2.92	4	3	***
A standing advisory committee that deals with LGBTQ issues	2.85	4	3	2.90	4	3	2.69	3	3	***

Note: *P* value calculated for the mean using a one-way ANOVA statistic (for continuous variables).

Summary Statements (numbered) and Reflections (lettered)

- 1) “Counseling staff with special training in LGBTQ issues” and “Training on LGBTQ issues and concerns for residence life, professional and student staff” were most consistently placed at the top of respondents’ ranking lists (for both students and employees).
 - a. This suggests that special training in LGBTQ issues (such as a Safe Zone program) is a widely desired campus resource.
 - b. We are reluctant to provide additional interpretations of these figures—including significant differences between students and employees—since some of the items given already exist on campus while others do not. (It seems quite possible, for example, that gender-neutral bathrooms received a relatively low average ranking score because they already exist.)

Figure 7. LGBTQ-Positive Behaviors Observed on Campus, by Campus Status (n=1,462)

Variable		Full Sample	Students	Employees	p
LGBTQ individuals treated with respect by students	Ever	97.5	97.6	96.9	n.s.
	Never	2.5	2.4	3.1	
LGBTQ individuals treated with respect by faculty	Ever	96.7	96.3	98.0	n.s.
	Never	3.3	3.7	2.0	
LGBTQ individuals treated with respect by administrators/staff	Ever	94.6	94.1	96.1	n.s.
	Never	5.4	5.9	3.9	
Programs and resources on LGBTQ issues on campus	Ever	81.8	79.3	89.0	***
	Never	18.2	20.7	11.0	
LGBTQ individuals openly expressing themselves	Ever	94.2	94.9	92.0	*
	Never	5.8	5.1	8.0	
Campus employees demonstrating positive awareness of LGBTQ issues	Ever	79.5	76.1	89.3	***
	Never	20.5	23.9	10.7	

Figure 8. LGBTQ Harassment Behaviors Observed on Campus, by Campus Status (n=1,462)

Variable		Full Sample	Students	Employees	p
A professor making negative remarks about LGBTQ people/issues in classroom setting	Ever	9.7	11.6	3.9	***
	Never	90.3	88.4	96.1	
A student making negative remarks about LGBTQ people/issues in classroom setting	Ever	39.5	45.1	21.4	***
	Never	60.5	54.9	78.6	
A coworker/colleague making negative remarks about LGBTQ people/issues in a professional/work setting (for example, in a meeting)	Ever	18.8	18.6	19.4	n.s.
	Never	81.2	81.4	80.6	
A student being bullied or intimidated because of their perceived sexuality	Ever	25.0	30.1	8.8	***
	Never	75.0	69.9	91.2	
A professor or staff member being bullied or intimidated because of their perceived sexuality	Ever	7.3	7.8	5.6	n.s.
	Never	92.7	92.2	94.4	
Something negative written or drawn something about LGBTQ people/issues in a public space on campus (for example, a derogatory term written on a wall or bathroom stall)	Ever	40.4	45.4	24.2	***
	Never	59.6	54.6	75.8	
Observed ANY of the above harassment behaviors/PAST YEAR	Yes	43.2	50.7	19.8	***
	No	56.8	49.3	80.2	

Summary Statements (numbered) and Reflections (lettered)

Figure 7

- 1) More than 90% of all respondents (with no significant differences between students and employees) reported having ever seen LGBTQ individuals being treated with respect by students, faculty, and by administrators/staff.
 - a. This speaks well of our campus and suggests that students, faculty, and staff regularly display respect for LGBTQ campus members.
- 2) 81.8% of respondents have ever seen programs and resources for LGBTQ people on campus.
- 3) Employees were more likely to have seen such programs and resources than students (89.0% vs. 79.3%, $p<.001$)
- 4) 94.2% of respondents have ever seen LGBTQ individuals openly expressing themselves on campus.
- 5) Students were slightly more likely to report this than employees (94.9% vs. 92.0%, $p<.050$)
- 6) 79.5% of respondents reported ever having seen campus employees demonstrating positive awareness of LGBTQ issues.
 - a. While encouraged that nearly 80% responded in the affirmative, we are also concerned that 20% have never seen a positive awareness of LGBTQ issues on campus. To better understand the meaning and implications of this finding, additional research is needed.
- 7) Employees were more likely to report this than students (89.3% vs. 76.1%, $p<.001$)
 - a. This suggests that students perceive campus staff (broadly defined) as less proactively LGBTQ-positive than employees do. While the percentages are high for both groups, the highly significant difference suggests an important area for follow-up research.

Figure 8

- 1) Among forms of harassment ever observed on campus, the two most commonly reported items were: “Something negative written or drawn about LGBTQ people or issues in a public space on campus” (40.4%) and “A student making negative remarks about LGBTQ people or issues in a classroom setting” (39.5%).
 - a. We are deeply concerned about reported observations of any of the harassment behaviors listed, however frequent or infrequent.
 - b. We are alarmed that homophobic graffiti is evidently so common on this campus.
 - c. Similarly, we are very concerned that nearly two-fifths reported homophobic language among students.
 - d. These findings suggest important areas for intervention and outreach.
- 2) Twenty-five percent of respondents reported having ever observed a student being bullied or intimidated because of their perceived sexual orientation on this campus.
 - a. This is among the most alarming findings of this entire survey, and deserves substantive reflection and discussion, as well as education and action.

- 3) Observation of many of the harassment behaviors listed was more frequent among students than employees, as was observation of any harassment behavior (50.7% vs. 19.8%, $p < .001$).
- a. The degree and statistical significance of this difference suggests that harassment is markedly more prevalent among students than employees.

Forms of LGBTQ-phobia Observed on Campus

170 respondents shared experiences in which they had witnessed some form of LGBTQ-phobia on campus. Key themes from this pool of responses are included below.

Workplace and Employees (12/170 responses)

A consistent thread is that there is an invisible bias in the workplace. Comments include someone stating that LGBTQ individuals are likely to occupy the bottom of the salary scale along with women and people of color. Other comments included references to promotion/reappointment practices and the suggestion that the College do a better job at creating more awareness of LGBTQ concerns than is currently available.

Student to Student (26/170 responses)

These include references to interactions in dorms, in the classroom, and in social environments. One interesting consistency in the comments is that LGBTQ students experienced the most amount of actively derogatory comments or verbal abuse when their sexual identity is expressed. If they blend in then there is not a problem, but if male students hold hands, kiss, or exhibit behavior perceived as effeminate they are called out on it. A particular comment from someone who represented themselves as a Residence Assistant wrote about how integrated the LGBTQ community is on campus, but went on to discuss an openly gay male in one of his classes who “advertises the fact that he is gay,” behavior that the RA describes as a little unnecessary and forced. Another comment strongly urged that international students should receive some diversity education since they were observed making homophobic remarks and actions, as mentioned in the following quote:

I have experienced and observed international students making homophobic remarks and actions. I STRONGLY recommend that international students receive some diversity education (especially in the area of LGBTQ awareness) when they arrive to New Paltz.

Campus Environment (24/170 comments)

This category included comments that reference facilities, buildings, and graffiti. A number of comments address bathrooms and gender-neutral bathrooms in particular. Some respondents felt strongly that they *did not* want gender-neutral bathrooms on campus out of fear for personal safety. If the college were to decide to make gender-neutral restrooms, it would be best to explore this more thoroughly before taking any action. Other comments addressed graffiti on the tables in the library and inside bathroom stalls.

Faculty and Classroom (22/170 comments)

These comments reference interactions that occur within the classroom, among faculty, and between faculty and students in a classroom environment. There were a number of troubling comments about a faculty member in a particular department who presented comments on a transgendered student that drew very assertive responses on the survey. It appears that whatever was said caused a torrent of negative reactions both by students who witnessed it in the class and by those who heard about it through other sources. The following two situations offer other ways in which faculty have handled LGBTQ-related interpersonal issues in the classroom: A faculty member wrote of a student in their class who imitated negatively stereotypical gay male behavior. The professor addressed the issue privately with the offending student and then addressed the issue publically in the class using the uncomfortable occurrence as a learning opportunity. One self-identifying lesbian student experienced significant harassment from peers in a class a number of times. She stopped attending the class because of it. The instructor allowed her to complete the work outside of the class. This incident is recounted in the following quote:

I am a gay woman who has experienced harassment from peers in a class setting a number of times. This usually comes in the form of comments that I find extremely offensive (i.e. drawing rash conclusions about gay sexuality, desires, and about homosexuality being a "fad" or a choice, when in fact it is something that is inherently in me, such as my eye or hair color. One class in particular was very rough for me, and I stopped attending. Fortunately, the professor noticed a connection between my absence and what she witnessed in class, and allowed me to complete work outside of class and pass. Her sensitivity toward LGBTQ issues saved my opinion of SUNY New Paltz.

Figure 9. Reporting of Harassment Behaviors Observed during Past Year, by Campus Status (n=632)

Variable	Full Sample		Students		Employees		p
To a friend	329	52.1	312	55.5	17	24.3	***
To a colleague	93	14.7	72	12.8	21	30.0	***
To the dean of students or dean of academic advising	15	2.4	11	2.0	4	5.7	n.s.
To a professor or academic advisor	56	8.9	50	8.9	6	8.6	n.s.
To a faculty colleague	27	4.3	14	2.5	13	18.6	***
To Residence Life staff	33	5.2	32	5.7	1	1.4	n.s.
To Human Resources	7	1.1	7	1.2	0	0.0	n.s.
To the police	16	2.5	12	2.1	4	5.7	n.s.
To a counselor or therapist	35	5.5	34	6.0	1	1.4	n.s.
Reported ANY of the above?	369	58.4	340	60.5	29	41.4	***

Note: For this analysis, the sample has been restricted to respondents who observed at least one harassment activity during the past year (n=632). In addition, since the number of affirmative responses is low on all variables, numerators have been presented (in addition to percentages).

Figure 10. Participation in Harassment Behaviors during Past Year, by Campus Status (n=1,462)

Variable	Full Sample		Students		Employees		p
Make negative remarks about LGBTQ people or issues in a classroom setting	18	1.2	17	1.5	1	0.3	*
Make negative remarks about LGBTQ people or issues in a professional/work setting (for example, in a meeting)	14	1.0	11	1.0	3	0.8	n.s.
Intimidate a student because they were LGBTQ	6	0.4	5	0.5	1	0.3	n.s.
Intimidate a coworker/colleague because they were LGBTQ	3	0.2	2	0.2	1	0.3	n.s.
Ignore or exclude a student because they were LGBTQ	14	1.0	13	1.2	1	0.3	n.s.
Ignore or exclude a coworker/colleague because they were LGBTQ	8	0.5	7	0.6	1	0.3	n.s.
Write or draw something negative about LGBTQ people or issues in a public space on campus (for example, a derogatory term written on a wall or bathroom stall)	6	0.4	5	0.5	1	0.3	n.s.
Participated in ANY of the above?	36	2.5	33	3.0	3	0.8	**

Note: Since the number of affirmative responses is low on all variables, numerators have been presented (in addition to percentage figures).

Summary Statements (numbered) and Reflections (lettered)

Figure 9

- 1) Among respondents who had observed harassment behaviors during the past 12 months, 58.4% reported reporting the behavior to at least one of the options listed.
 - a. We are concerned that 41.6% of respondents who observed some form of LGBTQ harassment behavior apparently did not communicate what they had seen to anyone. It is unclear whether this reflects disinterest in reporting homophobia, lack of known sites to report homophobia, or some other factor. This is an important area for additional research.
- 2) The most common option for students was “to a friend” (55.5%); the most common option for employees was “to a colleague” (30.0%).
 - a. We are concerned that, among students, homophobic behaviors were so infrequently reported to deans and professors/advisors (2.0% and 8.9%, respectively).
 - b. Taken together, these figures suggest important areas for intervention, i.e., to encourage campus members to report LGBTQ harassment behaviors when they are observed.

Figure 10

- 1) 2.5% of respondents ever participating in any of the listed LGBTQ harassment behaviors.
 - a. We assume that these numbers are conservative due to socially desirable response bias.
 - b. We are deeply concerned about any affirmative reports of harassment behaviors.
- 2) Participation in harassment behaviors was reported in significantly higher numbers by students than by employees (3.0% vs. 0.8%, $p < .025$).
- 3) The three most commonly reported behaviors were “making negative remarks about LGBTQ people or issues in a classroom setting,” “making negative remarks about LGBTQ people or issues in a professional/work setting,” and “ignore or exclude a student because they were LGBTQ”
 - a. These indicate important areas for education and intervention.

Figure 11. LGBTQ Issues, Students (n=1,109)

Variable		%
LGBTQ social contacts on campus	Student	83.9
	Professor	33.1
	Staff	12.5
Use the expression “That’s so gay” in a playful manner?	Yes	36.4
	No	63.6
Frequented LGBTQ events/activities on campus?	QAC meeting	7.8
	LGBTQ-oriented student event [during past year]	13.1
	Class about gender	23.4
	Class about sexuality	16.3
“The institution as a whole provides a supportive environment for LGBTQ students.”	Strongly agree	27.2
	Agree	42.7
	Neither agree nor disagree	24.3
	Disagree	5.5
	Strongly Disagree	0.4
“The campus atmosphere for LGBTQ students is oppressive.”	Strongly agree	2.3
	Agree	3.4
	Neither agree nor disagree	21.0
	Disagree	43.9
	Strongly Disagree	29.4
“Things other students say suggest a lack of awareness about LGBTQ issues.”	Strongly agree	11.4
	Agree	27.0
	Neither agree nor disagree	34.3
	Disagree	19.8
	Strongly Disagree	7.5
“Things professors say suggest a lack of awareness about LGBTQ issues.”	Strongly agree	4.9
	Agree	10.2
	Neither agree nor disagree	34.9
	Disagree	32.2
	Strongly Disagree	17.8
“Things staff say suggest a lack of awareness about LGBTQ issues.”	Strongly agree	4.7
	Agree	8.7
	Neither agree nor disagree	41.0
	Disagree	28.7
	Strongly Disagree	16.9

Figure 12. LGBTQ Issues, Employees (n=353)

Variable		%
LGBTQ social contacts on campus	Student(s)	71.7
	Co-worker/colleague within department	39.4
	Co-worker/colleague outside department	66.0
	Supervisor/chair	3.1
“LGBTQ faculty/staff can be comfortably ‘out’ on this campus.”	Strongly agree	27.5
	Agree	41.4
	Neither agree nor disagree	26.9
	Disagree	4.1
	Strongly Disagree	0.0
“The institution as a whole provides a supportive environment for LGBTQ employees.”	Strongly agree	21.7
	Agree	41.4
	Neither agree nor disagree	30.7
	Disagree	5.4
	Strongly Disagree	0.9
“The campus atmosphere for LGBTQ faculty/staff is oppressive.”	Strongly agree	1.5
	Agree	3.0
	Neither agree nor disagree	28.5
	Disagree	35.8
	Strongly Disagree	31.2
“Things my co-workers/colleagues say suggest a lack of awareness about LGBTQ issues.”	Strongly agree	2.4
	Agree	10.8
	Neither agree nor disagree	25.2
	Disagree	36.3
	Strongly Disagree	25.2
“LGBTQ faculty/staff are treated with respect on this campus.”	Strongly agree	31.3
	Agree	47.3
	Neither agree nor disagree	19.3
	Disagree	1.5
	Strongly Disagree	0.6
“My work environment is LGBTQ-friendly.”	Strongly agree	38.4
	Agree	43.8
	Neither agree nor disagree	14.9
	Disagree	2.7
	Strongly Disagree	0.3
Ever seen photograph of a coworker/colleague’s same-sex partner in work env. (e.g., on their desk)?	Yes	29.9
	No	70.1

