

UNC CHARLOTTE GENDER AND SEXUALITY CLIMATE SURVEY

2018

**UNCC LGBTQ+ Staff and Faculty Caucus
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SUMMARY

This report is based on a survey of 562 students, staff, and faculty at UNCC, including open-ended response items. The purpose was to evaluate the perceived needs and strengths of gender and sexual identity support on UNCC campus.

Both lesbian, gay, bisexual, trans or gender diverse, and queer (LGBTQ) individuals and heterosexual cisgender individuals experienced harassment, with most individuals witnessing it rather than personally experiencing it, and most with students harassing. Most commonly harassment occurred in academic buildings, common areas (including sidewalks), residence halls, and off campus. There were few incidents of physical or sexual assault or vandalism.

LGBTQ individuals view campus as less accepting compared to heterosexual cisgender individuals, with higher proportions of LGBTQ individuals reporting that it is serious enough to cause LGBTQ individuals to fear for their safety. All groups reported that trans and gender diverse individuals were most likely to experience prejudice.

All groups except heterosexual cisgender students support the creation of an LGBTQ resource center and more gender-inclusive restrooms. LGBTQ individuals reported that they would attend social activities, group meetings, speakers and discussion groups, and mentoring in a resource center.

In suggestions for changing the climate on campus, the open-ended responses were organized into two main categories:

- a)** Suggestions (including UNCC policies [with protection against discrimination], diversity in structure or hiring, education and training for faculty and staff, programs and events, curricula inclusion, and health services)
- b)** Opposition to change (including general LGBTQ negativity, and that minority groups should not receive special attention).

When assessing campus LGBTQ inclusion on 11 criteria, UNCC with only 6 of the criteria is in the lowest category compared to peer institutions. Comparing to other UNC system institutions, UNCC ranks 7 out of 15 of the institutions.

In conclusion, it appears that there are many opportunities to improve the services and climate at UNCC for gender and sexual identities.

METHODOLOGY

- In March 2018, e-mail invitations were sent to UNC Charlotte students, faculty, and staff. These individuals were invited to participate in a 18-question online survey assessing perceptions of the campus climate as it relates to sexual orientation, gender identity and gender expression. By employing both quantitative and qualitative components, the survey utilized a mixed-methods approach to offer a more complete picture of the campus climate than would be available by using either method in isolation.
- The survey was developed by a committee of LGBTQ+ Faculty/Staff Caucus based on a similar survey administered at the University of North Florida.
- The 562 individuals who completed the survey included 360 students and 202 faculty and staff.
- Results are primarily presented by the following five groups: transgender students/faculty/staff, LGBTQ students, heterosexual cisgender students, LGBTQ faculty/staff, and heterosexual cisgender faculty/staff. The latter four groups are mutually exclusive and include all survey participants.
 - Transgender students, faculty, and staff results are presented together because of the low number of transgender faculty and staff who participated in the survey and a desire to avoid compromising the confidentiality of individual survey participants. We sought to highlight transgender individuals' perspectives shared in the survey as a group rather than only including transgender individuals in the broader LGBTQ categories, which might obscure or conceal concerns that are specific to transgender people on campus. Because of this, transgender respondents' answers appear in two categories (both the transgender category and either the student or faculty/staff category).
- Responses to individual questions throughout the survey were optional; therefore, the actual number of participants responding to each question is presented throughout the tables listing survey results.
- Participation in the survey was based on self-selection. Therefore, no margin error can be computed for the results contained in this report.

GLOSSARY

We provide definitions for these terms in an effort to build a common, inclusive vocabulary that accounts for the diversity of LGBTQ communities. All definitions and terminology are continually in flux, and use of terms may vary according to cultural context. We recommend using all definitions with care and respecting how individuals choose to self-identify.

- **Agender:** A person who identifies as having no gender regardless of their sex
- **Ally:** People who don't identify as LGBTQIA but who support LGBTQIA equality and challenge homophobia, either publicly or privately
- **Asexual:** A person who identifies as asexual does not experience any form of sexual attraction towards others. People who identify as asexual may or may not experience emotional, physical, or romantic attraction. Asexuality differs from celibacy in that it is a sexual orientation, not a choice.
- **Biphobia:** The fear of, discrimination against, or hatred of bisexuals, pansexuals and omnisexuals. Biphobia can be seen within the LGBTQ community, as well as in general society. Biphobia is also closely linked with transphobia and homophobia.
- **Bisexual:** A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as other genders, not necessarily equally or at the same time, in the same way, or to the same degree. Also known as "bi".
- **Cisgender:** Someone whose gender identity and/or expression matches conventional societal standards of sex, gender, gender roles, and sex and gender binaries.
- **Cisnormativity:** The assumption that everyone is cissexual, and that cisgender people's identities are more normal, valid, and worthy of respect than transgender people's identities.
- **Closet:** Used as slang for the state of not publicizing one's sexual identity, keeping it private, living an outwardly heterosexual life while identifying as lesbian, gay, bisexual, transgender, or queer in some way, or not being forthcoming about one's identity.
- **Coming out:** The ongoing process in which a person first acknowledges, accepts and appreciates their sexual identity or gender identity and begins to share that with others.
- **Crossdresser:** To occasionally wear clothes traditionally and culturally associated with people of a different gender. Cross-dressing is a form of gender expression, is not necessarily tied to erotic activity, and is not indicative of sexual orientation.
- **Drag:** The performance of one or multiple genders theatrically by dressing in the clothing of the opposite gender, or in a manner different from how one will usually dress. Drag Queens perform in highly feminine attire. Drag Kings perform in highly masculine attire. Drag often presents a stereotyped image.
- **FTM:** Literally "female to male," a person assigned female sex and feminine gender at birth who is transitioning into a male identity and/or body. Also someone who identifies as FTM, a transperson, transman, or transsexual.
- **Gay:** A man who has significant emotional, romantic, or sexual attractions primarily to other men. At times, "gay" is used to refer to all people, regardless of sex or gender, who are not heterosexual. Lesbians and bisexuals may feel excluded from this term.
- **Gender:** The collection of traits, behaviors, and characteristics that is culturally associated with maleness or femaleness. Gender traits considered masculine or feminine can differ from culture to culture or in different historical periods.
- **Gender dysphoria:** Clinically significant distress caused when a person's gender corresponding to their sex assigned at birth is not the same as the one with which they identify. Can also describe a desire to change the characteristics that are the source of the distress, such as physical anatomy.

