

TABLE OF CONTENTS

Executive Summary	i
Sample Demographics	iv
Quantitative Findings.....	iv
Qualitative Findings.....	ix
Introduction The Importance of Examining Campus Climate.....	1
History of the Project	3
Methodology	4
Conceptual Framework.....	4
Research Design.....	5
Results.....	7
Description of the Sample.....	8
General Demographic Information	8
Demographics by Racial Identity.....	14
Demographics by Racial Identity and Sexual Identity	17
Demographics by MSU Position and Sexual Orientation.....	18
LGBTQ Climate Assessment Findings.....	29
Personal Experiences on Campus	29
Personal Experiences of Harassment	43
Impact of Anti-LGBTQ Acts of Intolerance.....	54
Perceptions of MSU Climate for LGBTQ People	55
Curricular Issues	80
Campus Responses.....	85
Future Directions	97
References.....	98
Appendix A – Comment Analysis.....	99
Appendix B – Data Tables.....	114
Appendix C – Committee Members.....	158
Appendix D – Survey Instrument.....	159

Executive Summary

Colleges and universities are more aware of the challenges facing lesbian, gay, bisexual, transgender, queer, and ally members (LGBTQ¹) in their communities. Literature from the past two decades documents the harassment, discrimination, and violence experienced by LGBTQ people on campus. In response, Michigan State University (MSU) conducted an internal assessment of the climate for LGBTQ persons and Allies within the campus to help lay the groundwork for future initiatives. This assessment was a proactive initiative, and is intended to be used to identify specific strategies for addressing the challenges facing the community and support positive initiatives on campus.

College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, Alma, & Allen, 1998).

Institutional missions suggest that higher education values multicultural awareness and understanding within an environment of mutual respect and cooperation. Academic communities expend a great deal of effort fostering climates that nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. Institutional strategic plans

¹ This report uses the term "lesbian, gay, bisexual and transgender people" or "LGBTQ people" to describe individuals who share related experiences of bias based on sexual orientation or gender identity. However, this language is employed with the understanding that many individuals identified as LGBTQ may choose to use other self-identifying terms or none at all. Recent research (Rankin, 2003) suggests that many sexual minorities prefer choices such as "same-gender loving," "gender-queer," "pansexual," "queer," "woman-loving-woman," etc. Some considered the "gay," "lesbian," "bisexual," and "transgender" categories to be predominately white social constructs of identity, and therefore not relevant to their personal experiences. "Queer" was overwhelmingly not the self-identity choice of black LGBTQ people, in fact, most chose gay or lesbian. This report acknowledges the personal and political importance of language and the need to recognize a broad range of self-identity choices.

advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

The climate on college campuses not only affects the creation of knowledge, but also affects members of the academic community who, in turn, contribute to the creation of the campus climate. Several national education association reports and higher education researchers advocate creating a more inclusive, welcoming climate on college campuses (Boyer, 1990; AAC&U, 1995; Milem, Chang, & Antonio, 2005; Ingle, 2005; Harper & Hurtado, 2007).

Michigan State University (MSU) has a long history of supporting diversity initiatives² as evidenced by the System's support and commitment to this project. In 2009, the MSU Office for Inclusion and Intercultural Initiatives (OIII) supported a proposal from the MSU LBGT Resource Center, Center for Gender in Global Context (GenCen), and MSU Gay, Lesbian, Bisexual and Transgender (GLBT) Faculty, Staff and Graduate Student Association (GLFSA) to conduct a campus-wide survey to assess climate for GLBT students, faculty and staff. This is the most comprehensive GLBT climate study since the 1992 *Moving Forward* report. With funding from the OIII, The Resource Center, GenCen and GLFSA formed a Climate Study Working Group (CSWG) to coordinate the survey effort (see appendix C). The CSWG contracted with Rankin & Associates (R&A), a national leader in conducting multiple identity studies in higher education, to facilitate the climate assessment and to analyze results. The CSWG reviewed R&A's survey template and revised the instrument to better match the campus context at MSU. The final survey contained 79 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents.