Figure 13. Opinions about LGBTQ Students on Campus, by Campus Status (n=1,462)

Variable		Full Sample	Students	Employees	<i>p</i>
“LGBTQ students are treated with respect on this campus.”	Strongly agree	28.3	29.4	24.7	***
	Agree	51.4	53.5	44.9	
	Neither agree nor disagree	18.7	15.5	28.9	
	Disagree	1.5	1.6	1.2	
	Strongly Disagree	0.1	0.0	0.3	
“LGBTQ students can be comfortably ‘out’ on this campus.”	Strongly agree	36.5	40.4	24.4	***
	Agree	44.2	43.9	44.9	
	Neither agree nor disagree	16.5	13.2	27.1	
	Disagree	2.2	1.8	3.6	
	Strongly Disagree	0.5	0.7	0.0	

Summary Statements (numbered) and Reflections (lettered)

Figures 11 and 12

- 1) Knowing someone who is LGBTQ is reported by the wide majority of both students and employees.
 - a. We are encouraged that visibility of LGBTQ faculty was reported by nearly a third of student respondents (33.1%).
- 2) More than a third of student respondents (36.4%) report using the expression “That’s so gay” in a playful manner.
 - a. While this expression is not always accompanied by homophobic sentiment, it is frequently perceived as offensive by LGBTQ people.
 - b. To better understand the implications of this finding, more research is necessary.
- 3) Student respondents frequent a range of campus activities and courses related to gender and sexuality.
- 4) The majority of student respondents agree or strongly agree that SUNY-New Paltz as a whole provides a supportive environment for LGBTQ students (79.9%).
- 5) Similarly, 63.1% of employee respondents agreed or strongly agreed that the campus is a supportive environment for LGBTQ employees.
 - a. The precise meaning and implications of the difference between student and employee responses for this variable are unclear to us, and thus suggest an important area for discussion and further research.
- 6) Similarly low levels of students and employees agree or strongly agree with the statement that the campus is oppressive for LGBTQ students/employees (5.7% and 4.5%, respectively).
- 7) Among students, “lack of awareness around LGBTQ issues” was most commonly reported (in the form of agreeing or strongly agreeing) with other students (38.4%).
- 8) The comparable figure for employees (lack of awareness around LGBTQ issues among coworkers/colleagues) was 13.2%.
- 9) 82.2% of employee respondents agreed or strongly agreed that their work environment is LGBTQ-friendly.
 - a. We are concerned about the possible implication of this finding, namely, that nearly 20% of employees may consider their work environments to be LGBTQ-unfriendly.
 - b. Reluctant to over-interpret this finding, we view this as pointing to an important area for discussion and future research.

Figure 13

- 10) 79.7% of respondents agreed or strongly agreed that LGBTQ students are treated with respect on this campus.

- 11) Ambivalence about this statement (i.e., selecting the “neither agree nor disagree” response option) was more common among employees (28.9% vs. 15.5%, $p<.001$).
- 12) 80.7% of respondents agreed or strongly agreed that LGBTQ students can be “comfortably out” on this campus.
- 13) Significantly higher levels of agreement/strong agreement were reported among students than employees (84.3% vs. 69.3%, $p<.001$).

Figure 14. Outness on Campus for LGBTQ Respondents, by Campus Status (n=353)

Variable		Full Sample	Students	Employees	p
Consider self to be “out on campus”?	Yes	63.0	64.7	51.2	n.s.
	No	37.0	35.3	48.8	

Figure 15. Outness and Campus Concerns for LGBTQ Students (n=286)

Variable		%
Out to...	Advisor	18.5
	Professors	26.2
	Roommates/housemates	54.5
	Parents	42.7
	Close friends	63.6
	Students around campus	53.1
	In classroom settings	29.7
	In the workplace	26.9
Concern level: “It would bias professors’ evaluation of my work”	Very concerned	5.7
	Concerned	12.1
	Neither concerned nor unconcerned	18.9
	Unconcerned	20.7
	Very unconcerned	42.5
Concern level: “It would create problems in my living situation.”	Very concerned	6.8
	Concerned	14.6
	Neither concerned nor unconcerned	10.4
	Unconcerned	15.0
	Very unconcerned	53.2
Concern level: “I would worry about physical harm.”	Very concerned	3.9
	Concerned	12.5
	Neither concerned nor unconcerned	15.7
	Unconcerned	24.6
	Very unconcerned	43.2
Concern level: “I would lose friends.”	Very concerned	3.9
	Concerned	15.8
	Neither concerned nor unconcerned	10.4
	Unconcerned	23.7
	Very unconcerned	46.2
Concern level: “My family would find out.”	Very concerned	14.7
	Concerned	13.7
	Neither concerned nor unconcerned	14.0
	Unconcerned	15.1
	Very unconcerned	42.4

Figure 16. Outness and Campus Concerns for LGBTQ Employees (n=43)

Variable		%
Out to...	Chair/supervisor	51.2
	Co-workers/colleagues in own area/dept.	62.8
	Co-workers/colleagues outside own area/dept.	44.2
	Students	46.5
	Clerical/facilities (CSEA) staff	34.9
	Members of the administration	39.5
Concern level: “It would bias evaluation of work/performance”	Very concerned	2.5
	Concerned	10.0
	Neither concerned nor unconcerned	17.5
	Unconcerned	40.0
	Very unconcerned	30.0
Concern level: “It would create tension with my colleagues.”	Very concerned	2.4
	Concerned	19.5
	Neither concerned nor unconcerned	12.2
	Unconcerned	36.6
	Very unconcerned	29.3
Concern level: “I would worry about physical harm.”	Very concerned	2.4
	Concerned	0.0
	Neither concerned nor unconcerned	12.2
	Unconcerned	26.8
	Very unconcerned	58.5
Concern level: “I would lose friends.”	Very concerned	2.4
	Concerned	9.8
	Neither concerned nor unconcerned	12.2
	Unconcerned	31.7
	Very unconcerned	43.9

Summary Statements (numbered) and Reflections (lettered)

Figure 14

- 1) Of 353 LGBTQ-identified respondents, 37% do not consider themselves to be “out” on campus.
- 2) For students, this figure is slightly lower (35.3%); for LGBTQ employees, nearly half (48.8%) are not out.
 - a. These findings are surprising and raise serious concerns. While the reasons for being out on campus are complicated and vary by person, we nonetheless see this as an indication that steps should be taken to promote a campus climate more welcoming and affirming to LGBTQ people.

Figures 15 and 16

- 1) For “out” students, friends, roommates, and other students are the most common confidants.
- 2) For “out” employees, coworkers are the most common confidants.
 - a. The above two findings reaffirm the importance of *peer support* in cultivating outness on campus.
- 3) 17.8% of LGBTQ student respondents indicated concern (“concerned” or “very concerned”) that being out could negative impact a performance evaluation from a professor.
 - a. We are encouraged by the finding, reported in Figure 18 below, that not a single respondent reported having received a low evaluation due to being LGBTQ.
- 4) The corresponding figure for employees (regarding a work performance evaluation) was 12.5%.
 - a. While both of the preceding two figures represent a clear minority, we find it alarming that any respondents feel that being LGBTQ-identified could negatively impact them in this way.
- 5) 21.4% of LGBTQ students reported concern (“concerned” or “very concerned”) that being out could cause tension in one’s living situation.
 - a. This finding suggests another important area for additional research, education, and intervention.
- 6) 16.4% of LGBTQ student respondents indicated being concerned or very concerned of physical harm as a result of being out on campus.
 - a. This finding is very disconcerting. (The corresponding figure for employees is miniscule.) Although this survey suggests that actual physical harassment is very uncommon on this campus, fear over this prospect remains prevalent. This represents an important area for additional research, education, and intervention.
- 7) A similar proportion of LGBTQ employees (21.9%) had this concern about colleagues.
 - a. This finding suggests another important area for additional research, education, and intervention.

- 8) For LGBTQ respondents, concern over losing friends due to being out is somewhat greater among students than employees (19.7% vs. 12.2%).
- 9) For LGBTQ students, concern over parents finding out is at 28.4%.
 - a. This is a powerful reminder that for some LGBTQ students, college (in contrast to home) may represent a relatively safe space for being out.

Circumstances or Reasons for Not Being Out on Campus

STUDENTS

Qualitative responses from LGBTQ student-respondents include narratives that echo many of the quantitative findings above. They also include factors not asked about on the survey. In particular, several respondents in effect rejected the question, emphasizing that the call to “come out”—to publicly declare one’s sexual orientation—is itself a cultural construct that places undue centrality on sexuality as the core of one’s being. This sentiment is illustrated in the following statements:

- *Being a lesbian is just a part of who I am. I'm just me, so I never really feel it necessary to out myself to anyone. I never hide who I am or deny being gay if asked, (which I've never been asked), but the friends I do have on campus know that I'm with a woman, and they don't have a problem with it. Coming out to people I don't know would be as strange, in my opinion, if a straight person come up to me and outted themselves as straight. If that ever happened I'd probably say "good for you, are you happy? Yes, ok then get out of my way, I'm late to class."*
- *I don't care. It's not a big deal to me.*
- *It's not because I'm afraid. I'm not out on campus because I personally don't feel the need to talk about my sexual preferences. For me, it's not a core to my being. Who I have sex with is private for me. I will talk about sex- no problem, but I'm generally not loud about my heterosexual relationships so since my interest in women doesn't come out as a major factor in my life I mostly just keep it to myself. Unless I feel its necessary to talk about. Then I will.*

EMPLOYEES

For LGBTQ employee-respondents who do not consider themselves to be “out on campus,” qualitative explanations primarily emphasized the perception of a hostile (or potentially hostile) climate. Overall, these responses give the sense of work environments largely free of overt homophobia and yet not proactively LGBTQ-supportive, as illustrated in the following statement:

The climate on campus is not oppressive, but I would also say that it does not encourage an ease in being out and open either. Overall, my department is quite supportive however. The culture is beginning to change with fellow faculty stepping forward to become visible to students and the administrative rhetoric seems a bit more determined to be inclusive.

Bisexual Respondents: Reflections on the Campus Experiences

Forty respondents who selected “bisexual” as a sexual orientation identity category offered textual reflection on their experiences as such on campus. About half of these reflections were positive, a quarter negative, and the remainder neutral. Positive responses emphasized the ease for them to be open and out on campus, with words such as “great,” “awesome,” “supportive” and “safe” frequently used. The following examples are illustrative:

- *not treated any differently*
- *very supported...and could be open about my feelings/sexuality*
- *On this campus everything is wonderful...There is a large group of people who associate with the LGBTQ community, so having friends within that is amazing.*

Negative responses emphasized frustration that many view bisexuality as “inauthentic” when compared to other ways of self-identifying within the LGBTQ community, as in the following quote:

I have heard certain people (including some friends) say that being bisexual is selfish, and that eventually, one has to choose. I feel there is a certain lack of awareness about bisexuality, and it seems that some people view it as a transitory phase between heterosexuality and homosexuality. Some people say that bisexual people are just "in denial" of being gay, or they are just experimenting because they are in college, and will go back to being straight once they are out of college. People seem to view bisexuality as somewhat inauthentic when compared to other ways of self-identifying within the LGBTQ community. There is pressure to choose a subject position that is viewed as more concrete. More attention should be brought to this problem.

Other Identities

Qualitative responses shed light on less common sexual orientation identity categories, such as “queer” and “pansexual.” The following quotes are illustrative:

- *Attracted to people regardless of gender identity (i.e., male, female, both, or neither)*
- *I am a pansexual female. My sexuality is not limited in regards to gender. I chose my romantic interests based on physical attraction and inner qualities. Gender is fluid and so is my sexuality.*
- *I am attracted to dominant sexual personalities (usually but not always male) and I sexually orient as submissive, rather than gay or straight etc. I find that my sexual orientation goes completely unnoticed and is delegitimized, even by the LGBTQ advocacy groups.*

These examples serve as an important reminder that attraction is not always grounded in the female-male framework. Also, the opposite, pansexual attractions reach beyond just

female/male norms and go along with the “attracted to people” comment – not wanting to define attraction in terms of gender (as conventionally understood).

It is also worth noting the presence of a small but measurable proportion of respondents who identify as “asexual.” This perhaps comes as a surprise, since it is commonly assumed that sexual attraction is central to human psychology and behavior.

Transgender Respondents: Reflections on the Campus Experiences

- *I am not "out", as the term is. I still go by my female name, only because it is not yet officially changed. It's very uncomfortable because when I do tell a class, the teacher still refuses to use my chosen name. I am a male, and I would like to be respected as such despite my gender assigned at birth.*
- *There is a prominent trans-man on campus who has this teacher who not only refuses to stop calling him "she" and "her", blatantly disregarding and disrespecting his preference for personal pronouns, but who also told a class the she knew for a fact that he (mentioned by name) hadn't gone through surgery yet, much to the extreme distress of the student.*
- *I have encountered a lot of transphobia from other students. I only use gender neutral bathrooms which are all very out of the way for me, and make things very uncomfortable and inconvenient when, for example, I am in the SUB or Hasbrouck. There needs to be gender neutral bathroom options everywhere there are gendered bathrooms. I have also had uncomfortable experiences living in the dorms. I had to live in a girls hallway despite identifying as male, which makes me immensely uncomfortable, and made other residents uncomfortable. It was also invalidating for me and outed me as trans to people. I have also had minor issues with professors who did not understand what it meant to be transgender, and one instance of a professor treating me in a way that completely disrespected my identity.*
- *Accommodation for transpeople on this campus, while it could be worse, MUST improve. Transpeople are too afraid to use the bathrooms for fear of removal or even violence. I know several people who, since they've come out as trans (spanning between 1-5 years ago) do not use bathrooms in academic buildings and are afraid to use them in their dormitories.*

These poignant reflections underscore the transphobia and misunderstanding that transgender students sometimes face on this campus, especially in the classroom. More specifically, they suggest the need to address “preferred gender pronouns” as a formal aspect of pedagogy. Finally, these statements also emphasize the central significance of public bathrooms for trans students.