- **Gender diverse:** A broad term to include any non-normative gender identities and expression
- **Gender expression:** The external behaviors and characteristics (i.e. dress, mannerisms, social interactions, speech patterns, etc.) that a person displays in order to indicate their gender identity.
- **Gender fluid:** A person who identifies their gender as fluid within a spectrum of gender identities and expression. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some days, and another gender other days.
- **Gender identity:** A person's internal self-awareness of being male or female, masculine or feminine, or something in between. Some individuals experience their gender identity as not conforming to their assigned physical sex and may identify as transgender.
- **Genderqueer:** A wide range of identities including people who simply identify as non-gender normative, neither male nor female, masculine nor feminine. People who transgress gender. People who do not identify within the gender binary may use third-gender pronouns such as "ze" (instead of she/he) and "hir" (instead of her/his/her/him). Also gender non-conforming, gender variant, gender bender, androgynous, gender fucker, and bi-gendered.
- **Gender Non-Conforming:** A person who either by nature or by choice does not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.
- **Heteronormativity:** An (often subconscious) assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexual orientations. Leads to invisibility and stigmatizing of other sexualities. Often included in this concept is the assumption that individuals should identify as men and women, and be masculine men and feminine women, and finally that men and women are a complimentary pair.
- **Heterosexism:** A system of oppression rooted in the assumption that heterosexuality is inherently normal and superior to any other sexuality and in the presumption that everyone is heterosexual.
- **Heterosexual:** Primary or exclusive sexual, emotional, and/or romantic attraction to a gender other than one's own. Typically this means a woman who is primarily attracted to men and vice versa. Also referred to as "straight".
- **Homophobia:** Fear and hatred of, and/or discomfort with, people who love and sexually desire members of the same sex. Homophobic reactions often lead to intolerance, bigotry, and violence against anyone not acting within heterosexual norms. Because most LGBTQ people are raised in the same society as heterosexuals, they learn the same beliefs, norms, and stereotypes prevalent in the dominant society, leading to a phenomenon known as "internalized homophobia."
- **Homosexual:** An outdated term that describes a primary or exclusive sexual, emotional, and/or romantic attraction to a sex other than one's own gender. Typically this means a male who is primarily attracted to males. Also referred to as "gay".
- **Intersex:** Usually someone born either with indeterminable genitalia and/or reproductive organs, and/or chromosomal make up other than XX or XY. Occasionally referred to as disorders of sexual development (DSD). (Sometimes referred to as "hermaphrodite," an outdated and offensive term.)
- **Lesbian:** The adjective used to describe women who are primarily emotionally, sexually, spiritually, romantically, or physically attracted to women.
- **LGBTQ:** An acronym for lesbian, gay, bisexual, transgender, queer, and/or questioning.
- **MTF:** Literally "male to female," a person assigned male sex and masculine gender at birth who is transitioning into a female identity and/or body. Also someone who identifies as MTF, a transperson, transwoman, or transsexual.
- **Oppression:** The systematic, pervasive, routine, institutionalized mistreatment of individuals based on their membership in various groups (i.e. by race, gender, sexual orientation, religion, age, ethnicity, ability, immigration status, first language, national origin, etc.). Some examples of these oppressions are racism, sexism, heterosexism, religious intolerance/anti-Semitism, ageism, ethnocentrism, ableism.

- **Pansexual:** A person who has the potential to experience emotional, romantic, physical and/or spiritual attraction to people of all gender identities and gender expressions. An alternative to bisexual, which evokes the idea of an attraction to only two genders. People who are pansexual need not have had any sexual experience; it is the attraction that helps determine orientation.
- **Passing:** Living an outwardly heterosexual and/or gender normative life while identifying as LGBTQ. Passing may include not publicizing one's sexual and/or gender identity, keeping it private, or not being forthcoming about one's identity. It may occur on a temporary or ongoing basis and may vary depending on the situation.
- **Polyamorous:** One who desires, practices or accepts having more than one loving, intimate relationship at a time with the full knowledge and consent of everyone involved.
- **Pronouns:** The pronoun or set of pronouns that a person would like others to call them by, when their proper name is not being used. Traditional examples include "she/her/hers" or "he/him/his". Some people prefer gender-neutral pronouns, such as "ze/hir/hirs," or "they/them/ theirs". Some people prefer no pronouns at all.
- **Queer:** Originally a derogatory slur, "queer" has recently been reclaimed by some to be an inclusive word for all those marginalized by heterosexism and/or discriminated against based on gender norms. Queer is often used as a sexual, gender, and/or political identity, meaning non-normative. It is not accepted by all.
- **Sex:** The common, but imperfect, sorting of people as male or female, usually based on anatomy and/or chromosomes. Used as a legal distinction/marker.
- **Sexual identity:** The way a person views and identifies their sexual orientation.
- **Sexual orientation:** One's emotional, romantic, and/or sexual attractions to others. A person may choose to identify as lesbian, gay, bisexual, heterosexual, or with some other identity.
- **Transgender:** A term describing a person's gender identity that does not necessarily match their assigned sex at birth. People who identify as transgender (sometimes shortened to "trans") may or may not decide to alter their bodies hormonally and/or surgically to match their gender identity. This word is also used as a broad umbrella term to describe those who transcend conventional expectations of gender identity or expression, such as people who identify as transsexual, genderqueer, gender variant, gender diverse, and androgynous.
- **Transphobia:** The irrational aversion towards, fear and hatred of, or discomfort with people who transgendered or gender ambiguous. Transphobia is often expressed as discrimination, hostility, harassment and violence.
- **Transsexual:** A person whose intent is to live as a gender other than that assigned at birth. Transsexuals may identify under the transgender umbrella. Some transsexuals may engage in the processes of altering either primary or secondary sexual characteristics, through hormone treatment or surgery or both. Many transsexuals live full time in their chosen gender without any alteration to their physiology.
- **Transition:** The process—social, legal, medical, personal, etc.—one goes through to change from one gender to another. This may, but does not always, include hormone therapy surgical or medical procedures, and changing names, pronouns, identification documents, and more. Many individuals choose not to or are unable to transition for a wide range of reasons both within and beyond their control.

Sources:

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- UT Austin (2006). State of LGBTQ Affairs at UT-Austin.

DEMOGRAPHICS (TABLES 1-2)

- Demographic information collected in the survey included UNC Charlotte affiliation (student, faculty, staff), gender, race/ethnicity, sexual orientation, age, disability status, international student status, and on-campus residential status. In most demographic categories, participants could select more than one descriptor, so percentages add to more than 100%.
- Among **students**, gender identities (Table 1) included cisgender female (**46%**), cisgender male (**42%**), genderqueer (**11%**; including gender non-binary, gender fluid, agender), transgender male (**3%**), transgender female (**2%**), and other (**2%**).
- Among **faculty and staff**, gender identities (Table 1) included cisgender female (**46%**), cisgender male (**30%**), genderqueer (**2%**), transgender male (**1%**), transgender female (**0.5%**), and other (**1%**).
- Among **students and faculty/staff**, a majority of respondents identified their race/ethnicity (Table 1) as white (**74%** students, **85%** faculty/staff). The next largest race/ethnicity group was African American (**12%** students, **10%** faculty/staff). Respondents also identified as American Indian (**3%** students, **0.5%** faculty/staff), Latino/Hispanic (**8%** students, **6%** faculty/staff), East Asian/Pacific Islander (**4%** students, **2%** faculty/staff), South/Southeast Asian (**3%** students, **0.5%** faculty/staff), Middle Eastern (**1%** students), and other (**4%** students, **0.5%** faculty/staff).
- For sexual orientation (Table 2), students identified as heterosexual (**68%**), lesbian/gay (**13%**), queer (**8%**), asexual or demisexual (**8%**), questioning (**7%**), bisexual or pansexual (**6%**), and other (**0.8%**). Faculty/staff identified as heterosexual (**84%**), queer (**9%**), lesbian/gay (**8%**), asexual or demisexual (**4%**), bisexual or pansexual (**3%**), and questioning (**1%**).
- Most students (**73%**) were age **18-24** (Table 2); most faculty and staff were age **35-64** (**76%**).
- People with disabilities made up **2%** of the student sample and **1%** of the faculty/staff sample (Table 2).
- The student sample included **2%** international students and **25%** on-campus residents (Table 2).