² For more information on MSU diversity initiatives <http://www.inclusion.msu.edu/> and for LGBTQ specific initiatives see <http://lbgtc.msu.edu/index.htm>

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

The CSWG was created at MSU to assist in coordinating the survey effort on campus. The CSWG reviewed the survey template and revised the instrument to better match the campus context at MSU. The final survey contained 79 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents.

All members of the campus community (e.g., students, faculty, and staff) were invited to participate in the survey with specific recruiting emphasis within the LGBT community. The survey was designed for respondents to provide information about their personal experiences with regard to climate issues, their perceptions of the campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions, including administrative policies and academic initiatives regarding climate issues and concerns on campus. A summary of the findings, presented in bullet form below, suggests that while the Michigan State University has several challenges with regard to diversity and LGBTQ issues, these challenges are found in higher education institutions across the country.³

³ Rankin, S. and Reason, R. (forthcoming). *Transformational Tapestry Model: A comprehensive approach for assessing and improving campus climates for underrepresented and underserved populations*. New York: Stylus Publications.

Sample Demographics

1,051 surveys were returned representing the following:

- 360 (34%) undergraduate students, 244 (23%) graduate students, 190 (18%) faculty, 215 (21%) staff, and 38 (4%) administrators
- 347 (33%) LGBTQ people; 698 (66%) heterosexual people
- 669 (64%) women; 353 (34%) men; 8 (1%) transgender⁴ respondents
- 188 (18%) People of Color⁵; 848 (81%) White respondents
- 36 (3%) people who identified as having a physical disability
- 20 (2%) people who identified as having a learning disability
- 48 (5%) people who identified as having a psychological condition

Quantitative Findings

- **More than half of all respondents indicated that they were “comfortable” or “very comfortable” with the overall climate at Michigan State University (57%, n = 594), in their departments or work units (62%, n = 646), and in their classes (62%, n = 492). The figures in the narrative show some disparities based on race.**
 - Lesbian and woman-loving woman (WLW) respondents were most comfortable with the climate at MSU (68% (n = 51) of whom were very comfortable or comfortable); in comparison, 64% (n = 14) of asexual respondents, 62% (n = 75) of gay respondents, 59% (n = 40) of bisexual respondents, 55% (n = 384) of heterosexual respondents, and 53% (n = 32) of “other” gender loving respondents were very comfortable or comfortable with the climate.
 - Among employees, 62% (n = 133) of staff, 51% (n = 97) of faculty, and 43% (n = 16) of administrators were comfortable or very comfortable with the campus climate at MSU.
 - 55% (n = 198) of males and 58% (n = 399) of females indicating they were comfortable or very comfortable with the overall climate.
 - Transgender respondents were much less comfortable with the climate than were cisgender men and women respondents (38% (n = 3) very comfortable or comfortable) compared to 56% (n = 197) of men and 58% (n = 388) of women).

⁴ “Transgender” refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford UW Press. Feb. 17, 2006 <<http://dictionary.oed.com/cgi/entry/00319380>>.

⁵ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories.

- Compared with 59% (n = 500) of White people, 50% (n = 94) of People of Color were “comfortable” or “very comfortable” with the overall campus climate.
- When analyzed by sexual identity, racial identity, and primary status, results suggest that substantial percentages of White LGBTQ administrators (33%, n = 4), LGBTQ graduate Students of Color (39%, n = 7), LGBTQ Faculty of Color (50%, n = 7), and heterosexual Administrators of Color (38%, n = 3) were uncomfortable/very uncomfortable with the climate.
- **5% (n = 53) of all respondents have considered leaving Michigan State University due to a homophobic and/or genderist climate.**
 - 6% (n = 21) of men, 4% (n = 27) of women, and 25% (n = 2) of transgender respondents have considered leaving MSU because of a homophobic and/or genderist climate.
 - 14% (n = 47) of sexual minorities (including 4% (n = 3) of bisexual respondents, 16% (n = 19) of gay respondents, 16% (n = 12) of lesbian/WLW respondents, 21% (n = 13) of “other” gender loving respondents, and none of the asexual respondents) and 1% (n = 7) of heterosexual respondents also have considered leaving MSU due to a homophobic and/or genderist climate.
- **94% of all respondents and 86% of LGBTQ respondents did not stay away from areas of campus where LGBTQ people congregate for fear of being labeled.**
- **When asked how many openly LGBTQ professors, staff members, and students they knew, higher percentages of sexual minority respondents than heterosexual respondents knew more openly gay people on campus.**