Figure 17. Experiences on campus due to being LGBTQ, by Campus Status (n=72)¹⁶

Variable		Full Sample	Students	Employees	<i>p</i>
Feared for physical safety	Ever	3.0	6.9	0.0	n.s.
	Never	97.0	93.1	100.0	
Felt isolated/left out in work groups	Ever	13.2	17.2	10.3	n.s.
	Never	86.8	82.8	89.7	
Felt concerns were invisible/ignored	Ever	29.4	27.6	30.8	n.s.
	Never	70.6	72.4	69.2	
Verbal harassment	Ever	16.4	24.1	10.5	n.s.
	Never	83.6	75.9	89.5	
Physical harassment	Ever	0.0	0.0	0.0	n.s.
	Never	100.0	100.0	100.0	
Physical assault	Ever	0.0	0.0	0.0	n.s.
	Never	100.0	100.0	100.0	
Singled out as 'resident authority' on LGBTQ issues	Ever	27.9	17.2	35.9	n.s.
	Never	72.1	82.8	64.1	

¹⁶ Due to an unexpected technical problem during data collection, data presented in the student column are only available for 29 of the 286 LGBTQ student-respondents. Hence, the total sample here is 29 students plus 43 (LGBTQ) employees (total of 72). The small sample size in part explains the lack of significant differences shown between sub-groups. The next figure's data are also limited to the sample of 29.

Summary Statements (numbered) and Reflections (lettered)

- 1) The two most common experiences, due to being LGBTQ, were “felt concerns were invisible/ignored” (29.4%) and “singled out as ‘resident authority’ on LGBTQ issues” (27.9%)
 - a. Since the sample size numbers are small here, it is difficult to reach substantive interpretations of these data.
 - b. Nevertheless, it is encouraging that experiences of verbal harassment are extremely infrequent and there were no reports whatsoever of experiences of physical harassment and assault due to being LGBTQ.
 - c. We are, however, concerned that more than a quarter of this sub-group of LGBTQ student-respondents felt that their concerns had been invisible or ignored.

Figure 18. Experiences/Reflections, LGBTQ Students (n=29)

In New Paltz Village, ever experienced harassment from...	Other New Paltz students	3.1
	College students/other campuses	1.0
	Business owners	0.3
	Town residents	2.0
Experiences with roommates to date	Very comfortable	27.6
	Comfortable	27.6
	Neither comfortable nor uncomfortable	10.3
	Uncomfortable	6.9
	Very uncomfortable	3.4
	N/A	24.1
Ever felt received low performance evaluation from professor due to being LGBTQ?	Ever	0.0
	Never	100
Comfort level being seen with a same-sex partner on campus?	Very comfortable	42.9
	Comfortable	47.8
	Neither comfortable nor uncomfortable	6.0
	Uncomfortable	3.3
	Very uncomfortable	0.0
“People assume that I am heterosexual.”	Strongly agree	62.1
	Agree	17.2
	Neither agree nor disagree	13.8
	Disagree	6.9
	Strongly Disagree	0.0
“I feel that I am part of an LGBTQ community.”	Strongly agree	17.2
	Agree	27.6
	Neither agree nor disagree	17.2
	Disagree	27.6
	Strongly Disagree	10.3
“I know where to look on this campus for support on LGBTQ concerns.”	Strongly agree	17.2
	Agree	37.9
	Neither agree nor disagree	3.4
	Disagree	24.1
	Strongly Disagree	17.2
“I feel I have to explain my LGBTQ identity to my professors.”	Strongly agree	0.0
	Agree	0.0
	Neither agree nor disagree	31.0
	Disagree	37.9
	Strongly Disagree	31.0

“Lesbian/gay/bisexual/queer students have a visible presence on this campus.”	Strongly agree	34.5
	Agree	44.8
	Neither agree nor disagree	10.3
	Disagree	10.3
	Strongly Disagree	0.0
“Transgender students have a visible presence on this campus.”	Strongly agree	6.9
	Agree	41.4
	Neither agree nor disagree	13.8
	Disagree	17.2
	Strongly Disagree	20.7

Figure 19. Experiences/Reflections, LGBTQ Employees (n=43)

Ever felt received low performance evaluation from supervisor/dean/chair for being LGBTQ?	Ever	0.0
	Never	100
“I would be comfortable bringing my same-sex partner to a college event or activity (holiday party, lectures, sports event, etc.)”	Strongly agree	27.5
	Agree	30.0
	Neither agree nor disagree	25.0
	Disagree	7.5
	Strongly disagree	10.0
“Many of my coworkers/colleagues assume that I am straight.”	Strongly agree	25.0
	Agree	25.0
	Neither agree nor disagree	15.0
	Disagree	22.5
	Strongly disagree	12.5
Ever felt that you didn’t get raise/weren’t promoted due to being LGBTQ?	Ever	3.4
	Never	96.6
“I fear job loss because of my sexual orientation.”	Strongly agree	0.0
	Agree	2.5
	Neither agree nor disagree	10.0
	Disagree	30.0
	Strongly disagree	57.5
“I would be comfortable displaying a photograph of my same-sex partner in my work area.”	Strongly agree	15.0
	Agree	22.5
	Neither agree nor disagree	30.0
	Disagree	20.0
	Strongly disagree	12.5

Summary Statements (numbered) and Reflections (lettered)

Figures 18 and 19

- 1) LGBTQ student respondents reported extremely low levels of harassment while in the village of New Paltz.
 - a. This is encouraging, though needs to be monitored as we have heard disturbing anecdotes of negative experiences.
- 2) 10.3% of LGBTQ students reported having had uncomfortable or very uncomfortable experiences with roommates.
- 3) Not a single student reported having received a low performance evaluation from a professor due to being LGBTQ.
 - a. This is clearly a positive and encouraging finding.
- 4) 3.4% of LGBTQ employee respondents *ever* felt they didn't get a raise or weren't promoted due to being LGBTQ.
 - a. This is also an encouraging finding, although even one affirmative response is cause for concern.
- 5) 90.7% of LGBTQ student respondents report being comfortable or very comfortable being seen with a same-sex partner on campus.
 - a. This is clearly a positive and encouraging finding.
- 6) The comparable figure for LGBTQ employees is 57.5%.
 - a. That this figure is so much lower than for students is disconcerting.
- 7) 79.3% of LGBTQ students agreed or strongly agreed that most people assume them to be heterosexual.
- 8) The comparable figure for employees (although with slightly different survey wording) was 50%.
- 9) 44.8% of LGBTQ students agreed or strongly agreed that they feel part of an LGBTQ community on campus.
 - a. While it is difficult to interpret this figure (for example, some LGBTQ students may not *want* to feel part of such a community), we are nonetheless concerned that less than half feel a sense of community as LGBTQ people on our campus.
 - b. This therefore suggests an important area for further research.
- 10) 79.3% of LGBTQ student respondents agreed or strongly agreed that lesbian/gay/bisexual/queer students have a visible presence on this campus.
- 11) 48.3% of LGBTQ student respondents agreed or strongly agreed that transgender students have a visible presence on this campus.

- 12) 2.5% of LGBTQ employee respondents indicated a prevalent fear about losing their job due to being LGBTQ.
 - a. Such a low percentage is encouraging, although even one affirmative response is cause for concern.
- 13) 37.5% of employee respondents agreed or strongly agreed that they would be comfortable displaying a photograph of their same-sex partner in their work area.
 - a. The converse of this is that 32.5% disagreed or strongly disagreed with this prospect, suggesting that roughly a third of LGBTQ employees are not comfortable doing this.
 - b. Since many factors may influence this discomfort, it is difficult to interpret this finding.
 - c. Nonetheless, it is alarming and certainly merits additional investigation and, eventually, intervention.

Forms of Harassment Experienced on Campus during the Past Year

Students

Thirty LGBTQ-identified student-respondents shared reflections on forms of harassment they had experienced during the previous year. Half of these statements were actually positive statements, emphasizing comfort felt in particular departments, majors, etc., as in the following statement:

On this campus I rarely experience harassment, and if I do even before I even have a chance to say anything someone else will stand up...So the majority takes over without hesitation if they see acts of ignorance or intolerance going on.

Eleven student-respondents described negative harassment experiences, ranging from being subjected to homophobic language in the classroom (including from professors) and in public campus settings. The following statements are illustrative:

- *I have had many inappropriate comments aimed at me during my time here at New Paltz. Sadly enough half or more of them have been from 'friends' and acquaintances.*
- *Sometimes a professor says something ignorant or uneducated...I would not feel comfortable being out to them because I don't know how they would feel about it.*
- *Called many derogatory names both on and off campus. I find myself longing for a closet to hide in.*

PART 2
Sub-Group Comparisons:
Sexual Orientation, Gender, Campus Division, Employee Position

In this section, we compare the responses of specific sub-groups on select variables. The sub-groups considered are: sexual orientation (LGBTQ-identified Yes/No), gender (female, male, other), campus division (all academic/admin units), and employee position (academic Faculty, professional faculty/management confidential, other staff). The variables included in these cross-tabulations (outcome variables) are:

- a. Social/political support for lesbian/gay/bisexual people?
- b. Conservative position regarding homosexuality?
- c. Progressive position regarding normative gender presentation?
- d. Comfort level around/familiarity with transgender people/issues
- e. LGBTQ-related harassment behaviors observed/past year?
- f. Opinions about LGBTQ students on campus

As in the preceding section, statistical differences between sub-groups are taken as significant at $p < 0.050$ and are marked on table using asterisks (1–3 asterisks for $p < .050$, $p < .025$, and $p < .010$, respectively). Differences which are not statistically significant are marked as “n.s.” In the textual summary following each table, only variables for which there were statistically significant sub-group differences are mentioned.

Figure 20. Attitudes about LGBTQ People/Issues and Harassment Behaviors, by Sexual Orientation (n=1,462)

Variable		Full Sample	LGBTQ	Non-LGBTQ	p
Social/political support for lesbian/gay/bisexual people?	Yes	97.5	100.0	96.7	***
	No	2.5	0.0	3.3	
Conservative position regarding homosexuality?	Yes	14.8	6.8	17.4	***
	No	85.2	93.2	82.6	
Progressive position regarding normative gender presentation?	Yes	92.7	96.6	91.4	***
	No	7.3	3.4	8.6	
“I am comfortable around transgender individuals.”	Strongly agree	50.9	70.2	44.7	***
	Agree	31.3	21.9	34.2	
	Neither agree nor disagree	13.3	6.3	15.5	
	Disagree	3.5	1.4	4.2	
	Strongly Disagree	1.1	0.3	1.4	
Familiarity with Transgender Issues	Very familiar	11.3	25.6	6.8	***
	Familiar	31.4	39.8	28.7	
	Somewhat familiar	38.5	25.9	42.5	
	Not very familiar	15.2	7.7	17.6	
	Not familiar	3.6	1.1	4.4	
Observed ANY of harassment behaviors/past year	Yes	43.2	60.3	37.8	***
	No	56.8	39.7	62.2	
“LGBTQ students are treated with respect on this campus.”	Strongly agree	28.3	24.0	29.6	**
	Agree	51.4	54.0	50.6	
	Neither agree nor disagree	18.7	18.8	18.7	
	Disagree	1.5	2.9	1.0	
	Strongly Disagree	0.1	0.3	0.0	
“LGBTQ students can be comfortably ‘out’ on this campus.”	Strongly agree	36.5	31.8	38.1	***
	Agree	44.2	45.3	43.8	
	Neither agree nor disagree	16.5	15.9	16.8	
	Disagree	2.2	6.2	1.0	
	Strongly Disagree	0.5	0.9	0.4	

Sub-Group Comparison #1: Sexual Orientation (Figure 20)

LGBTQ respondents significantly differed from non-LGBTQ respondents as follows. They were:

- a. *more likely* to indicate social/political support for lesbian, gay, and bisexual people;
- b. *less likely* to have a conservative position on homosexuality;
- c. *more likely* to have a progressive position regarding normative gender presentation;
- d. *more comfortable* around transgender people;
- e. *more familiar* with transgender issues; and
- f. *more likely* to have observed harassment behaviors directed toward LGBTQ people.¹⁷

Reflections:

- 1) Overall, these findings do not come as a surprise, and underscore that LGBTQ individuals on our campus tend to be more familiar, comfortable, and progressive on LGBTQ people and issues, and are more likely to have observed harassment behaviors.

¹⁷ In fact, as shown in Figure 20, there were significant sub-group differences for the remaining two variables as well, but due to the extremely small actual percentage differences, we have not included them in this list.

Figure 21. Attitudes about LGBTQ People/Issues and Harassment Behaviors, by Gender (n=1,462)

Variable		Full Sample	Female	Male	Other	p
Social/political support for lesbian/gay/bisexual people?	Yes	97.5	98.2	95.4	97.1	**
	No	2.5	1.8	4.6	2.9	
Conservative position regarding homosexuality?	Yes	14.8	13.6	18.4	14.3	n.s.
	No	85.2	86.4	81.6	85.7	
Progressive position regarding normative gender presentation?	Yes	92.7	94.3	89.0	80.0	***
	No	7.3	5.7	11.0	20.0	
“I am comfortable around transgender individuals.”	Strongly agree	50.9	52.4	45.1	65.7	***
	Agree	31.3	31.6	31.3	20.0	
	Neither agree nor disagree	13.3	12.5	15.5	11.4	
	Disagree	3.5	2.7	6.3	0.0	
	Strongly Disagree	1.1	0.8	1.9	2.9	
Familiarity with Transgender Issues	Very familiar	11.3	10.8	10.7	34.3	***
	Familiar	31.4	33.0	27.2	25.7	
	Somewhat familiar	38.5	39.2	37.1	31.4	
	Not very familiar	15.2	14.5	18.7	0.0	
	Not familiar	3.6	2.6	6.3	8.6	
Observed ANY of harassment behaviors/past year	Yes	43.2	41.6	46.3	60.0	*
	No	56.8	58.4	53.7	40.0	
“LGBTQ students are treated with respect on this campus.”	Strongly agree	28.3	27.2	32.1	20.6	n.s.
	Agree	51.4	52.5	48.0	55.9	
	Neither agree nor disagree	18.7	18.8	18.4	17.6	
	Disagree	1.5	1.4	1.4	5.9	
	Strongly Disagree	0.1	0.1	0.0	0.0	
“LGBTQ students can be comfortably ‘out’ on this campus.”	Strongly agree	36.5	36.3	38.4	23.5	***
	Agree	44.2	45.8	39.8	41.2	
	Neither agree nor disagree	16.5	15.7	18.8	17.6	
	Disagree	2.2	1.7	2.5	14.7	
	Strongly Disagree	0.5	0.4	0.6	2.9	

Sub-Group Comparison #2: Gender (Figure 21)

There were several significant differences along the lines of gender. In comparison to men and people who were neither female- nor male-identified, women were significantly:

- a. *more likely* to indicate social/political support for lesbian, gay, and bisexual people; and
- b. *more likely* to have a progressive position regarding normative gender presentation.

In addition, people with non-normative gender identities (i.e., neither female nor male-identified) were significantly:

- a. *more comfortable* around transgender people;
- b. *more familiar* with transgender issues;
- c. *more likely* to have observed harassment behaviors directed toward LGBTQ people; and
- d. *less likely* to agree that LGBTQ students on this campus can be comfortably out.