PORTION OF TABLE 2. PARTICIPANT DEMOGRAPHICS

	STUDENTS	FACULTY/STAFF
	%	%
HETEROSEXUAL	68.3%	84.2%
LESBIAN/GAY	13.3%	7.9%
BISEXUAL OR PANSEXUAL	6.1%	2.5%
QUEER	8.1%	8.9%
QUESTIONING/NOT SURE	6.7%	1.0%
ASEXUAL OR DEMISEXUAL	7.5%	4.0%
OTHER SEXUAL ORIENTATION	0.8%	0%
AGE		
18-24	72.5%	0.5%
25-34	18.3%	17.8%
35-44	5.3%	29.7%
45-54	3.3%	22.3%
55-64	0.6%	24.3%
65+	0%	5.0%
PEOPLE WITH DISABILITIES	2.2%	1.0%
INTERNATIONAL STUDENTS	1.9%	--
ON-CAMPUS RESIDENTS	24.7%	--

BIAS AND HARASSMENT (TABLES 3-4)

- The survey asked participants to report whether they had experienced or observed incidents of bias or harassment, as well as the locations and perpetrators of the harassment. Seventeen types of bias were listed (plus options to select "other" or "none") and respondents could select multiple categories (Tables 3-4).
- Large majorities of all groups reported **personally experiencing** at least one form of bias or harassment, with transgender students/faculty/staff and LGBTQ students indicating the most harassment (Table 3). This included **92%** of transgender individuals, **88%** of LGBTQ students, **76%** of LGBTQ faculty/staff, **76%** of heterosexual cisgender students, and **74%** of heterosexual cisgender faculty/staff experiencing bias or harassment.
- Overall, higher proportions of each group reported **observing or witnessing harassment** than experiencing it personally (Table 3). Across all groups, the most commonly observed forms of harassment included jokes, verbal harassment, pressure to keep silent, feelings of isolation, and internet harassment.

PORTION OF TABLE 3. EXPERIENCED AND WITNESSED BIAS OR HARASSMENT

TYPES OF BIAS OR HARASSMENT EXPERIENCED	LGBTQ STUDENTS		HETEROSEXUAL STUDENTS		LGBTQ FACULTY/STAFF		HETEROSEXUAL FACULTY/STAFF		TRANSGENDER STUDENTS FACULTY/STAFF	
	EXPERIENCED %	WITNESSED %	EXPERIENCED %	WITNESSED %	EXPERIENCED %	WITNESSED %	EXPERIENCED %	WITNESSED %	EXPERIENCED %	WITNESSED %
VERBAL HARASSMENT	15.7%	27.3%	1.7%	14.2%	9.1%	21.2%	--	9.5%	21.2%	38.5%
FEELINGS OF ISOLATION	41.3%	25.6%	1.7%	14.2%	27.3%	27.3%	--	14.8%	55.8%	34.6%

- Among **LGBTQ students and transgender students/faculty/staff** (Table 3), the most commonly experienced form of bias included feelings of isolation (**41%**, **56%** respectively), jokes (**35%**, **44%**), pressure to keep silent (**23%**, **25%**), and verbal harassment (**16%**, **21%**)
- Among **LGBTQ faculty/staff** (Table 3), the most commonly experienced form of bias included jokes (**39%**), feelings of isolation (**27%**), and pressure to keep silent (**27%**).
- Across all groups, there were few reported instances of physical assault (n=1), sexual assault (n=1), and vandalism/property destruction (n=1). There were no reported instances of pressure to leave campus housing (Table 3).
- Harassment was observed most commonly across groups in classrooms and academic buildings and off campus (Table 4). A higher proportion of students observed harassment in the Student Union and in residence halls on campus.
 - In the 53 open-ended responses, participants reported harassment in common areas and outside (e.g. sidewalks) (**34%** of responses), residence halls (**32%**, including 2 responses that all residence halls are negative environments because they are not trans inclusive), academic buildings (**13%**), office environments (**11%**), and bathrooms (**9%**).
- Participants across groups indicated that students were the most common source of bias or harassment. Other commonly reported sources of bias included staff (reported by **30%** of LGBTQ faculty/staff and **15%** of transgender individuals) and faculty (**15%** of transgender individuals, **15%** of LGBTQ faculty/staff, **13%** of LGBTQ students).

BIAS AND HARASSMENT FROM WHO

	HETEROSEXUAL CISGENDER STUDENTS (n= 239)	LGBTQ STUDENTS (n= 121)	HETEROSEXUAL CISGENDER FACULTY/STAFF (n= 16)	LGBTQ FACULTY /STAFF (n= 33)	TRANSGENDER STUDENTS/FACULTY/STAFF (n= 121)
	%	%	%	%	%
STUDENTS	18.4%	42.1%	20.1%	34.1%	47.8%
FACULTY/STAFF	4%	15.8%	12.5%	34.1%	23.2%

OVERALL CAMPUS ENVIRONMENT AND PREJUDICE (TABLE 5)

- LGBTQ students, faculty, and staff rated the overall campus environment as less accepting than their heterosexual cisgender counterparts (Table 6). Proportions of groups rating the climate as somewhat or very unaccepting included 8% of LGBTQ students, 21% of LGBTQ faculty/staff, and 14% of transgender students, faculty, and staff. More heterosexual cisgender people selected “do not know” in response to the question about campus environment.
- Respondents were asked to consider how likely various groups in the LGBT community (bisexuals, gay men, lesbians, transgender/gender diverse, queer people) specifically, rather than as a whole, were to experience prejudice based on sexual orientation or gender identity/expression on campus (Table 6). All groups of survey respondents indicated that prejudice was most likely against transgender and gender diverse people. In general, prejudice was perceived as more likely against gay men and queer people than against bisexuals and lesbians.
- Among both students and faculty/staff, greater proportions of LGBTQ people indicated that prejudice against all groups was somewhat or very likely than did heterosexual cisgender people (Table 6).