*Personal Experiences with Campus Climate*⁶

- **Some of respondents believed⁷ they had personally experienced offensive, negative, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment)⁸ within the past year. Sexual identity was most often cited as the reason given for the harassment. People of Color and sexual minorities⁹ perceived the harassment more often than White people and heterosexual respondents, and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported.**
 - 15% (n = 155) of respondents believed they had personally experienced offensive, negative, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus. The percentage of respondents experiencing harassment at Michigan State University is lower than the percentage of respondents who experienced harassment in studies of other institutions.¹⁰
 - Among those experiencing harassment, the perceived conduct was most often based on the respondents' sexual identity (50%, n = 77), gender (31%, n = 48), age (22%, n = 34), and physical characteristics (21%, n = 33).
 - Of sexual minority respondents who believed they had experienced this conduct, 87% (n = 74) stated it was because of their sexual identity.
 - Compared with 14% (n = 114) of White people, 20% (n = 38) of People of Color believed they had personally experienced such conduct.
 - Of Respondents of Color who reported experiencing this conduct, 50% (n = 19) stated it was because of their race.
 - Compared with 13% (n = 84) of women, 17% (n = 59) of men and 38% (n = 3) of transgender respondents believed they had personally experienced such conduct.
 - Of the women who believed they had experienced this conduct, 42% (n = 35) stated it was because of their gender. 33% (n = 1) of the transgender respondents said the conduct was based on their gender.

⁶ Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix.

⁷ The modifier "believe(d)" is used throughout the report to indicate the respondents' perceived experiences. This modifier is not meant in any way to diminish those experiences.

⁸ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

⁹ Sexual minorities are defined, for the purposes of this report, as people who identify as lesbian, gay, or bisexual.

¹⁰ Rankin's (2003) national assessment of climate for underrepresented groups where 25% (n = 3767) of respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%), or their ethnicity (16%).

- Compared with 10% (n = 70) of heterosexual respondents, 25% (n = 85) of sexual minority respondents believed they had personally experienced such conduct.
- 15% (n = 23) of participants made complaints to Michigan State University officials, while 17% (n = 27) did not know whom to go to, 16% (n = 25) did not report the incident for fear of retaliation, and 12% (n = 19) didn't report it for fear their complaints would not be taken seriously.
- **Some respondents avoided disclosing their LGBTQ or ally status to prevent specific negative consequences at MSU.**
 - 22% (n = 223) of respondents avoided disclosing their sexual identities to avoid intimidation.
 - 24% (n = 252) avoided disclosing their sexual identities due to a fear of negative consequences, harassment, or discrimination.