Reflections:

- 1) The first set of findings suggest an important—although likely complicated—relationship between masculinity and femininity, on the one hand, and attitudes toward LGBTQ people and issues, on the other. We suspect that this reflects the presence on our campus of a conservative masculinity, taken up disproportionately by men, which defines itself in opposition to homosexuality. This represents an important area for additional research, education, and intervention.
- 2) The second set of findings—in short, that gender-variant respondents were more familiar and more comfortable with transgender people and issues—came as little surprise. The lower agreement among gender variant respondents that LGBTQ students can be comfortably out, however, serves as a powerful reminder that transgender students face a substantially different campus reality than lesbian and gay students and employees.

Figure 22. Attitudes about LGBTQ People/Issues and Harassment Behaviors, by Campus Division (n=1,462)

Variable		Full Sample	LA&S	Business	Education	F&PA	S&E	STL	Student Affairs	Facilities	Other	p
Social/political support for lesbian/gay/bisexual people?	Yes	97.5	98.1	93.2	97.7	98.0	96.2	98.2	97.4	95.3	95.6	n.s.
	No	2.5	1.9	6.8	2.3	2.0	3.8	1.8	2.6	4.7	4.4	
Conservative position regarding homosexuality?	Yes	14.8	11.5	27.3	17.5	7.6	24.8	17.5	7.9	23.3	24.4	***
	No	85.2	88.5	72.7	82.5	92.4	75.2	82.5	92.1	76.7	75.6	
Progressive position regarding normative gender presentation?	Yes	92.7	94.3	85.2	93.5	97.0	90.3	93.0	86.8	81.4	91.1	***
	No	7.3	5.7	14.8	6.5	3.0	9.7	7.0	13.2	18.6	8.9	
“I am comfortable around transgender individuals.”	Strongly agree	50.9	54.3	37.5	47.9	63.5	43.8	38.6	42.1	37.2	44.2	***
	Agree	31.3	32.8	30.7	32.3	23.4	29.5	24.6	47.4	32.6	37.2	
	Neither agree nor disagree	13.3	9.3	20.5	14.7	10.7	19.0	28.1	10.5	23.3	16.3	
	Disagree	3.5	3.0	6.8	4.1	1.5	5.7	7.0	0.0	7.0	2.3	
	Strongly Disagree	1.1	0.6	4.5	0.9	1.0	1.9	1.8	0.0	0.0	0.0	
Familiarity with Transgender Issues	Very familiar	11.3	12.7	5.7	9.7	13.7	12.6	5.3	13.2	14.0	2.2	***
	Familiar	31.4	35.1	17.0	30.4	35.5	26.2	28.1	28.9	23.3	24.4	
	Somewhat familiar	38.5	37.9	43.2	40.1	34.0	38.8	43.9	39.5	27.9	48.9	
	Not very familiar	15.2	12.3	19.3	17.1	14.7	15.5	15.8	18.4	25.6	24.4	
	Not familiar	3.6	2.0	14.8	2.8	2.0	6.8	7.0	0.0	9.3	0.0	
Observed any harassment behaviors/past year?	Yes	43.2	45.4	31.8	50.7	45.5	52.4	28.1	34.2	23.3	13.3	***
	No	56.8	54.6	68.2	49.3	54.5	47.6	71.9	65.8	76.7	86.7	
“LGBTQ students are treated with respect on this campus.”	Strongly agree	28.3	29.4	32.5	24.6	29.4	30.3	23.5	21.6	23.1	30.8	n.s.
	Agree	51.4	53.2	48.8	52.1	50.5	49.5	45.1	51.4	33.3	53.8	
	Neither agree nor disagree	18.7	16.0	18.8	20.4	19.6	18.2	25.5	24.3	43.6	15.4	
	Disagree	1.5	1.3	0.0	2.8	0.5	2.0	5.9	2.7	0.0	0.0	
	Strongly Disagree	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
“LGBTQ students can be comfortably ‘out’ on this campus.”	Strongly agree	36.5	38.7	43.0	35.6	38.2	39.0	20.0	16.2	23.1	35.0	***
	Agree	44.2	45.4	39.2	41.3	40.8	37.0	54.0	64.9	46.2	50.0	
	Neither agree nor disagree	16.5	13.6	13.9	20.2	18.3	23.0	20.0	10.8	28.2	15.0	
	Disagree	2.2	2.2	1.3	2.4	2.1	1.0	2.0	8.1	2.6	0.0	
	Strongly Disagree	0.5	0.2	2.5	0.5	0.5	0.0	4.0	0.0	0.0	0.0	

Sub-Group Comparison #3: Campus Division (Figure 22)

A conservative position regarding homosexuality was most commonly held by respondents from:

1. School of Business (27.3%)
2. School of Science & Engineering (24.8%)
3. Other (24.4%)

A progressive position regarding normative gender presentation was most commonly held by respondents from:

1. School of Fine & Performing Arts (97.0%)
2. College of Liberal Arts & Sciences (94.3%)
3. Sojourner Truth Library (93.0%)

A high degree of comfort around transgender individuals (combined “agree” and “strongly agree”) was most commonly reported by respondents from:

1. Student Affairs (89.5%)
2. College of Liberal Arts & Sciences (87.1%)
3. School of Fine & Performing Arts (86.9%)

A high level of familiarity with transgender issues (combined “familiar” and “very familiar”) was most commonly reported by respondents from:

1. School of Fine & Performing Arts (49.2%)
2. College of Liberal Arts & Sciences (47.8%)
3. Student Affairs (42.1%)

Observations of harassment behaviors directed at LGBTQ individuals were most commonly reported by respondents from:

1. School of Science & Engineering (52.4%)
2. School of Education (50.7%)
3. College of Liberal Arts & Sciences (45.4%)

A high level of combined agreement/strong agreement that LGBTQ students can be comfortably out on this campus was most commonly reported by respondents from:

1. College of Liberal Arts & Sciences (84.1%)
2. School of Business (82.2%)
3. Student Affairs (81.1%)

Reflections:

- 1) As a whole, this set of findings is among the most delicate of all generated in this survey.
- 2) We are not inclined to single out any division as a “pocket of homophobia.”
- 3) Further, we cannot be sure that the presence of conservative attitudes around LGBTQ people and issues translates into an LGBTQ-phobic campus environment.
- 4) By the same token, we note that the differences observed between subgroups for almost every variable had a high level of statistical significance, suggesting that these differences are real—and therefore should be taken seriously.
- 5) Clearly, these findings will need to be discussed at length to contemplate appropriate next steps.

Figure 23. Employee Attitudes about LGBTQ People/Issues and Harassment Behaviors, by Position (n=353)

Variable		All Empls	Academic Faculty	Prof Fac/ Mgmt Con	Other Staff	p
Social/political support for lesbian/gay/bisexual people?	Yes	97.4	98.9	98.3	90.9	***
	No	2.6	1.1	1.7	9.1	
Conservative position regarding homosexuality?	Yes	12.4	9.1	12.0	23.6	**
	No	87.6	90.9	88.0	76.4	
Progressive position regarding normative gender presentation?	Yes	91.7	96.0	88.0	85.5	**
	No	8.3	4.0	12.0	14.5	
“I am comfortable around transgender individuals.”	Strongly agree	49.4	54.5	47.0	38.2	n.s.
	Agree	35.5	33.0	34.8	45.5	
	Neither agree nor disagree	12.4	10.2	14.8	14.5	
	Disagree	2.0	2.3	1.7	1.8	
	Strongly Disagree	0.6	0.0	1.7	0.0	
Familiarity with Transgender Issues	Very familiar	11.8	13.6	9.4	10.9	n.s.
	Familiar	30.5	33.0	26.5	30.9	
	Somewhat familiar	41.1	42.6	41.9	34.5	
	Not very familiar	14.4	9.7	17.9	21.8	
	Not familiar	2.3	1.1	4.3	1.8	
Observed harassment behaviors/past year?	Yes	19.8	19.3	22.2	16.4	n.s.
	No	80.2	80.7	77.8	83.6	
“LGBTQ students are treated with respect on this campus.”	Strongly agree	24.6	24.7	23.0	28.3	n.s.
	Agree	45.3	42.4	50.4	43.5	
	Neither agree nor disagree	28.6	30.6	25.7	28.3	
	Disagree	1.2	1.8	0.9	0.0	
	Strongly Disagree	0.3	0.6	0.0	0.0	
“LGBTQ students can be comfortably ‘out’ on this campus.”	Strongly agree	24.3	24.4	23.2	26.5	**
	Agree	45.0	36.6	58.0	44.9	
	Neither agree nor disagree	27.0	34.3	16.1	26.5	
	Disagree	3.6	4.7	2.7	2.0	
	Strongly Disagree	0.0	0.0	0.0	0.0	

Sub-Group Comparison #4: Employee Position (Figure 23)

Significant Subgroup Differences:

1. Social/political support for lesbian, gay, and bisexual people was high (more than 90%) among all sub-groups. It was *most prevalent* among academic faculty (98.9%);
2. A conservative position regarding homosexuality was *most prevalent* among other staff (23.6%);
3. A progressive position regarding normative gender presentation was *most prevalent* among academic faculty (96.0%); and
4. Agreement that LGBTQ students can be comfortably out on this campus was *strongest* among professional faculty/management confidential (81.2%).

Reflections:

- 1) Without wanting to single out any particular subset of employees, there does seem to exist a generally lower level of support for LGBTQ people and issues among respondents who selected “Other staff” as their position.
- 2) To understand the meaning and implications of this set of findings, more research is needed.

PART 3 Additional Qualitative (Open-Ended) Data

This section reports on the survey's two final open-ended questions. The first of these gives the respondent the opportunity to share "additional reflections or experiences regarding LGBTQ issues"; the second asks for "suggestions for other resources for LGBTQ students, faculty and staff."

Additional Reflections or Experiences Regarding LGBTQ People and Issues

Overall, the 198 write-in responses addressed a diverse mix of themes and concerns. In terms of attitudes, six themes emerged as salient: first, a positive supportive response and/or recommendation; second, a positive response stating lack of awareness; third, neutral responses or statements; fourth, apparently intended positive responses with negative undertones; fifth, direct comments about observed behaviors and experiences; and last, overtly negative and/or hostile responses. Self-identity was often reported in people's responses and was relatively mixed with no apparent omissions of representative groups. Below, these themes are presented with illustrated quotes included as well.

Positive/Supportive Responses and Recommendations (105)

- *I am glad that this initiative has been launched.*
- *Compared to other schools I've attended, this campus is very accepting.*
- *I enjoy New Paltz because I have felt it is a safe environment.*
- *I have a much better understanding and acceptance of LGBTQ people since coming to this school.*
- *I transferred...and it's much easier here. Students and professors are much more educated on LGBTQ issues.*

Positive Responses Identifying Lack of Awareness (26)

- *...Obviously it is difficult for a straight person to state what the campus climate is like...*
- *The survey has made me aware that my assumptions about our campus might be incorrect. Our campus does not seem overtly hostile... I have not witnessed gross discrimination. It has never occurred to me that we can and should be more supportive and inclusive.*
- *I do not interact enough to know the atmosphere on campus...I would hope that all staff and professors would be more knowledgeable about LGBTQ issues.*
- *In the sciences, we have less of a chance to explore these issues...*

Intended Positive Response with Negative Undertones (16)

- *....discomfort is eliminated if the individual is "good"...meaning that you cannot tell. I think the discomfort lies in the ambiguity.*
- *Everyone is due respect and courtesy...a minority must respect the sensibilities of the majority. The majority has to ensure basic civil rights of minority.*
- *...Bullying is wrong, but I consider homosexual expression vulgar. My only qualm is their over expression and fight for rights.*
- *Everyone deserves respect and courtesy...I don't understand why you try to shove it down our throats.*
- *I think with gay rights, we have mostly found a compromise that deals with this issue...I'm reasonable happy with the way things are (though I would have voted against gay marriage).*
- *If they want to be treated equal, they can. If they want special privileges...they will never be treated equal and they should know that now.*

Direct Observations and Experiences (12)

- *It is very difficult to navigate the school without constantly coming out...*
- *I've found a fair degree of biphobia...*
- *I only come out in class about my sexuality when I feel it is safe and comfortable.*
- *There seems to be a subtle division on campus...my queer friends hang out with almost exclusively other people who identify as queer. Many of my heterosexual friends don't even know who they are.*

Negative/Hostile Comments (12)

- *Buck up, we all have problems*
- *I believe that faggots should all be burned in hell...*
- *Things have changed over the years. It is a sin to be sexually different and allowing this to happen is even worse. Respecting someone for a person is one thing, but their sexual impurities should be kept to themselves.*
- *Just because someone is too sensitive shouldn't mean that other peoples freedom of speech is taken away....*
- *LGBTQ people are perverts, period. Back into the closet I say, stay out of my face.*

Suggestions for Other Resources for LGBTQ Students, Faculty and Staff

Students

A number of LGBTQ-identified students seemed *unaware of existing resources* such as the QAC and expressed a *strong desire for more visibility and awareness*: programming that begins at orientation, discussion groups or clubs, etc. Some indicated they found it nearly impossible to find others on campus and asked for programs at orientation, an LGBTQ center on campus, more counseling resources specifically for them, posters and educational campaigns to raise awareness across campus, and more events focusing on LGBTQ students and issues.

Both LGBTQ and non-LGBTQ students discussed a strong interest in more gender-neutral bathrooms but especially in gender-neutral housing options, as illustrated in the following quote from a bisexual female student:

GENDER NEUTRAL HOUSING! So many other colleges have jumped on this bandwagon, why hasn't New Paltz? It's a safe and supportive environment for anyone in the LGBTQ community.

Gender-neutral housing and awareness campaigns so that straight students could be sensitized were the predominant suggestions. Some commented on the importance of faculty/staff in promoting awareness and being upfront about their own sexuality. Both showed concern for the transgender student population.

Many non-LGBTQ (straight) respondents seemed anxious for a supportive environment for LGBTQ students and more awareness programming to help all students become more familiar with LGBTQ issues. Most seemed interested in having a support network available for their LGBTQ friends, more presentations on LGBTQ history and issues, safe zones, and other symbols showing respect for LGBTQ issues. While there were a few negative comments about

special treatment for this group, most comments showed positive concern, as illustrated in the following quote from a straight female student:

Please have information for students that aren't comfortable or don't understand LGBTQ life. It should be a safe learning environment for ALL people, including those that do not agree with the lifestyle.

Straight students were more likely than LGBTQ students to mention the positive impact courses in Women's Studies had had on their understanding of LGBTQ issues.

Faculty and Staff

There seemed to be strong interest among straight employees in being allies and in knowing how to be inclusive and supportive of students and colleagues. The bulk of responses, encouraged more outreach and awareness trainings, along the lines of a *Safe Zone training*, programs conducted by LGBTQ employees, programs on inclusive teaching through the Teaching Learning Center, possibly using externally "packaged" training programs like that available through the Southern Poverty Law Center. A couple of people asked for members of the LGBTQ employee group to be available to talk to classes and/or invite students to its meetings.