PORTION OF TABLE 5: CAMPUS CLIMATE PERCEPTIONS

ITEM	LGBTQ STUDENTS (n=121)			HETEROSEXUAL STUDENTS (n=239)			LGBTQ FACULTY/STAFF (n=33)			HETEROSEXUAL FACULTY/STAFF (n=169)			TRANSGENDER STUDENTS/FACULTY/STAFF (n=52)		
	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n
<i>How would you describe the overall campus environment for gay, lesbian, bisexual, transgender, and queer people at UNCC? (Very accepting [1] – Very unaccepting [5])*</i>	2.22	.929	114	1.85	.969	211	2.65	1.142	31	2.07	.799	147	2.39	1.017	49

LGBTQ SAFETY AND VISIBILITY (TABLE 5)

- Higher proportions of transgender students/faculty/staff (**35%**), LGBTQ faculty/staff (**27%**), and LGBTQ students (**23%**) agreed that harassment on campus is serious enough to cause LGBTQ individuals to fear for their safety (Table 5) than heterosexual cisgender students (**8%**) and heterosexual cisgender faculty/staff (**12%**).

- A higher proportion of LGBTQ faculty/staff (**27%**) than heterosexual cisgender faculty/staff (**13%**) agreed that being openly LGBTQ would harm an employee’s chances of promotion at UNC Charlotte (Table 5).
- Higher proportions of LGBTQ individuals across groups believed that UNC Charlotte devotes too little attention to LGBTQ students’ issues than their heterosexual cisgender counterparts (Table 5).

POTENTIAL LGBTQ CENTER AND RESOURCES (TABLES 5,8)

- The survey evidenced majority support for the creation of an LGBTQ resource center at UNC Charlotte and the establishment of more gender-inclusive restrooms among all groups except heterosexual cisgender students (range **30.5%** heterosexual students to **87.9%** LGBT faculty/staff) (Table 6).
- Higher proportions of LGBTQ students, faculty, and staff indicated they would visit and use the services of an LGBTQ center on campus than their heterosexual cisgender counterparts (Table 5).
- A majority of LGBTQ students, faculty, and staff indicated that they would participate in LGBTQ center activities including social activities, LGBTQ group meetings, speakers and discussion groups, and mentoring (Table 8). A majority of LGBTQ students and transgender students/faculty/staff indicated they would use counseling or support groups offered at the center.
- Heterosexual cisgender students, faculty, and staff said they would be most likely to visit the center for speakers, discussion groups, and social activities (Table 8).

IMPROVING CAMPUS CLIMATE FOR LGBTQ PEOPLE

	HETEROSEXUAL CISGENDER STUDENTS (n= 239)		LGBTQ STUDENTS (n= 121)		HETEROSEXUAL CISGENDER FACULTY/STAFF (n= 169)		LGBTQ FACULTY /STAFF (n= 33)		TRANSGENDER STUDENTS/FACULTY/ STAFF (n= 121)	
	#	%	#	%	#	%	#	%	#	%
ESTABLISH & PROVIDE INCLUSIVE BATHROOMS	73	30.5%	88	72.7%	89	52.7%	29	87.9%	40	76.9%

COMPARISON INSTITUTION DATA (TABLES 6-7)

- To supplement the survey data, two tables examine selected LGBTQ-inclusive policies, services and programs at UNC Charlotte, as well as those at the universities identified by UNCC as peer institutions (Table 6) and at University of North Carolina System institutions (Table 7). The majority of institutions in each comparison group offer more of the 11 resources than UNC Charlotte. Information on comparison institutions came from the institutions’ websites, LGBT centers (if applicable) and student affairs departments, and the LGBT-Friendly Campus Climate Index National Assessment Tool (<http://www.campusclimateindex.org/>).

SUGGESTIONS FOR CHANGE

UNCC Policies – The following domains were each themes brought up repeatedly by respondents.

- **All-gender/gender-neutral restrooms**
- **Put preferred names/different genders in the system** (including all forms)
- **Gender inclusive housing** (with non-binary or gender neutral housing, an LGBTQ+ learning community)

Diversity in personnel structure/hiring – respondents suggested a specific position to support LGBTQ students, liaisons within other entities, and increasing positions dedicated across campus.

Protection against discrimination – respondents reported a range of possible policy reforms, from protected status in employment to harsher penalties for those who commit hate crimes.

Education and training for faculty/staff – in a common theme, participants felt that all staff and faculty (and to some extent students) should be trained on how to promote a more inclusive climate, including Safe Zone training for all faculty or recruitment and hiring. This also included microaggressions, or more subtle types of discrimination.

Open communication – to affect the campus climate, participants reported more open dialogue may help to raise awareness about sexuality and gender.

Curricula Inclusion – participants reported that all curricula could incorporate LGBTQ issues, have specific LGBTQ classes (or a minor), and university support of existing gender studies classes could address LGBTQ issues.

Health Services – expanding health services provision and advertising (such as therapy), as well as more inclusive health policies.

Incremental change – a few participants suggested ways to implement change incrementally by including ‘cultural activities to encourage more ‘mingling’ events’.

OPPOSING CHANGE

Everything’s fine the way it is – some participants reported that UNCC is safe and supportive as is, saying that they had not witnessed discrimination. Furthermore, respondents said that if there was any discrimination then it should be reported to authorities and dealt with that way.

Don’t do anything – regardless of the current climate at UNCC, some felt that nothing should be changed.