Perceptions of Campus Climate

- **Slightly more than one-third of all respondents indicated that they were aware of or believed they had observed harassment on campus within the past year. The perceived harassment was most often based on sexual identity. People of color and sexual minorities were more aware of perceived harassment.**
 - 35% (n = 356) of the participants believed that they had observed or personally been made aware of conduct on campus that created an offensive, negative, or intimidating working or learning environment.
 - Most of the observed harassment was based on sexual identity (67%, n = 245), gender expression (38%, n = 139), ethnicity (35%, n = 129), race (37%, n = 135), and gender (31%, n = 112).
 - Higher percentages of gay (46%, n = 55), lesbian/WLW (46%, n = 34), and “other” gender loving (51%, n = 31) respondents believed they had observed offensive, negative, exclusionary, or intimidating conduct than did heterosexual respondents (31%, n = 217).
 - Compared with 43% (n = 282) of White respondents, 33% (n = 81) of Respondents of Color believed they had observed or personally been made aware of such conduct.
 - Compared with 31% of faculty (n = 59) and staff (n = 66), 34% (n = 83) of graduate students, 37% (n = 14) of administrators, and 40% (n = 143) of undergraduate students believed they had observed such conduct.
 - These incidences were reported to an employee or official only 3% (n = 12) of the time.

- **When asked how often they observed negative treatment due to others' sexual identity, gender identity, gender expression, the majority of respondents (68% - 88%) reported that they never observed negative treatment.**
 - 32% (n = 329) of respondents said they saw men who were not heterosexual being harassed due to their sexual identity.
 - 25% (n = 252) of respondents said they saw women who were not heterosexual being harassed due to their sexual identity.
 - 21% (n = 216) observed others harassing people who were gender variant due to their gender expression.

Curricular Issues

- 35% (n = 272) of respondents thought their departmental curriculum/major requirements represented the contributions of LGBTQ people.
- When asked whether MSU should offer an LGBTQ Studies Program, 30% (n = 313) of all respondents strongly agreed; 30% (n = 308) agreed; 10% (n = 101) disagreed; and 6% (n = 58) strongly disagreed.

Campus Responses

- **The survey queried respondents as to the degree to which they felt MSU responded to incidents of LGBTQ harassment and discrimination.**
 - The vast majority of respondents did not know how MSU responded to incidents of LGBTQ harassment (68%, n = 703) or discrimination (68%, n = 704).
- **Most faculty and staff respondents don't know whether MSU provides equal benefits and services for LGBTQ faculty/staff and their partners and heterosexual faculty/staff and their partners.**
- **Respondents were asked to rank the importance of 33 LGBTQ support activities, events, and organizations at MSU.**
 - Most respondents thought all of the activities, events, and organizations were important (i.e., respondents marked "very important" or "moderately important").
 - Almost 30% of respondents thought LGBTQ graduation events, LGBTQ lending library, LGBTQ-related financial scholarships, and LGBTQ-themed housing were "not important."
 - LGBTQ respondents believed the LGBTQ support activities, events, and organizations were more important than did heterosexual respondents.

- **More than 60% (n = 603) of all respondents did not participate in any LGBTQ or allies-focused activity or use LGBTQ or allies-focused resources in the past year.**
 - Higher percentages of LGBTQ than heterosexual respondents used these resources.

Qualitative Findings

Many of the respondents contributed remarks to one or more of the open-ended questions. No respondents commented on all open-ended questions. Respondents included undergraduate and graduate students, as well as faculty, academic staff, and classified staff. .

When asked which MSU offices, facilities, programs and organizations positively or negatively contributed to the climate for LGBTQ community, several respondents identified particular majors/academic departments that had positive or negative effects.

A great number of people identified the LGBT Resource Center, the caucus groups, the Alliance of LGTBTA Students, Safe Schools, the Counseling Center, Student Affairs, the Center for Gender in Global Context, and Women's Studies as those who contribute positively to the climate. Several people said certain religious groups and conservative groups on campus (i.e., Young Americans for Freedom) negatively affect the climate for LGBTQ people, and that the actions of those groups sometimes "scare" or "intimidate" others. Some respondents also thought certain administrative policies and lack of response from the administration with respect to anti-LGBTQ incidents on campus contribute negatively to the climate for sexual minorities.

Responses were divided as to whether Residence Life fostered a positive negative climate. Many respondents praised Residence Life for its many programs and posters which support and educate regarding LGBTQ issues. Others said Residence Life is sometimes "unaware of exclusion and negative commentary" and "could do more." Response was also divided with regard to the impact of the Human Resources Department. While most of the respondents who commented on athletics at MSU wrote

about athletes making anti-LGBTQ remarks, a couple of women respondents said they better understood LGBTQ issues (and even thought of themselves as Allies) as a result of getting to know and becoming friends with lesbian teammates.