There were suggestions of institutional support such as a multicultural center that would address LGBTQ issues as well as other issues of diversity, a living-learning center for LGBTQ students, and a review of policies to ensure they are supportive. There was some encouragement to connect more with the larger community such as the Hudson Valley LGBTQ Center in Kingston and with employees and students at other area colleges.

V. Conclusions and Next Steps

In the months following Tyler Clementi's suicide, Rutgers University's administration and broader campus community responded with changes in university policy and with the introduction of a range of support programs. As described in a recent *New York Times* article (included in its entirety in Appendix 6),

Today, gay, lesbian, bisexual and transgender students and their supports can choose from four specialized housing options...they can now turn for support to the 130 staff and faculty members who have been trained as official campus liaisons, or to the graduates of a new training program for "allies"...(and) this year's edition of the handbook that lists campus resources for "queer issues" is 92 pages long.

The SUNY-New Paltz Campus Climate Survey for LGBTQ Issues provides a comprehensive portrait of how LGBTQ students and employees experience life on campus, and how LGBTQ issues and people are viewed across the broader campus community. Our firm hope is that study findings will contribute to policy change, programs, and resources that will improve the campus climate for LGBTQ students and employees—and diminish the likelihood of an incident like Clementi's suicide on our own campus. In following, we offer summary reflections on the major findings of this survey, as well as our suggestions for next steps.

Transgender: The Most Vulnerable of All

Survey findings indicate that transgender students and employees have the highest level of concern for personal safety and other forms of discrimination. Indeed, the qualitative testimonies of transgender respondents are among the most poignant and at times disturbing registered. While the university has made efforts in this area, study findings suggest that lesbian and gay community members experience a much more supportive campus climate than their transgender counterparts. Gender-neutral bathrooms continue to be a top priority for transgender

people at New Paltz. Moreover, findings indicate that while many people at New Paltz report being comfortable around transgender people, less than half indicate being familiar with transgender issues. Educating the campus community on transgender issues will continue to be a goal and priority for the campus. With education comes understanding and empathy. The campus should continue to support LGBTQ (especially transgender) education through lectures, class offerings, artistic expression, speakers, social action, and collaboration between student groups, faculty and administration.

Creating a safe housing environment for LGTBQ students living in the dorms is currently under discussion and moving toward a pilot program at New Paltz which is a step in the right direction.

Someone to Turn To: Help is Here When You Need It

Student respondents reported classroom incidents where faculty were insensitive or blatantly disrespectful to LGBTQ students. And yet, in these and other cases of observed homophobia or harassment on campus, most did not report what they had seen or heard to faculty or staff. Rather, when incidents like these occur, students turn to each other. In our assessment, this suggests that New Paltz should seriously consider programs such as Safe Zone, i.e., trained faculty and staff who are identified to the campus community.¹⁸ Likewise, creating an “allies” program and/or other student-based groups ties into students’ natural inclination to share information about campus resources with each other.

¹⁸ Safe Zone works as follows: A Safe Zone sign hangs on the office doors of those involved to remind students that there are people to turn to, a trained and sympathetic adult to report these types of incidents to. As well, the person can receive some counseling and provided referrals to specialized services on campus.

Some LGBTQ student training for OL, RA, and other student leadership groups is already in place. However, there could be a much larger inclusion of students into this category.

At Rutgers the student response to the allies program was surprising:

In addition to the over-prescribed training programs, she said she could not even print up enough “ally” lapel pins fast enough; as soon as she sets out a thousand, people snatch them up and ask for more. (Kaminer, *The New York Times*, 9/21/2012)

According to the *Times* article, Rutgers allocated \$70,000 for programs and in support of the Rutgers Center for Social Justice Education and L.G.B.T. Communities. Having a campus center or dedicated staff may be worth considering for our campus. What is clearly missing, however, is campus-wide coordination of efforts to improve LGBTQ campus climate. Individual faculty and staff have organized lectures, films, courses, and other activities, but typically without campus-wide coordination. Recently, the creation of the LGTBQ faculty-staff group is a move in this direction. But this group also remains unofficial, dependent entirely on volunteer work, and without a budget. New Paltz should move toward a more formalized arrangement bringing together LGBTQ faculty staff, straight allies, and student groups.

Bullying: It Happens More Than We Realize

Sadly, bullying does not end with high school. Derogatory comments written on bathroom walls/stalls, negative remarks, insensitive language, and blatant harassment are reported in the survey as on-going concerns for LGTBQ students: *One-quarter* (25%) of survey respondents reported having witnessed bullying behavior. To address the problem of LGBTQ-phobic graffiti, stepped-up efforts to clean, erase, or paint over graffiti in bathrooms (public and dorms) seem warranted. Perhaps the best route for creating a culture of zero tolerance for bullying and harassment may come from the student body. As a Rutgers student reported in the

Times article, “the result is a university where, some students say, the presence of highly visible gay, lesbian, bisexual and transgender students has become just a basic and unexceptional part of campus life.”

Orientation: It’s All About The Expectation

Each June, incoming freshmen attend orientation and are exposed to many of the central issues of college life, including diversity and inclusion expectations. Incoming transfer students—including international students—however, do not have the same kind of orientation experience. New Paltz should consider what mechanism may work toward the end of orienting the new transfer students on issues of diversity, inclusion, and the expectation that homophobic behavior is not welcome on this campus. Additionally, new faculty arriving at New Paltz may benefit from an orientation training on diversity and inclusion on this campus. People arriving from more conservative parts of the country maybe surprised or confused by the openness of the LGBTQ community here. Even more imperative, international faculty may need orientation and follow up mentoring support on how to handle LGBTQ issues that may arise in their classrooms. Some cultural backgrounds may not prepare international faculty for this reality.

Final Thoughts

While New Paltz has much to be proud of for its diverse campus and overall positive campus climate as indicated in survey findings, we must always realize that the world passes through our corridors. Bias, hate, ignorance, and unexpected dangers remain both a perceived risk and a real possibility for out and expressive LGBTQ students, faculty and staff.

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APPENDIX 1
Op-Ed letter to *The New Paltz Oracle*, 10-21-2010

The New Paltz Oracle

OPINION

Pg 13

OP-EDS

Supporting Sexual and Gender Diversity on College Campuses: Why Speaking Out Is Important

New Paltz is fortunate to be a diverse community—a campus where diversity along the lines of class, race, ethnicity, age, gender, sexual orientation, disability and religion is understood as the mark of a vibrant, democratic institution of higher learning. Celebration of and respect for diversity are among our core values and in our interactions with colleagues and students, we honor and act upon these values.

As lesbian, gay, bisexual, transsexual, transgender and queer (LGBTQ) faculty and staff, the campus climate regarding sexual orientation has personal significance for us. And here again, we value our institution's progressive stance on sexual and gender identities which don't fit neatly into our society's dominant cultural categories. The college, for example, includes "sexual orientation" in its official non-discrimination policy; it provides health insurance and other benefits for domestic partners; and it has gender neutral bathrooms for transgender members of our community. These policies and practices have contributed, in our view, to a campus environment where explicit homophobia is rare and, when it appears, not tolerated.

These laudable aspects of the college notwithstanding, we recently find ourselves deeply concerned. The backdrop for our concern is the national discussion about recent suicides by young gay-identified students in the United States. Less than two weeks ago, Rutgers undergraduate Tyler Clementi jumped off the George Washington Bridge after public humiliation linked to his homosexuality. This horrific episode—the fourth nationally publicized gay teen suicide in September—serves as a tragic reminder that some

LGBTQ youth, even on progressive college campuses, continue to feel shame and despair around their sexuality due to a climate of intolerance. This is shocking and painful for us, and we ache for Tyler's family and friends. Even as this tragedy is grieved, violent attacks against young gay males have been reported, including in the metropolitan New York area.

We cannot help but observe that this tragedy has taken place during a national moment in which a mean-spirited rhetoric of intolerance has been on the rise. Here in our own state, this rhetoric has found a popular voice. Last week, for example, the prepared comments of New York state gubernatorial candidate Carl Paladino, included the statements "I don't want [children] brainwashed into thinking homosexuality is an equally valid and successful option - it isn't," and that there is "nothing to be proud of in being a dysfunctional homosexual." Much as we would like to dismiss Paladino (who later backtracked on his comments) as a fringe voice, he remains a viable candidate, and similarly homophobic candidates have appeared around the country. (Perhaps most notoriously, Delaware senatorial candidate Christine O'Donnell recently proposed on ABC News that homosexuality is "an identity disorder"—despite the fact that the American Psychiatric Association and American Psychological Association have considered homosexuality to be a normal variation of human sexuality for nearly four decades). That ignorant, hateful comments like these have gained momentum in 2010 suggests to us that LGBTQ young people, paradoxically, inhabit a world of both growing respect and growing hostility towards sexual diversity.

While we take some comfort in the hope that a suicide like Tyler Clementi's could never happen at New Paltz, we are troubled by the silence over this tragedy here on our own campus. Our concern reflects our firm conviction—proven all too clearly at Rutgers—that gay-positive policy alone doesn't ensure a campus in which gay people feel affirmed and safe. In such times as these, the voices of the students, staff, faculty, administration and broader community need to sound loud a clear message of support, respect and dialogue. Silence is not an option when hate speech, bullying and discrimination are aimed at vulnerable members of our larger community.

We are heartened by the wellspring of vigils, petitions and grassroots activism that have emerged nationally around the recent suicides. As shining examples of some new and longstanding initiatives and resources, check out the "It Gets Better" project (www.youtube.com/user/itgetsbetterproject), The Trevor Project/Suicide Prevention Resources (www.thetrevorproject.org), Gay Lesbian and Straight Education Network (www.glsen.org) and Campus Pride (www.campuspride.org).

We begin here to break the silence with a message to any student or member of the SUNY/New Paltz community who is experiencing the fear, loneliness or discrimination that sometimes comes with being lesbian, gay, bisexual, transsexual, transgender or questioning—any sexual identity that falls outside mainstream heterosexuality. You are indeed in a caring community and there are many gay and straight people here who support you unequivocally.

Karl Bryant
Women's Studies and Sociology Departments
David Cavallaro
Art Department
Mary Beth Collier
Academic Advising
Giordana Grossi
Psychology Department
Morgan Gwenwald
Sojourner Truth Library
Benjamin Junge
Department of Anthropology
Amy Kesselman,
Women's Studies Program
Steve Kitsakos
Department of Theatre Arts
Rachel Mattson
Department of Secondary Education
Emily Puthoff
Art Department/Sculpture Program
Peri Rainbow
Women's Studies Program
Carlton Rounds
Center for International Programs
Purnima Schachter
International Studies
Jason Wrench
Department of Communication & Media
Nicholas Wright
English Department

Columns, op-eds and letters, excluding editorials, are solely the views of the writers and do not necessarily represent the views of *The New Paltz Oracle*, its staff members, the campus and university or the Town or Village of New Paltz.

Letters to the editor and op-eds can be submitted to oracle@newpaltz.edu
or via mail to Student Union 417 by 5 p.m on Sundays.

We ask that letters are no more than 250 words for spacial limitations.

Thursday, October 21, 2010

APPENDIX 2
Formative Research Summary for LGBTQ Campus Climate Survey

Prepared by:
Ben Junge (Anthropology)
Mike Patterson (Student Activities)
Peri Rainbow (Women's Studies, Humanistic/Multicultural Education)

March 3, 2011

LGBTQ Campus Climate Survey Working Group
State University of New York at New Paltz

I. Research Themes

- a. Motivations of LGBTQ faculty and staff for joining the newly established LGBTQ-L listserv;
- b. Experiences as an LGBTQ-identified person at SUNY New Paltz; and
- c. Suggestions for a future, larger-scale LGBTQ campus climate survey.