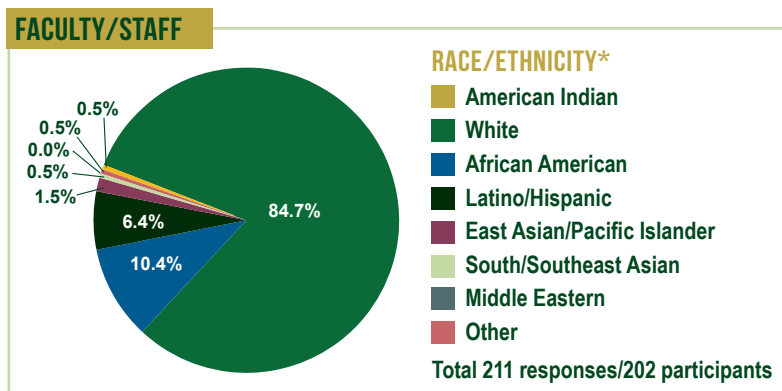
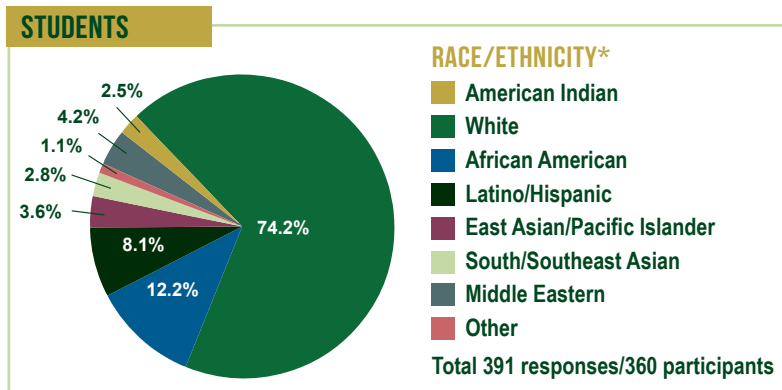
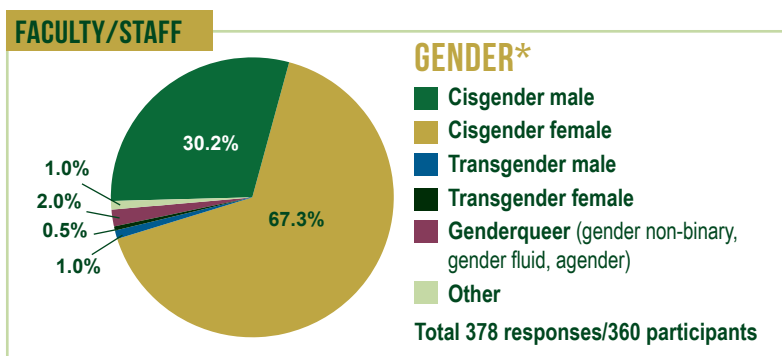
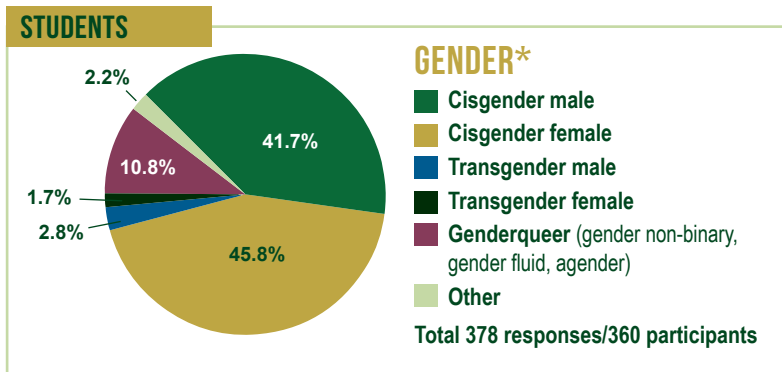
Acceptance should be equality, not special treatment – participants who opposed changes felt to some extent that if acceptance of LGBTQ individuals is the goal then programs/services for LGBTQ people were not recommended. Responses focused on feeling like an ‘outcast’ due to being singled out or favoritism to a certain group (‘will only perpetuate a society of victims’).

Waste of resources for minority population – some participants prioritized the financial expenditure for a minority group as unnecessary. This was linked to a denial of oppression for LGBTQ individuals.

LGBTQ Negative – some respondents expressed negative attitudes towards LGBTQ people in general, in contrast to the supportive climate described by other respondents. These ranges from it being a personal issue or that oppression did not exist.

TABLE 1. RESPONDENTS BY AFFILIATION, GENDER, AND RACE ETHNICITY

TABLE 2. PARTICIPANT DEMOGRAPHICS



	STUDENTS (n=360)		FACULTY/STAFF (n=202)	
	n	%	n	%
HETEROSEXUAL	246	68.3%	170	84.2%
LESBIAN/GAY	48	13.3%	16	7.9%
BISEXUAL OR PANSEXUAL	22	6.1%	5	2.5%
QUEER	29	8.1%	18	8.9%
QUESTIONING/NOT SURE	24	6.7%	2	1.0%
ASEXUAL OR DEMISEXUAL	27	7.5%	8	4.0%
OTHER SEXUAL ORIENTATION	3	0.8%	0	0%
AGE				
18-24	261	72.5%	1	0.5%
25-34	66	18.3%	36	17.8%
35-44	19	5.3%	60	29.7%
45-54	12	3.3%	45	22.3%
55-64	2	0.6%	49	24.3%
65+	0	0%	10	5.0%
PEOPLE WITH DISABILITIES	8	2.2%	2	1.0%
INTERNATIONAL STUDENTS	7	1.9%	--	--
ON-CAMPUS RESIDENTS	89	24.7%	--	--

*Survey respondents could identify themselves as more than one category. Therefore, percentages may add to more than 100 percent.

TABLE 3. EXPERIENCED AND WITNESSED BIAS OR HARASSMENT

TYPES OF BIAS OR HARASSMENT EXPERIENCED	LGBTQ STUDENTS (n=121)		HETEROSEXUAL STUDENTS (n=239)		LGBTQ FACULTY/STAFF (n=33)		HETEROSEXUAL FACULTY/STAFF (n=169)		TRANSGENDER STUDENTS/FACULTY/STAFF (n=52)	
	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)
VERBAL HARASSMENT	15.7% (19)	27.3% (33)	1.7% (4)	14.2% (34)	9.1% (3)	21.2% (7)	--	9.5% (16)	21.2% (11)	38.5% (20)
PHYSICAL ASSAULT	--	9.9% (12)	--	2.5% (6)	--	--	0.6% (1)	--	--	9.6% (5)
SEXUAL HARASSMENT	7.4% (9)	9.1% (11)	0.8% (2)	5.9% (14)	9.1% (3)	6.1% (2)	0.6% (1)	2.4% (4)	7.7% (4)	7.7% (4)
SEXUAL ASSAULT	0.8% (1)	7.4% (9)	--	2.1% (5)	--	--	--	--	1.9% (1)	9.6% (5)
INTERNET HARASSMENT	11.6% (14)	19.8% (24)	1.7% (4)	15.5% (37)	3.0% (1)	12.1% (4)	0% (0)	4.1% (7)	15.4% (8)	28.8% (15)
THREATS	4.1% (5)	15.7% (19)	0.8% (2)	5.4% (13)	--	9.1% (3)	0% (0)	1.2% (2)	7.7% (4)	23.1% (12)
GRAFFITI	3.3% (4)	10.7% (13)	1.3% (3)	4.2% (10)	3.0% (1)	3.0% (1)	3.0% (5)	7.1% (12)	1.9% (1)	17.3% (9)
JOKES	33.9% (41)	49.6% (60)	7.5% (18)	28.9% (69)	39.4% (13)	33.3% (11)	7.1% (12)	31.4% (53)	44.2% (23)	61.5% (32)
EMPLOYMENT PROBLEMS	6.6% (8)	12.4% (15)	0.8% (2)	3.8% (9)	6.1% (2)	15.2% (5)	1.8% (3)	5.3% (9)	9.6% (5)	21.2% (11)
PRESSURE TO KEEP SILENT	23.1% (28)	28.9% (35)	0.4% (1)	7.9% (19)	27.3% (9)	24.2% (8)	1.8% (3)	10.1% (17)	25.0% (13)	36.5% (19)

TYPES OF BIAS OR HARASSMENT EXPERIENCED	LGBTQ STUDENTS (n=121)		HETEROSEXUAL STUDENTS (n=239)		LGBTQ FACULTY/STAFF (n=33)		HETEROSEXUAL FACULTY/STAFF (n=169)		TRANSGENDER STUDENTS/FACULTY/STAFF (n=52)	
	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)	EXPERIENCED % (n)	WITNESSED % (n)
REFUSAL OF FRIENDS/ COLLEAGUES TO ASSOCIATE WITH YOU	12.4% (15)	16.5% (20)	1.7% (4)	7.5% (18)	12.1% (4)	6.1% (2)	--	4.1% (7)	19.2% (10)	21.2% (11)
PRESSURE TO LEAVE CAMPUS HOUSING	0.8% (1)	9.1% (11)	--	3.8% (9)	--	9.1% (3)	--	1.2% (2)	--	13.5% (7)
VANDALISM/PROPERTY DESTRUCTION	0.8% (1)	10.7% (13)	--	2.9% (7)	--	--	--	1.8% (3)	1.9% (1)	15.4% (8)
DENIAL OF SERVICES	3.3% (4)	10.7% (13)	0% (0)	2.9% (7)	--	15.2% (5)	--	1.8% (3)	5.8% (3)	19.2% (10)
PRESSURE TO CHANGE RESEARCH, ACADEMIC PROJECTS OR WORK	2.5% (3)	9.9% (12)	0.4% (1)	3.3% (8)	12.1% (4)	12.1% (4)	0.6% (1)	0.6% (1)	11.5% (6)	15.4% (8)
FEELINGS OF ISOLATION	41.3% (50)	25.6% (31)	1.7% (4)	14.2% (34)	27.3% (9)	27.3% (9)	--	14.8% (25)	55.8% (29)	34.6% (18)
PREFERENTIAL TREATMENT	6.6% (8)	11.6% (14)	1.3% (3)	10.0% (24)	9.1% (3)	6.1% (2)	0.6% (1)	4.1% (7)	13.5% (7)	19.2% (10)
NONE	12.4% (15)	10.7% (13)	23.8% (57)	20.9% (50)	24.2% (8)	15.2% (5)	26.0% (44)	21.3% (36)	7.7% (4)	5.8% (3)
OTHER	1.7% (2)	1.7% (2)	0.8% (2)	2.9% (7)	--	--	0.6% (1)	2.4% (4)	1.9% (1)	--

TABLE 4: LOCATION OF EXPERIENCED OR OBSERVED BIAS OR HARASSMENT

LOCATION OF EXPERIENCED OR OBSERVED BIAS OR HARASSMENT	LGBTQ STUDENTS (n= 121)		HETEROSEXUAL CISGENDER STUDENTS (n= 239)		LGBTQ FACULTY /STAFF (n= 33)		HETEROSEXUAL CISGENDER FACULTY/STAFF (n= 169)		TRANSGENDER STUDENTS/FACULTY/ STAFF (n= 121)	
	#	%	#	%	#	%	#	%	#	%
	RESIDENCE HALL ON CAMPUS	10	8.3%	9	3.8%	2	6.1%	1	0.6%	3
YOUR RESIDENCE (APARTMENT, HOME)	7	5.8%	3	1.3%	0	0%	0	0%	2	5.8%
CLASSROOMS/ CLASSROOM BUILDINGS	33	27.3%	21	8.8%	10	30.3%	25	14.8%	16	30.8%
LIBRARY	7	5.8%	4	1.7%	1	3.0%	0	0%	4	7.7%
STUDENT UNION	18	14.9%	14	5.9%	2	6.1%	5	3.0%	12	23.1%
RECREATIONAL OR ATHLETIC FACILITIES	9	7.4%	7	2.9%	1	3.0%	1	0.6%	5	9.6%
DINING HALL	4	3.3%	7	2.9%	1	3.0%	3	1.8%	2	3.8%
OFF CAMPUS	35	28.9%	28	11.7%	8	24.2%	18	10.7%	14	26.9%
OTHER LOCATIONS ON CAMPUS	6	5.0%	7	2.9%	3	9.1%	11	6.5%	6	11.5%
NONE	56	46.3%	186	77.8%	15	45.5%	127	75.1%	22	42.3%

TABLE 5: CAMPUS CLIMATE PERCEPTIONS

ITEM	LGBTQ STUDENTS (n=121)			HETEROSEXUAL STUDENTS (n=239)			LGBTQ FACULTY/STAFF (n=33)			HETEROSEXUAL FACULTY/STAFF (n=169)			TRANSGENDER STUDENTS/ FACULTY/STAFF (n=52)		
	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n
<i>How would you describe the overall campus environment for gay, lesbian, bisexual, transgender, and queer people at UNCC? (Very accepting [1] – Very unaccepting [5])*</i>	2.22	.929	114	1.85	.969	211	2.65	1.142	31	2.07	.799	147	2.39	1.017	49
<i>How likely are each of the following groups to experience prejudice on campus based on sexual orientation or gender identity or expression? (Very likely [1] – Very unlikely [5])*</i>															
Bisexual or pansexual	3.17	1.202	113	3.84	1.197	209	2.82	1.090	28	3.18	1.285	121	3.21	1.202	48
Gay men or men who love men	2.88	1.339	116	3.64	1.350	211	2.62	1.083	29	2.98	1.309	130	3.08	1.304	49
Lesbian women or women who love women	3.08	1.237	118	3.82	1.239	211	2.69	1.105	29	3.12	1.335	130	3.20	1.195	50
Transgender people (other gender diverse individuals like gender non-binary or gender queer)	2.10	1.288	116	3.07	1.515	210	1.67	1.028	30	2.43	1.359	131	2.12	1.306	51
Queer people	2.67	1.233	109	3.58	1.302	194	2.34	1.010	29	2.84	1.255	119	2.65	1.296	48
<i>Harassment on UNCC campus is serious enough to cause LGBTQ+ students/faculty/staff to fear for their safety (Strongly agree [1] -strongly disagree [5])*</i>	3.50	1.262	110	4.35	1.056	202	3.09	1.276	23	3.81	1.169	115	3.13	1.231	48
<i>Being openly LGBTQ+ would harm a faculty/staff member's chances of promotion at UNCC (Strongly agree [1] -strongly disagree [5]) *</i>	3.32	1.349	101	4.22	1.093	187	3.04	.955	24	3.86	1.181	119	3.00	1.331	45

ITEM	LGBTQ STUDENTS (n=121)			HETEROSEXUAL STUDENTS (n=239)			LGBTQ FACULTY/STAFF (n=33)			HETEROSEXUAL FACULTY/STAFF (n=169)			TRANSGENDER STUDENTS/ FACULTY/STAFF (n=52)		
	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n	MEAN	SD	n
<i>How has sexual and gender diversity been addressed in... (Excellent [1] – Terrible [5])</i>															
Classes that you've taken	2.62	1.112	101	2.30	1.016	162	2.83	1.472	6	2.60	1.150	40	2.63	1.101	38
Optional events/ programs on campus	2.80	1.112	98	2.26	.947	146	2.80	.816	25	2.57	.928	99	2.88	1.017	42
Meetings of groups or committees	2.93	1.166	89	2.38	1.014	130	3.04	.824	26	2.61	.967	116	3.00	1.076	39
Other	3.57	1.651	14	2.50	1.425	18	1.00	0	1	1.00	.000	6	4.50	1.000	4
<i>Do you think UNCC should have an LGBTQ+ Center? (Definitely yes [1] - Definitely not [5])</i>															
	1.73	1.291	121	3.08	1.506	239	1.36	.699	33	2.25	1.144	169	1.58	1.177	52
<i>Would you go to a stand-alone LGBTQ+ Center at UNCC or use its services? (Definitely yes [1] -Definitely not [5])</i>															
	2.16	1.466	121	4.13	1.080	239	1.97	1.262	33	3.52	1.132	168	1.85	1.406	52