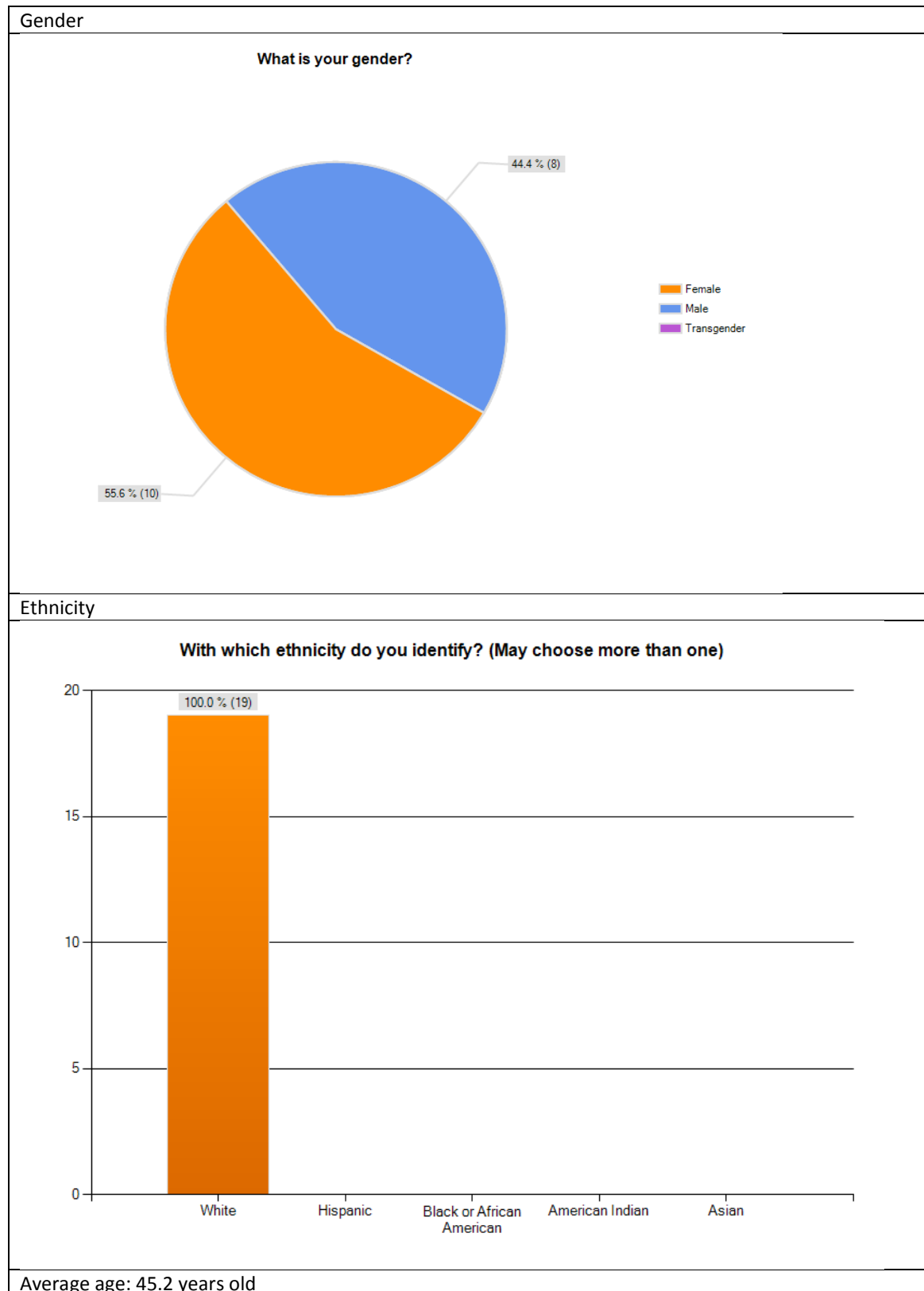
II. Methodology

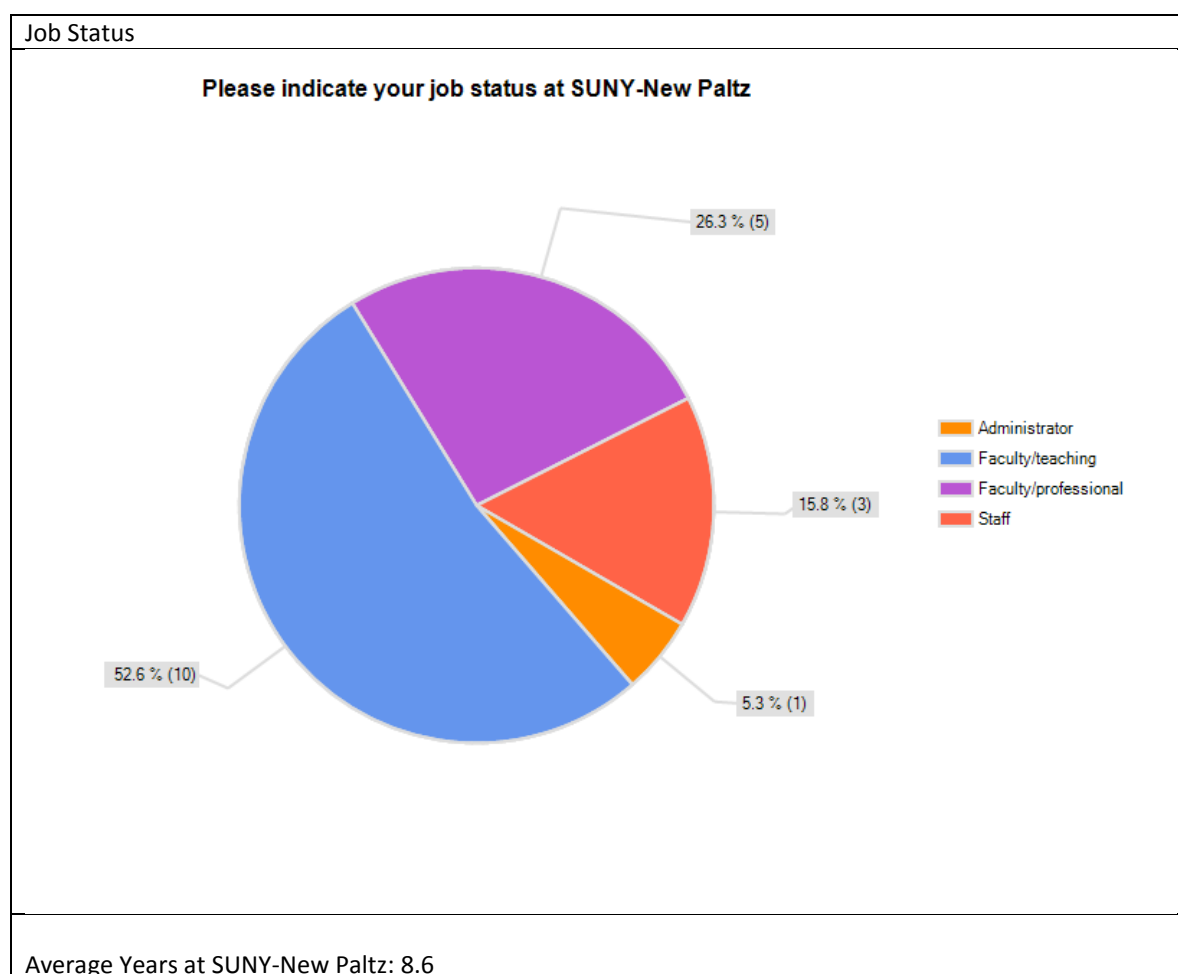
- a. Study population: Subscribers to the LGBTQ-L listserv
- b. Data collection method: Short online survey (SurveyMonkey), using both quantitative and open-ended/qualitative questions
- c. Data collection period: Feb. 8-21, 2011
- d. Sample size: Out of 24 listserv subscribers, 16 individuals (66.7%) responded to the survey.

III. Results

[Next page]

Results 1. Characteristics of the Sample (n=16)





Results 2. Motivations for Joining LGBTQ-L Listserv

Why did you join the LGBTQ faculty-staff listserv?

TOTAL WRITTEN RESPONSES:	15
Communicate/Network/Socialize with other LGBTQ staff:	8
Discuss Local/Regional/National Issues:	5
Support to Students	4
Visibility of LGBTQ employees on campus:	2
Create Sense of Safety/ Reduce Isolation on Campus:	2

When asked about why people chose to join the online listserv, we saw a variety of issues. The top response we heard centered around the opportunity to communicate and interact with other LGBTQ employees on campus. Prior to the development of the group, there was no formal way for LGBTQ faculty and staff to come together and develop a community. One responder stated that, "I'm happy that we have a place to get to know each other, share information, and concerns." Though we saw most respondents mention that developing a community to network and socialize was primary, it was

often connected with ancillary reasons such as talking about campus issues here at New Paltz and around the country. For example, we heard one person state that “I am interested in the formation of a network where people could discuss LGBTQ events or issues related to campus.” Most notable was the tragic incidents at Rutgers University in the fall 2010 semester.

It was important to those that responded that we have a responsibility to be visible and present to the students in our campus community that may be struggling with their own LGBTQ concerns. One respondent stated that “... we need to be better leaders for the students.” Another person stated, “... make sure that we had a visible representation of the campus community and so that the students had better, visible, organized, and identifiable adults as mentors, advocates, and supporters.” It is also important to mention that some responders feel isolated on campus and that developing this community was an opportunity to “create a sense of safety for myself.”

Results 3. Experiences as an LGBTQ-identified person at SUNY New Paltz

Briefly share with us your experience as an LGBTQ-identified person at SUNY New Paltz.

Half of the respondents described their experience as an LGBTQ-identified person at SUNY New Paltz as “generally positive” or “a non-issue.” “I have not experienced any obvious bias in my work or travels on campus.”

Eight of the fifteen respondents noted a feeling of isolation, loneliness, and surprise at the lack of community, visibility, and sensitivity to LGBTQ individuals and concerns here. One respondent wrote that there is “no LGBTQ paper, website, events, connection to other schools, and little is done to connect to larger issues across the nation or internationally.” Another respondent, speaking of the importance of visibility and fear of a glass ceiling for promotions stated “I do not know of one LGBTQ person in a major leadership position on campus.”

One respondent found “the general atmosphere provincial and annoyingly heterosexist.” This attitude may have been exemplified by another respondent, who wrote that a colleague in her/his department claimed s/he was helping a particular student out of a jam because of their shared “alternative lifestyle.”

Three respondents out of fifteen wrote about negative experiences they encountered with the Department of Human Resources in regards to domestic partner and same-sex marriage benefits, using words including “distant, dismissive, and uncomfortable” to describe HR staff behavior towards them. One respondent commented on the university’s policy regarding same-sex marriage benefits, and found Human Resource staff “to be complicit and unconcerned about enforcing discriminatory practices.”

Results 4. Suggestions for LGBTQ Campus Climate Survey

What themes or issues do you think should be included on a survey to assess the campus climate for LGBTQ individuals?

- 1) General Issues
 - a. Visibility of LGBTQ people, groups, and activities on campus
 - i. Where does one go for info?
 - b. Types of LGBTQ training and information offered on campus
 - c. How gender, race/ethnicity, age, and class shape experiences of LGBTQ-identified campus members
 - d. What support exists for students and employees living with HIV?
 - e. What role should New Paltz play in the national discussion regarding LGBTQ rights, culture, and leadership?
 - f. Possible benefits of establishing links with LGBTQ groups and projects elsewhere in the Hudson Valley
- 2) Specific Groups
 - a. LGBTQ-identified Students
 - i. Experiences of isolation
 - ii. Experiences of homophobia and discrimination
 - iii. Financial aid issues related to failures in family acceptance
 - iv. When they go home from school, how do they manage homophobic situations and hostile families?
 - v. Acceptance-level for transgender students
 - vi. Access to resources
 - vii. How best to provide services specifically to our LGBTQ students?
 - viii. When you applied to New Paltz what had you been told about New Paltz and the campus climate for LGBTQ individuals?
 - b. LGBTQ-identified Employees
 - i. Comfort level in being “out” in the workplace
 - ii. How to make the new-employee orientation process more LGBTQ-sensitive?
 - iii. The possible value/role of an LGBTQ group(s) and/or Center on campus
 - iv. Awareness of LGBTQ-related Human Resources and Equality Policies (e.g., Domestic Partners do not have equal rights nor explicit resources for them as employees)
 - v. Differing needs and experience of staff, faculty, and upper admin, and implications for the relative safety and comfort of each group
 - vi. Social connection opportunities
- 3) Other Issues
 - a. Reaching departments where email is not generally used (Operations/Custodial).
 - b. Will this survey target the entire SUNY-New Paltz community or just LGBTQ-identified individuals?
 - i. If so, important to address their level of awareness, their homophobic beliefs, and the nature and origins of their fears or discomfort about non-normative sexualities
 - ii. Also important to consider how non-LGBTQ folks can contribute to positive change
 - c. How to attract LGBTQ employees and students to our campus
 - d. How can the administration make statements of institutional support?

APPENDIX 3

Scholarship Review

The text below is adapted from Brown, Clarke, Gortmaker, and Robinson-Keilig's comprehensive 2004 review of LGBTQ campus climate research, published in the *Journal of College Student Development*.

Researchers have been studying campus environments for more than decades (Pace, 1963; Stern, 1958). In recent years, such studies have focused on describing the campus environment for specific campus populations such as women and ethnic minorities, using the term *campus climate*. Conclusions have been drawn as to whether the campus climate is chilly or hostile for a specific population (Hall & Sandler, 1982). Indicators of the campus climate for lesbian, gay, bisexual, transgender and queer-identified (LGBTQ) students include the students' perceptions of the discrimination and harassment they experience and the resulting fear these experiences evoke, as well as attitudes of other members of the campus community toward LGBTQ persons and issues (Evans & Rankin, 1998). Reviews of published campus climate studies for LGBTQ students universally indicate that these students experience discrimination, harassment, and fear and that the campus climate for them is chilly at best (Evans, 2002; Rankin, 2004).

LGBTQ students are the primary respondents in campus LGBTQ climate studies with most reporting having experienced harassment or discrimination (ranging from verbal insults to physical assaults) because of their sexual orientation. The impact on LGBTQ students is fear and hyper-vigilance (D'Augelli, 1989, 1992; Eliason, 1996; Evans, 2002; Reynolds, 1989; Rhoads, 1995). Seldom, however, are their perceptions compared with how other members of the campus community view LGBTQ issues and concerns. The proposed research aims to address this lacuna in scholarship to date. Hogan and Rentz (1996) compared the attitudes of faculty members and student affairs staff members and found student affairs staff members to be more supportive regarding LGBTQ issues than faculty members were. D'Augelli (1989) and Sanford and Engstrom (1995) reported the attitudes of residence hall assistants

(RAs), believing they were campus community members who could have an impact on the LGBTQ campus climate.

Sex is the personal characteristic examined most often in studies of attitudes toward gay men and lesbians among the general population and in a college setting. Most researchers have reported that women generally are more tolerant than men (e.g., Bosow & Johnson, 2000). College women have also been reported to be more responsive to intervention and programming efforts (Nelson & Krieger, 1997). The few studies that examined attitudes toward LGBTQ persons that looked at academic class of the students (D'Augelli & Rose, 1990) found freshmen students significantly more negative toward LGBTQ persons and issues than were students in other classes. Though the academic discipline of faculty members appears to be related to how faculty respond to numerous issues in higher education (e.g., perspectives on curricular reform, Lattuca & Stark, 1994; grading beliefs, Barnes, Bull, & Campbell, 2001), no published studies were found regarding the relationship of the faculty's academic discipline and their attitudes toward LGBTQ persons and issues.

APPENDIX 4
Institutional Review Board Approval



New Paltz
STATE UNIVERSITY OF NEW YORK

Office of Sponsored Programs

INSTITUTIONAL REVIEW BOARD

Proposal Review Notice

Principal Investigator(s): Benjamin Junge

Mailing Address: SUNY New Paltz
Anthropology Department
WSB 124
New Paltz, NY 12561

Faculty Sponsor: N/A

Project Title: Opinions on Sexual Orientation: A New Paltz Campus Survey

Protocol #: 2011-076

Date: October 24, 2011

Committee Action:

XXX APPROVED EXPEDITED XXX EXEMPT CATEGORY NO. 101 (B2)

If a non-exempt project extends beyond twelve months, the **Application for Continued Approval/Final Report** form must be submitted to the IRB for review and approval two months prior to end date of the project period.

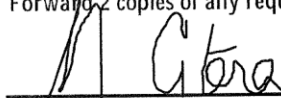
A copy of your approved consent form has been enclosed, if applicable. Use the stamped copy in your consent process and provide a copy to each of your subjects. No changes may be made to the stamped copy without IRB approval.

Changes in approved research must be reported promptly and are not initiated without IRB approval except when necessary to eliminate apparent immediate hazards to the subject. SUNY New Paltz and the IRB must report investigator non-compliance to institutional officials, the Federal Office for Human Research Protections and other agencies as required.

Research investigators are responsible for reporting promptly to the IRB any injuries to human subjects, any adverse effects and events experienced by human subjects, and/or any unanticipated problems involving risks to human research subjects or others in any covered research. Serious or continuing non-compliance with Federal, institutional, or IRB requirements, is grounds for suspension or termination of IRB approval.

When your study has been completed, you must file a final report with the IRB in care of the Office of Sponsored Programs. Use the form mentioned above, Appendix G-Application for Continued Approval/Final Report.

Forward 2 copies of any requested revisions to Office of Sponsored Programs, H AB 805.