TABLE 6. QUALITATIVE RESPONSES OF SUGGESTIONS FOR IMPROVING CAMPUS CLIMATE

SUGGESTIONS FOR CHANGE	
<p>DIVERSITY IN STRUCTURE/HIRING</p>	<ul style="list-style-type: none"> • “A position devoted 100% to supporting LGBTQ students” • “Designated liaisons with police, counseling center, health center, and dean of students.” • “Maintain or increase staff positions dedicated to LGBTQ issues across campus (not just in the LGBTQ+ center--although this would be great!)”
<p>EDUCATION AND TRAINING FOR FACULTY/STAFF</p>	<ul style="list-style-type: none"> • “Have our leadership be openly supportive of the LGBTQ+ community.” • “Include training on language for all faculty (including adjunct) and staff” • “There is currently only one Safe Zone training scheduled for this semester. Do more.” • “Training of ALL students AND staff. A lot of micro aggressions I experience often are unintentional, but equally damaging.” • “Make LGBTQ issues part of all training for recruitment, serving on search committees, etc. I have been to many of these trainings and the topic is never mentioned let alone addressed in any meaningful way. Sexual orientation and gender identity MUST be treated the same way as gender and ethnicity are treated in hiring decisions. I have repeatedly seen our Dean require that departments consider or hire candidates based on gender and ethnicity but I have never once seen the same level of consideration given to LGBTQ candidates. It simply is not a priority on our campus.”
<p>PROGRAMS AND EVENTS</p>	<ul style="list-style-type: none"> • “Encouraging more groups, workshops, speakers, etc who discuss, directly, LGBTQ+ issues” • “Queer / Trans specific events” • “More events and guest speakers, more inclusion, more opportunities for lgbtq+ students, a lot of awareness, awareness week, pride events, announcements about any events related, etc” • “Open dialogue weekly”
<p>OPEN COMMUNICATION</p>	<ul style="list-style-type: none"> • “Be more open on the topic” • “Be open about awareness of LGBT issues as well as be inclusive about all types of relationships not just heterosexual relationships” • “the overall campus climate needs to be more openly LGBTQ+ inclusive. Not sure if this needs to happen through more classroom discussion or on-campus events/discussion. Having support structures in place is important, but it does not strike me as though this climate is clearly or deeply ingrained enough into the campus culture, difficult to describe why”

CURRICULA INCLUSION	<ul style="list-style-type: none"> • “Education on the matter for everyone” • “Establishing LGBTQ studies minor or major with dedicated faculty resources. Linking research awards to LGBTQ-focused scholarship.” • “Help create a major or a minor with LGBTQ studies” • “Incorporate discussion of gender equity into all classes along with racial/ethnic issues.”
HEALTH SERVICES	<ul style="list-style-type: none"> • “Have campus policies that support LGBTQ faculty and staff such being eligible for partner health insurance” • “Including LGBT students in marketing material for health services so they will be more likely to seek care” • “Provide Therapy”
INCREMENTAL CHANGE	<ul style="list-style-type: none"> • “Perhaps view it as a “culture” and mix with some cultural activities rather than outlier. Not instead of, more as sometimes applicable and a reasonable “mix” just as we consider diversity, possibly more inclusion “mingling” events as part of campus culture.” • “The issue with the current state of LGBTQ community is that some groups of people indiscriminately disapprove of it. The proper action would be to set up a resource for LGBTQ people, but not in an abrupt manner with much fanfare. A gradual implementation would be much better.”
OPEN COMMUNICATION	<ul style="list-style-type: none"> • “Be more open on the topic” • “Be open about awareness of LGBT issues as well as be inclusive about all types of relationships not just heterosexual relationships” • “the overall campus climate needs to be more openly LGBTQ+ inclusive. Not sure if this needs to happen through more classroom discussion or on-campus events/discussion. Having support structures in place is important, but it does not strike me as though this climate is clearly or deeply ingrained enough into the campus culture, difficult to describe why”
OPPOSING CHANGE EVERYTHING’S FINE THE WAY IT IS	<ul style="list-style-type: none"> • “Although I do not fall into the above-mentioned demographic I have never witnessed a negative climate towards those that are part of the LGBTQ demographic. Maybe we could all just go to class and do our respective studies instead of being distracted from the actual intent of higher education. “ • “None. UNCC is a safe and unbiased school. It doesn’t need to isolate or draw attention to students’ sexual orientation. Whatever their gender or sexual orientation, that is a personal and private matter that doesn’t need special awareness.”

	<ul style="list-style-type: none"> • “I think everyone is very supportive. I haven’t seen one person say anything or do anything to hurt or discriminate against LGBTQ+.” • “UNCC can improve the climate on campus for the LGBTQIA+ community by simply staying out of the affairs that occurs between its students. If there is indeed a multitude of threats that is being experienced by individuals of the community, report it to the authorities and it will be dealt with on that end.”
DON'T DO ANYTHING	<ul style="list-style-type: none"> • “Ignore it, putting them in a spot light is what causes problems” • “Nothing needs to be improved”
ACCEPTANCE SHOULD BE EQUALITY, NOT SPECIAL TREATMENT	<ul style="list-style-type: none"> • “As a homosexual I want to be treated as everyone else is. Giving people like us all this extra attention makes me feel an outcast.” • “I believe that everyone should be treated equally and that if you add an LGBTQ+ Center or inclusive bathrooms you are drawing unneeded attention and showing favoritism towards a certain group.” • “I believe that UNCC has brought far more attention to this topic than necessary. I also believe that creating a center for a specific group will lead to more discrimination than it prevents. UNCC is currently more accepting of people from the LGBTQ+ community than it is of people who do not share the same political views. Creating a center for a specific group will only perpetuate a society of victims.” • “If the campus wants to be about diversity, then gay men and women should be treated like any other minority with their preferences.”
WASTE OF RESOURCES FOR MINORITY POPULATION	<ul style="list-style-type: none"> • “Do nothing it is far less than the majority of students. There is no need to spend millions for a single digit percent of students.” • “I think there are other things to spend money on at the university. IF they do put in a new LGBTQ center I don’t feel like my tuition should have to pay for it. In fact, I would be very upset if it did.” • “Treat everyone as an equal human being and not patronize people by insinuating everyone hates them and is putting them down at every chance, or that certain groups are put to get others, unless its quantifiably proven”.
LGBTQ NEGATIVE	<ul style="list-style-type: none"> • “Treat it like the personal issue it is and not for polite conversation”. • “Do Nothing. LGBTQ is a mental disease and should be addressed by going to church to seek Jesus” • “Stop talking about them and let them be themselves. They have an illness, so they just need to go to the counseling center already on campus to help them cure them of their “gender dysphoria.”” • “Stop paying attention to them. They are not victims of oppression no matter how hard you try to say they are.”

TABLE 6. SELECTED LGBTQ SERVICES AT UNCC VS. PEER INSTITUTIONS

UNCC VS. PEER INSTITUTIONS:	University of North Carolina at Charlotte	Florida Atlantic University	Florida International University	Kent State University	Old Dominion University	Portland State University	University of Colorado at Denver	University of Louisville	University of Massachusetts at Lowell	University of Nevada at Las Vegas	University of New Mexico	University of Rhode Island	University of Texas at San Antonio	University of Texas at Arlington	University of Toledo	University of Wisconsin at Milwaukee	Virginia Commonwealth University	Western Michigan University
1. FULL-TIME STAFFED LGBTQ CENTER	-	✓	✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓	-	✓	✓	✓	✓
2. SAFE SPACE / ZONE ALLY TRAINING PROGRAM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. SEXUAL ORIENTATION IN NON-DISCRIMINATION POLICY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. GENDER IDENTITY IN NON-DISCRIMINATION POLICY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. LGBTQ STUDIES CERTIFICATE / MINOR / MAJOR	-	✓	✓	✓	-	✓	-	✓	-	✓	-	-	-	-	✓	✓	✓	-
6. LGBTQ HOUSING OPTIONS / THEMES	-	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	-	✓	✓	✓	✓

UNCC VS. PEER INSTITUTIONS:	University of North Carolina at Charlotte	Florida Atlantic University	Florida International University	Kent State University	Old Dominion University	Portland State University	University of Colorado at Denver	University of Louisville	University of Massachusetts at Lowell	University of Nevada at Las Vegas	University of New Mexico	University of Rhode Island	University of Texas at Arlington	University of Texas at San Antonio	University of Toledo	University of Wisconsin at Milwaukee	Virginia Commonwealth University	Western Michigan University	
	7. LAVENDER GRADUATION	-	✓	✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓	✓	✓	✓
8. LGBTQ BIAS REPORTING PROCEDURE	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. STUDENT NAME CHANGE PROCEDURES	✓	✓	-	✓	-	✓	✓	✓	✓	✓	-	✓	-	✓	-	✓	✓	✓	✓
10. LGBTQ ALUMNI GROUP / CHAPTER	-	-	✓	-	✓	✓	-	✓	-	-	-	-	-	-	-	✓	✓	✓	✓
11. LGBTQ STUDENT SCHOLARSHIPS	✓	✓	-	✓	-	✓	-	✓	-	-	-	-	✓	✓	✓	✓	✓	-	-
TOTAL SERVICES PROVIDED OUT OF 11	6	10	9	10	8	11	7	11	6	6	7	8	7	7	9	11	10	10	

TABLE 7. SELECTED LGBTQ SERVICES AT UNCC VS. UNC SYSTEM INSTITUTIONS

UNCC VS. UNC SYSTEM INSTITUTIONS:	University of North Carolina at Charlotte	Appalachian State University	North Carolina State University	East Carolina University	Elizabeth City State University	Fayetteville State University	North Carolina A&T State University	North Carolina Central University	University of North Carolina at Asheville	University of North Carolina at Chapel Hill	University of North Carolina at Greensboro	University of North Carolina at Pembroke	University of North Carolina at Wilmington	Western Carolina University	Winston-Salem State University
1. FULL-TIME STAFFED LGBTQ CENTER	-	✓	✓	✓	-	✓	-	✓	-	✓	-	-	✓	-	-
2. SAFE SPACE / ZONE ALLY TRAINING PROGRAM	✓	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-
3. SEXUAL ORIENTATION IN NON-DISCRIMINATION POLICY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. GENDER IDENTITY IN NON-DISCRIMINATION POLICY	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-
5. LGBTQ STUDIES CERTIFICATE / MINOR / MAJOR	-	✓	-	-	-	-	-	-	✓	✓	✓	-	-	-	-
6. LGBTQ HOUSING OPTIONS / THEMES	-	✓	-	-	-	-	-	✓	-	-	✓	-	-	-	-

UNCC VS. UNC SYSTEM INSTITUTIONS:	University of North Carolina at Charlotte	Appalachian State University	North Carolina State University	East Carolina University	Elizabeth City State University	Fayetteville State University	North Carolina A&T State University	North Carolina Central University	University of North Carolina at Asheville	University of North Carolina at Chapel Hill	University of North Carolina at Greensboro	University of North Carolina at Pembroke	University of North Carolina at Wilmington	Western Carolina University	Winston-Salem State University
1. LAVENDER GRADUATION	-	-	✓	✓	-	-	-	✓	✓	✓	✓	-	✓	-	-
2. LGBTQ BIAS REPORTING PROCEDURE	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. STUDENT NAME CHANGE PROCEDURES	✓	✓	✓	✓	-	-	-	-	✓	-	-	-	✓	-	-
4. LGBTQ ALUMNI GROUP/CHAPTER	-	-	-	-	-	-	-	-	-	✓	✓	-	-	-	-
5. LGBTQ STUDENT SCHOLARSHIPS	✓	-	-	✓	-	-	-	-	-	✓	-	-	✓	-	-
TOTAL SERVICES PROVIDED OUT OF 11	6	7	7	8	2	4	4	7	7	9	8	4	8	4	2

TABLE 8. POTENTIAL SERVICES OF LGBTQ+ RESOURCE CENTER

	HETEROSEXUAL CISGENDER STUDENTS (n= 239)		LGBTQ STUDENTS (n= 121)		HETEROSEXUAL CISGENDER FACULTY/STAFF (n= 169)		LGBTQ FACULTY /STAFF (n= 33)		TRANSGENDER STUDENTS/FACULTY/ STAFF (n= 121)	
	#	%	#	%	#	%	#	%	#	%
SEXUAL HEALTH TRAININGS AND SCREENINGS	39	16.3%	53	43.8%	19	11.2%	10	30.3%	24	46.2%
COUNSELING OR SUPPORT GROUPS	14	5.9%	64	52.9%	15	8.9%	10	30.3%	31	59.6%
SPACE FOR LGBTQ+ GROUPS TO MEET	9	3.7%	83	68.6%	11	6.5%	17	51.5%	42	80.8%
SOCIAL ACTIVITIES	51	21.3%	88	72.7%	39	23.1%	22	66.7%	41	78.8%
LENDING LIBRARY	14	5.9%	39	32.2%	18	10.7%	14	42.4%	21	40.4%
MENTORING	16	6.7%	65	53.7%	17	10.1%	19	57.6%	36	69.2%
SPEAKERS AND DISCUSSION GROUPS	60	25.1%	73	60.3%	90	53.3%	27	81.8%	36	69.2%
NONE OF THESE	39	16.3%	6	5.0%	22	13.0%	1	3.0%	3	5.7%
OTHER	2	0.8%	5	4.1%	18	10.7%	1	3.0%	2	3.8%