Dr. Maryalice Citra, Chair, Institutional Review Board

October 24, 2011

Date

rev. 9/01

For IRB use only:

Documentation of training has been submitted:

☒ Yes

☐ No

APPENDIX 5 Survey Instrument



Climate Survey Final Draft

Created: November 04 2011, 11:24 AM
Last Modified: November 04 2011, 2:21 PM
Design Theme: Clean
Language: English
Button Options: Custom: Start Survey: "Start Survey!" Submit: "Submit"
Disable Browser "Back" Button: False

Climate Survey Final Draft

Page 1 - Question 1 - Choice - One Answer (Bullets)

[Mandatory]

To be eligible to participate in this survey, you must be a current SUNY-New Paltz student or employee, and you must be at least 18 years of age. By clicking below, you indicate that you are eligible according to these criteria.

- ☐ Yes, I have read the information and want to participate in the survey.
- ☐ No, I do not wish to participate. **[Screen Out]**

Page 2 - Question 2 - Choice - Multiple Answers (Bullets)

[Mandatory] [Up To 4 Answers]

Below is a list of terms that people often use to describe their gender. Please select the term or terms you feel best apply to you.

- ☐ Woman **[Skip to 5]**
- ☐ Man **[Skip to 5]**
- ☐ Transgender **[Skip to 4]**
- ☐ Intersex **[Skip to 5]**
- ☐ Transsexual **[Skip to 5]**
- ☐ Genderqueer
- ☐ Other

Page 3 - Question 3 - Open Ended - Comments Box

If you would like, please tell us how you describe your gender in the space below.

Page 4 - Question 4 - Choice - One Answer (Bullets)

How comfortable are you using campus restrooms?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Neither comfortable nor uncomfortable
- ☐ Uncomfortable
- ☐ Very uncomfortable

If you would like, please share with us any reflections on your experiences as a transgender person on this campus.

Do you feel your professor(s) respect your preferred name and preferred gender pronouns?

- ☐ Yes
☐ No

[Mandatory]

Are you currently in a relationship?

- ☐ Yes
☐ No [Skip to 7]

Which of the following terms best describes your relationship status?

- ☐ Married/civil union
☐ Co-habiting (living with your partner(s))
☐ Engaged
☐ Dating (but not living with a partner)
☐ Other, please specify

[Randomize]

Please rate your level of agreement with each of the following statements about homosexuality.

	Strongly agree	A g r e e	Neither agree nor disagree	D i s a g r e e	Strongly disagree
I am comfortable around lesbian, gay, and bisexual individuals.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I support the right to same-sex marriage.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I support the right of same-sex couples to adopt children.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I am comfortable around transgender individuals.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

[Randomize]

The following are possible beliefs about homosexuality. Please tell us how much you agree or disagree with each of the following statements.

	Strongly agree	A g r e e	Neither agree nor disagree	D i s a g r e e	Strongly disagree
Homosexuality is a sin.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Homosexuality is a choice.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Homosexuality is a mental illness.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

We would like to ask you about your comfort level with women and men whose appearance and behavior differ from what is traditionally considered "feminine" and "masculine." Please rate your level of agreement with each of the following statements about gender.

	Strongly agree	A g r e e	Neither agree nor disagree	D i s a g r e e	Strongly disagree
I am comfortable when a man's appearance or behavior are not masculine.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I am comfortable when a woman's appearance or behavior are not feminine.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

How familiar are you with transgender issues?

- ☐ Very familiar
- ☐ Familiar
- ☐ Somewhat familiar
- ☐ Not very familiar
- ☐ Not familiar at all

[Randomize]

The following is a list of some of the campus training/information available at other colleges/universities. Please rank them in order of importance to you.

Counseling staff with special training in LGBTQ issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender-neutral campus bathrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ-specific courses offered through various departments and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical personnel with special training in LGBTQ issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printed materials with information about LGBTQ resources for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A way to be matched with an LGBTQ-friendly roommate when applying for campus housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation/gender identity issues are covered in new faculty/staff orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The inclusion of "sexual orientation" in official university materials about diversity and multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on LGBTQ issues and concerns for residence life, professional and student staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Randomize]

The following is a list of some of the campus resources available at other colleges/universities. Please rank them in order of importance to you.

A Gay-Straight alliance student group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An LGBTQ Campus Center/dedicated staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A standing advisory committee that deals with LGBTQ issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A network of visible people on campus who serve as allies/advocates for LGBTQ people and concerns (e.g., Safe Space, Safe Zone, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate which, if any, of the following behaviors you've observed on this campus in the past 12 months, prior to 12 months ago, or never.

	In the past 12 months	Prior to 12 months ago	N e v e r
LGBTQ individuals treated with respect by students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
LGBTQ individuals treated with respect by faculty	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
LGBTQ individuals treated with respect by administrators or staff	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

Programs and resources on LGBTQ issues on campus	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3
LGBTQ individuals openly expressing themselves	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3
Campus employees demonstrating a positive awareness of LGBTQ issues	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3

Page 12 - Question 16 - Rating Scale - Matrix

Please indicate which, if any, of the following behaviors you've observed on this campus in the past 12 months, prior to 12 months ago or never.

	In the past 12 months	Prior to 12 months ago	N	e	v	e	r
A professor making negative remarks about LGBTQ people or issues in a classroom setting	<input type="radio"/>	1 <input type="radio"/>	2	<input type="radio"/>			3
A student making negative remarks about LGBTQ people or issues in a classroom setting	<input type="radio"/>	1 <input type="radio"/>	2	<input type="radio"/>			3
A coworker/colleague making negative remarks about LGBTQ people or issues in a professional/work setting (for example, in a meeting)	<input type="radio"/>	1 <input type="radio"/>	2	<input type="radio"/>			3
A student being bullied or intimidated because of their perceived sexuality	<input type="radio"/>	1 <input type="radio"/>	2	<input type="radio"/>			3
A professor or staff member being bullied or intimidated because of their perceived sexuality	<input type="radio"/>	1 <input type="radio"/>	2	<input type="radio"/>			3
Something negative written or drawn something about LGBTQ people or issues in a public space on campus (for example, a derogatory term written on a wall or bathroom stall)	<input type="radio"/>	1 <input type="radio"/>	2	<input type="radio"/>			3

Page 12 - Question 17 - Open Ended - Comments Box

If you would like, please tell us in your own words about behaviors directed toward LGBTQ persons which you have observed on this campus. Please include roughly when the incident(s) took place.

Page 13 - Question 18 - Choice - Multiple Answers (Bullets)

For any of the behaviors described above which you observed during the past year, did you or anyone else communicate the incident(s) to any of the following? (Please select all that apply).

- ☐ A friend
- ☐ A colleague
- ☐ The dean of students or dean of academic advising
- ☐ A professor or academic advisor
- ☐ A faculty colleague
- ☐ Residence Life staff
- ☐ Human Resources
- ☐ The police
- ☐ A counselor or therapist
- ☐ None
- ☐ Other, please specify

Page 13 - Question 19 - Choice - Multiple Answers (Bullets)

[Up To 8 Answers]

During the past year, did you participate in any of the following? (Please select all that apply.)

- ☐ Making negative remarks about LGBTQ people or issues in a classroom setting
- ☐ Making negative remarks about LGBTQ people or issues in a professional/work setting (for example, in a meeting)
- ☐ Intimidating a student because they were LGBTQ
- ☐ Intimidating a coworker/colleague because they were LGBTQ

- ☐ Ignoring or excluding a student because they were LGBTQ
- ☐ Ignoring or excluding a coworker/colleague because they were LGBTQ
- ☐ Writing or drawing something negative about LGBTQ people or issues in a public space on campus (for example, a derogatory term written on a wall or bathroom stall)
- ☐ I have not participated in any of these behaviors.

Page 14 - Question 20 - Choice - One Answer (Bullets)

Please choose the option from the following list that best describes your sexual/romantic interests.

- ☐ Only attracted to women
- ☐ Mostly attracted to women
- ☐ Attracted equally to women and men
- ☐ Mostly attracted to men
- ☐ Only attracted to men
- ☐ Not sure
- ☐ Other, please specify

Page 14 - Question 21 - Choice - Multiple Answers (Bullets)

From the list of terms below, select any that match how you view yourself. (Please select all that apply.)

- ☐ Masculine
- ☐ Feminine
- ☐ Androgynous
- ☐ Other
- ☐ None of the above

Page 14 - Question 22 - Open Ended - Comments Box

If you have faced any difficulties on this campus due to the characteristic(s) you selected in the question above (that is, how you express your gender), please tell us about them in the space provided below.

Page 15 - Question 23 - Choice - One Answer (Bullets)

[Mandatory]

Please indicate your primary status at New Paltz.

- ☐ Student
- ☐ Employee [\[Skip to 30\]](#)

Page 16 - Question 24 - Choice - One Answer (Bullets)

Are you a full- or part-time student?

- ☐ Full-time student
- ☐ Part-time student

Are you an undergraduate or graduate student?

- ☐ Undergraduate
- ☐ Graduate [\[Skip to 18\]](#)

What year are you?

- ☐ First year
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Please indicate the academic division of your major or study area.

- ☐ College of Liberal Arts & Sciences
- ☐ School of Business
- ☐ School of Education
- ☐ School of Fine & Performing Arts
- ☐ School of Science & Engineering
- ☐ The Graduate School

What is your overall cumulative grade point average (GPA) at New Paltz?

- ☐ 3.5-4.0
- ☐ 3.0-3.49
- ☐ 2.5-2.99
- ☐ 2.0-2.49
- ☐ Below 2.0
- ☐ Not applicable or do not know

What is your current living situation?

- ☐ Residence hall/dormitory
- ☐ Residence (house, apartment, etc.) within walking distance of the college
- ☐ Residence (house, apartment, etc.) within driving distance of the college
- ☐ None of the above

Please indicate in which of the following extracurricular activities you participate. (Please check all that apply.)

- ☐ Intercollegiate sports team
- ☐ Intramural sports or sports club
- ☐ Student association or residence hall group

- ☐ Church or religious group
- ☐ Subject-matter clubs, such as science, history, language, business, art
- ☐ A political, social or ethnic/cultural group
- ☐ Performing arts group
- ☐ Sorority or fraternity
- ☐ Other
- ☐ None

Page 19 - Question 31 - Choice - Multiple Answers (Bullets)

During the past year, have you done any of the following? (Select all that apply.)

- ☐ Attended a meeting of the Queer Action Coalition
- ☐ Attended an LGBTQ-oriented student event on campus
- ☐ Took a class about gender
- ☐ Took a class about sexuality

Page 19 - Question 32 - Choice - Multiple Answers (Bullets)

Do you know anyone on campus who identifies as LGBTQ? (Check all that apply.)

- ☐ Another student
- ☐ A professor
- ☐ A staff member (not a professor)
- ☐ Self

Page 20 - Question 33 - Rating Scale - Matrix

Please rate your level of agreement with each of the following statements about the campus climate for LGBTQ students at New Paltz.

	Strongly agree	A g r e e	Neither agree nor disagree	D i s a g r e e	Strongly disagree
LGBTQ students are treated with respect on this campus.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
LGBTQ students can be comfortably "out" on this campus.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The campus atmosphere for LGBTQ students is oppressive.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The institution as a whole provides a supportive environment for LGBTQ students.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Things other students say suggest a lack of awareness about LGBTQ issues.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Things professors say suggest a lack of awareness about LGBTQ issues.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Things staff say suggest a lack of awareness about LGBTQ issues.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Page 20 - Question 34 - Choice - One Answer (Bullets)

Do you ever use the expression "that's so gay," in a playful manner?

- ☐ Yes
- ☐ No

Page 21 - Question 35 - Choice - One Answer (Bullets)

[Mandatory]

Below is a list of terms that people often use to describe their sexuality or sexual orientation. You may or may not be familiar with these terms. Please select the term you feel best applies to you.

- ☐ Straight/Heterosexual [Skip to 38]

- ☐ Gay [Skip to 24]
- ☐ Lesbian [Skip to 24]
- ☐ Homosexual [Skip to 24]
- ☐ Bisexual [Skip to 23]
- ☐ Queer [Skip to 24]
- ☐ Pansexual [Skip to 24]
- ☐ None [Skip to 38]
- ☐ Other

Page 22 - Question 36 - Open Ended - Comments Box

In the space provided, please tell us how you identify:

[Skip Unconditionally to 24]

Page 23 - Question 37 - Open Ended - Comments Box

If you would like, please share with us any reflections your experiences as a bisexual person on this campus.

Page 24 - Question 38 - Choice - One Answer (Bullets)

[Mandatory]

Overall, would you say you are "out on campus"?

- ☐ Yes [Skip to 26]
- ☐ No

Page 24 - Question 39 - Rating Scale - Matrix

[Randomize]

How concerned are you about the following possible consequences of being out?

	Very concerned		Concerned		Neither concerned nor unconcerned		Unconcerned		Very Unconcerned	
It would bias professors' evaluation of my academic work	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5
It would create problems in my living situation.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5
I would worry about physical harm.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5
My family would find out.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5
I would lose friends.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5

Page 25 - Question 40 - Open Ended - Comments Box

If you would like to share any reflections on the circumstances or reasons for not being out on campus, please feel free to use to the space below.

[Skip Unconditionally to 38]

Page 26 - Question 41 - Choice - Multiple Answers (Bullets)

[Randomize] [Up To 8 Answers]

Are you “out” to the following people/in the following settings? (Check all that apply.)

- ☐ To your advisor
- ☐ To your professors
- ☐ To your roommates/housemates
- ☐ To your parents
- ☐ To your close friends
- ☐ To students around campus
- ☐ In classroom settings
- ☐ In the workplace

Page 26 - Question 42 - Choice - One Answer (Bullets)

We would like to ask you if you ever felt that you received a low performance evaluation from a professor on this campus due to being LGBTQ. Please indicate whether this has happened to you within the past 12 months, prior to 12 months ago, or never.

- ☐ Within the past 12 months
- ☐ Prior to 12 months ago
- ☐ Both, within the past 12 months and prior
- ☐ Both, within the past 12 months and prior

Page 26 - Question 43 - Choice - One Answer (Bullets)

How comfortable would you be being seen with a same-sex partner on campus?

- ☐ Very comfortable (comfortable, regardless of who was around)
- ☐ Comfortable (comfortable, in most campus areas)
- ☐ Neither comfortable nor uncomfortable
- ☐ Uncomfortable (uncomfortable, in most campus areas)
- ☐ Very uncomfortable (uncomfortable, regardless of who was around)

[Skip Unconditionally to 38]

Page 27 - Question 44 - Rating Scale - Matrix

[Randomize]

We would like to ask you about your experiences you may have had on this campus due to being LGBTQ identified. Please indicate whether any of the following has happened to you on this campus within the past 12 months, prior to 12 months ago, or never.

	Within the past 12 months	Prior to 12 months ago	Both, within the past 12 months and prior	N	e	v	e	r
You feared for your physical safety.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>				4
You felt isolate or left out when work in groups was required.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>				4
You felt that your concerns were invisible, ignored or left out of discussion.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>				4
You experienced verbal harassment (name-calling, threats, etc. directed at you).	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>				4
You experienced physical harassment (being pushed, shoved, etc.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>				4

You experienced physical assault (punched, kicked, injured with a weapon, etc.).	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You were singled out as the "resident authority" on LGBTQ issues.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4

Page 27 - Question 45 - Open Ended - Comments Box

Please feel free to use space provided below to tell us any forms of harassment you have experienced on campus during the past year due to your sexual orientation.

Page 28 - Question 46 - Choice - Multiple Answers (Bullets)

[Up To 4 Answers]

While hanging out in the village of New Paltz (off-campus), have you ever experienced any forms of harassment by any of the following? (Please select all that apply).

- ☐ Other New Paltz students
- ☐ College students from other campuses
- ☐ Business owners
- ☐ Town residents
- ☐ Other, please specify

Page 28 - Question 47 - Choice - One Answer (Bullets)

As an LGBTQ student, how comfortable have your campus experiences with roommates been to date?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Neither comfortable nor uncomfortable
- ☐ Somewhat uncomfortable
- ☐ Very uncomfortable

Page 29 - Question 48 - Rating Scale - Matrix

[Randomize]

Please rate your level of agreement with each of the following statements about the campus climate for LGBTQ students at New Paltz.

	Strongly agree	A g r e e	Neither agree nor disagree	D i s a g r e e	Strongly disagree
I feel that I am part of an LGBTQ community.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I know where to look on this campus for support on LGBTQ concerns.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
I feel I have to explain my LGBTQ identity to my professors.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Lesbian/gay/bisexual/queer students have a visible presence on this campus.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Transgender students have a visible presence on this campus.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
People assume that I am heterosexual.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

Page 30 - Question 49 - Choice - One Answer (Bullets)

What is your position at New Paltz?

- ☐ Academic Faculty
- ☐ Professional Faculty

- ☐ Classified Staff
- ☐ Management Confidential
- ☐ Other

Page 30 - Question 50 - Choice - One Answer (Bullets)

Please indicate your academic division/affiliation at New Paltz.

- ☐ College of Liberal Arts & Sciences
- ☐ School of Business
- ☐ School of Education
- ☐ School of Fine & Performing Arts
- ☐ School of Science & Engineering
- ☐ Sojourner Truth Library or other academic support services
- ☐ Student Affairs or other student support services
- ☐ Facilities or other administrative support services
- ☐ Other

Page 30 - Question 51 - Choice - One Answer (Bullets)

How many years have you worked at New Paltz?

- ☐ Less than five years
- ☐ 5 -10 years
- ☐ 11- 20 years
- ☐ More than 20 years

Page 30 - Question 52 - Choice - One Answer (Bullets)

Do you have tenure or permanent appointment?

- ☐ Yes
- ☐ No

Page 31 - Question 53 - Choice - Multiple Answers (Bullets)

Do you know anyone on campus who identifies as LGBTQ? (Please check all that apply.)

- ☐ A student or students
- ☐ A co-worker/colleague within my department
- ☐ A co-worker/colleague outside of my department
- ☐ My supervisor or chair

Page 31 - Question 54 - Rating Scale - Matrix

[Randomize]

Please rate your level of agreement with each of the following statements about the campus climate for LGBTQ faculty and staff at New Paltz.

	Strongly agree	A	g	r	e	e	Neither agree nor disagree	D	i	s	a	g	r	e	Strongly disagree
LGBTQ faculty and staff are treated with respect on this campus.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1					
LGBTQ faculty and staff can be comfortably "out" on this campus.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1					
LGBTQ students are treated with respect on this campus.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1					
LGBTQ students can be comfortably "out" on this campus.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1					
The campus atmosphere for LGBTQ faculty and staff is oppressive.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1					

Things my coworkers/colleagues say suggest a lack of awareness about LGBTQ issues.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1
The institution as a whole provides a supportive environment for LGBTQ employees.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1
My work environment is LGBTQ-friendly.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1

Page 31 - Question 55 - Choice - One Answer (Bullets)

Have you ever seen a photograph of a coworker or colleague's same-sex partner in your work environment (for example, on their desk)?

- ☐ Yes
- ☐ No

Page 32 - Question 56 - Choice - One Answer (Bullets)

[Mandatory]

Below is a list of terms that people often use to describe their sexuality or sexual orientation. Some of these terms may or may not be familiar to you. Please select the term you feel best applies to you.

- ☐ Straight/Heterosexual [Skip to 38]
- ☐ Gay
- ☐ Lesbian
- ☐ Homosexual
- ☐ Bisexual
- ☐ Queer
- ☐ Pansexual
- ☐ None [Skip to 38]
- ☐ Other

Page 33 - Question 57 - Choice - One Answer (Bullets)

[Mandatory]

Overall, would you say you are "out on campus"?

- ☐ Yes [Skip to 35]
- ☐ No

Page 34 - Question 58 - Open Ended - Comments Box

If you would like to share any reflections on the circumstances or reasons for not being out on campus, please feel free to use to the space below.

Page 35 - Question 59 - Choice - Multiple Answers (Bullets)

Are you "out" to the following people/in the following settings? (Check all that apply.)

- ☐ To your chair or supervisor
- ☐ To coworkers/colleagues in your area/department
- ☐ To coworkers/colleagues outside your area/department
- ☐ To students
- ☐ To clerical/facilities [CSEA] staff
- ☐ To members of the administration

How concerned are you about the following possible consequences of being out?

	Very concerned		Concerned		Neither concerned nor unconcerned		Unconcerned		Very Unconcerned	
It would bias the evaluation of my work/performance.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5
It would create tension with my coworkers/colleagues.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5
I would worry about physical harm.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5
I would lose friends.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4	<input type="radio"/>	5

We would like to ask you if you about two experiences you may have had on this campus due to being LGBTQ identified. Please indicate whether either has happened to you within the past 12 months, prior to 12 months ago, both 12 months ago and prior, or never.

	Within the past 12 months		Prior to 12 months ago		Both, within the past 12 months and prior		Both, within the past 12 months and prior	
You received a low performance evaluation from supervisor, dean, or chair.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You didn't get a raise or weren't promoted.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4

Please rate your level of agreement with each of the following statements.

	Strongly agree		A g r e e		Neither agree nor disagree		D i s a g r e e		Strongly disagree	
I fear job loss because of my sexual orientation.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1
I would be comfortable displaying a photograph of my same-sex partner in my work area.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1
I would be comfortable bringing my same-sex partner to a college event or activity (e.g., holiday party, lectures, sports event, etc.)	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1
Many of my coworkers/colleagues assume that I am straight.	<input type="radio"/>	5	<input type="radio"/>	4	<input type="radio"/>	3	<input type="radio"/>	2	<input type="radio"/>	1

We would like to ask you about experiences you may have had on this campus due to being LGBTQ. Please indicate whether any of the following has happened to you on this campus within the past 12 months, prior to 12 months ago, or never. (Select all that apply.)

	Within the past 12 months		Prior to 12 months ago		Both, within the past 12 months and prior		N e v e r	
You feared for your physical safety.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You felt isolated or left out when work was required in groups.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You felt that your concerns were invisible, ignored or left out of discussion.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You experienced verbal harassment (name-calling, threats, etc. directed at you).	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You experienced physical harassment (being pushed, shoved, etc.)	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You experienced physical assault (punched, kicked, injured with a weapon, etc.).	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4
You were singled out as the "resident authority" on LGBTQ issues.	<input type="radio"/>	1	<input type="radio"/>	2	<input type="radio"/>	3	<input type="radio"/>	4

Please feel free to use the space provided to describe any forms of harassment may you have experienced on campus during the past year due to your sexual orientation.

Indicate if you are of Hispanic or Latino background.

- ☐ Yes
- ☐ No
- ☐ Prefer not to respond

Indicate your race. Mark all that apply. (Leave blank if none of these apply to you.)

- ☐ American Indian/ Alaska Native
- ☐ Asian
- ☐ Black/ African American
- ☐ Native Hawaiian/ Other Pacific Islander
- ☐ White
- ☐ Prefer not to respond

Which of the following best describes your political views?

- ☐ Very liberal
 - ☐ Liberal
 - ☐ Moderate
 - ☐ Conservative
 - ☐ Very conservative
 - ☐ Other, please specify
-

Please indicate your sex at birth.

- ☐ Female
 - ☐ Male
 - ☐ Other, please specify
-

What did you think of this survey?

- ☐ Very interesting
- ☐ Interesting
- ☐ Neither interesting nor uninteresting
- ☐ Uninteresting
- ☐ Very uninteresting

If you have any additional reflections or experiences regarding LGBTQ issues, please feel free to share them in the space below.

Do you have any suggestions for other resources for LGBTQ students, faculty and staff (i.e., resources not mentioned in the survey)?

If you would like to enter your e-mail address in order to enter the drawing, please select "yes". You will be taken to a separate website, (not part of this survey) order to enter your e-mail address.

- ☐ Yes, I would like to enter the drawing. [\[Skip to End\]](#)
- ☐ No, I would not like to enter the drawing. [\[Screen Out\]](#)

Redirect: <http://www.zoomerang.com/Survey/WEB22DPF9QQMZQ>

Standard

Standard

APPENDIX 6

New York Times Article on Rutgers University, 9-21-2012

After Clementi's Suicide, Rutgers Embraces Its Gay and Trans...
<http://www.nytimes.com/2012/09/22/nyregion/after-clementis-s...>

The New York Times

September 21, 2012

Since Suicide, More Resources for Transgender and Gay Students

By ARIEL KAMINER NEW BRUNSWICK, N.J. — It has been two years since Tyler Clementi, a gay freshman at [Rutgers University](#), committed suicide after learning that his roommate had ridiculed his sexuality and invited friends to spy on him and another man through a webcam. That terrible episode brought the school national attention, none of it welcome: previously known as a large and diverse state school, Rutgers became associated with homophobia and cruelty.

But today, gay, lesbian, bisexual and transgender students and their supporters can choose from four specialized housing options, three of them new, ranging from a service to pair them with like-minded roommates to Rainbow Perspectives, a floor in a residence hall organized around common interests. They can now turn for support to the 130 staff and faculty members who have been trained as official campus liaisons, or to the graduates of a new training program for “allies,” whose inaugural session is already booked to capacity. This year’s edition of a handbook that lists campus resources for “queer issues” is 92 pages long.

And this week, Campus Pride, an organization that rates schools based on the inclusiveness of their policies, upgraded Rutgers’s main campus in New Brunswick to the maximum rating, five stars. Out of the 32 possible categories in which a school can distinguish itself, Rutgers scored in 31.

Rutgers has a long history of inclusiveness; when the Rutgers Homophile League was founded in 1969, for example, it was among the first such student groups in the nation. But since Mr. Clementi’s death on Sept. 22, 2010, the university has increased its efforts, propelled by a vocal campus community, an energetic administrator and an urgent need for damage control.

Even some of the students have been startled by the strength of Rutgers’s

embrace.

In 2011, shortly before the start of her first year at Rutgers, Nicole Margolies was talking with a housing supervisor when she blurted out: “I’m transgender, and I don’t know what to do about it. Where do I go?” Nick, as the student is now known, feared he might not even be allowed on campus. Instead, he said, when he got there the name on his dorm room door was up-to-date. His professors addressed him as “he.” And no one made him feel it was anything other than normal.

“Boom,” he said. “Mind blown.”

At the center of all this activity is Jenny Kurtz, the head of the [Rutgers Center for Social Justice Education and L.G.B.T. Communities](#). Speaking in mile-a-minute uptalk, she sounds like an especially caffeinated undergraduate. But with her blonde bob, oversize dark glasses and stacked heels, she looks more like a junior Hollywood agent and stands out easily on a laid-back campus of baseball hats and jeans.

Ms. Kurtz said one of the big priorities of her job was to “create allies” — people whose identities do not correspond to any of the initials in her portfolio, but who consider themselves friendly to the cause or causes and want to learn more about how to help.

That effort, which as with the center’s other projects comes out of a discretionary budget of \$70,000 this year (up from \$40,500 the year before Mr. Clementi died), seems to be wildly successful. In addition to those oversubscribed training programs, she said she could not even print up “ally” lapel pins fast enough; as soon as she sets out a thousand, people snatch them up and ask for more.

But beyond gay and transgender students themselves, and the concentric circle of those who actively position themselves as allies, it is not clear how far the center’s message has gotten. Ms. Kurtz said she had yet to meet anyone who was less than supportive.

But Rutgers is, after all, a university of 59,000 students across several campuses.

Stefan Koekemoer, a medieval studies major who graduated last year, said he heard numerous homophobic slurs over the years. “I almost followed these two dudes because they were snickering and pointing” at a gay friend, he said.

Mr. Koekemoer, who is heterosexual, said he himself was sometimes called an antigay slur, even during classes.

Robert S. Goopio, the president of Rutgers’s chapter of Delta Lambda Phi, a

predominantly

gay fraternity, said “the culture might have been different a few years ago.” Since Mr. Clementi’s death, he speculated, “a lot of people who might be homophobic probably won’t say so because of the consequences they can see can happen.”

Some of that change may also reflect events that have occurred in a remarkable span in the history of American sexuality. Two years ago, President Obama had not yet endorsed [same-sex marriage](#) and New York State had not yet legalized it (New Jersey still has civil unions). The military’s “[don’t ask, don’t tell](#)” policy had not yet been repealed, and the Army had not yet promoted an openly lesbian general.

And [Dharun Ravi](#), the student who spied on Mr. Clementi, had not been convicted of invasion of privacy and bias intimidation, though his 30-day jail sentence was criticized by some gay-rights advocates as too lenient.

In just that short span, being a gay college student may have come to mean something slightly, but crucially, different than it did when Mr. Clementi arrived on campus.

“I’m from South Jersey, and it’s a rather homophobic area,” said Andrew Massaro, a junior and a Delta Lambda Phi brother. “But when I got here I realized word is spreading, and it’s spreading fast.”

The result is a university where, some students say, the presence of highly visible gay, lesbian, bisexual and transgender students has become just a basic and unexceptional part of campus life.

Rainbow Perspectives includes not just students who, because of their sexual or gender identity, felt out of place in a traditional dorm. It also includes heterosexual students who like the company.

So Jeff Thomas, a junior, lives there with his girlfriend — which would be against the rules in a traditional dormitory, where students can room only with those of the same legal gender. And Nick Margolies, now a sophomore, lives there with a male roommate — which also would be against the rules for the same reason. Delta Lambda Phi now has both its first transgender member and its first straight member.

Leonard Haas, a fellow fraternity member, said he once heard a homophobic taunt at Rutgers as he walked down the street holding another man’s hand. But because Mr. Haas felt so comfortable as a gay man at Rutgers, and because that stray comment was so much at odds with the warm reception he had otherwise received, he shrugged it off.

“I’m happy,” he said, “I’m in a good place, it doesn’t matter.”

This article has been revised to reflect the following correction:

Correction: September 28, 2012

An article on Saturday about an increase in resources for gay students at Rutgers University since the suicide of Tyler Clementi two years ago, using information from the university, erroneously attributed a distinction to a gay student group there. While the university was among the first to have such a group (founded in 1969), the Rutgers Homophile League is not “the second such student group in the nation.”