A large number of respondents offered suggestions for how to improve the climate for LGBTQ people at Michigan State University. A few individuals thought the climate at MSU was very welcoming and needed no improvement. Others thought certain aspects of campus life could be improved, and provided detailed feedback about how to improve the climate at MSU. For instance, several respondents wanted to improve the recruitment and retention of LGBTQ faculty and staff. Additionally, a number of people addressed the climate for women and asked for an investigation of women's issues on campus and to see more women in positions of authority on campus. Other respondents hoped the University would not "take it too far" and discriminate against the heterosexual population. Lastly, several respondents urged MSU leadership to actively set the tone, institute new initiatives, and create measures of accountability with regard to campus climate issues for LGBTQ people. A number of respondents advocated including LGBTQ topics throughout the curriculum, and instituting an LGBTQ Studies Program was the most mentioned suggestion.

One of the open-ended items queried, "Do you feel the LBGT Resource Center serves your needs and interests? Why or why not?" Some respondents said they were heterosexual and did not "need" the Center. Others were unaware of the Center and suggested more advertising for the programs and assistance available. Most of those respondents who used the Center were pleased with it and wished it could receive more funding, visibility and space. Others indicated that some of the LGBTQ groups felt "clique-y" and, as a result, they did not participate. Staff, faculty, and graduate students believed the LGBTRC focuses primarily on undergraduate students, and some respondents suggested instituting programs and services for graduate students, queer Students of Color, and bisexual and transgendered students.

Faculty and staff were asked, “Do you feel the GLFSA (Gay/Lesbian Faculty/Staff Association) serves your needs and interests? Why or why not?” Several respondents indicated they did not have an interest in or a need for the GLFSA, did not answer the question, or wrote in “n/a.” Some individuals were unaware the group existed at MSU. Most of the faculty and staff who did know of the GLFSA and responded to the question were supportive of the group and extended thanks to the individuals who do the work of the GLFSA. Some respondents liked the idea of a LGBTQ faculty and staff group, but thought the GLFSA could use some improvement (i.e., in lines of communication, better attendance at events, more practical information/resources for faculty and staff). Sadly, a few respondents said they avoided being associated with the group out of fear of negative consequences (e.g., boss’ reaction).

Question 75 asked student respondents, “Do you feel the LBGTQ student organizations serve your needs and interests? Why or why not?” Several students felt well served by LGBTQ student organizations, where most of their stated needs were social outlets, support, and community. A number of the student respondents wished more groups targeted toward graduate students, transgender students, and bisexual students existed. Other respondents insisted the existing groups were cliquish, attracted the same few members, and were “too socially oriented.” These individuals wanted more outlets for social justice and activist activities.

Question 76 asked respondents, “Do you think MSU is responsive and sensitive to the health and mental health issues of people who are LBGTQ? Why or why not?” The majority of respondents were unaware of the extent to which MSU was responsive to the health and mental health needs of LGBTQ people. A subset of those people guessed that MSU was responsive and sensitive, while others thought that since they had not seen any advertising for health/mental health services geared specifically for sexual minorities, the services must be lacking. Some respondents felt certain offices (e.g., Counseling Center, EAP) were responsive and sensitive. Many individuals suggested that Olin (and its employees) needed vast improvement in the way services are provided for LGBTQ people. Others suggested that MSU ought to train most employees to respond sensitively,

rather than providing only a few “contact people” trained to work with the LGBTQ population. Respondents also wanted to see more sexual health education provided for sexual minorities. Several people also questioned whether administrators and faculty truly understood the enormity of the questioning and coming out process for some students (and the toll it can take a person’s mental health) when those administrators and faculty create programs or allocate resources geared towards LGBTQ mental health.

Question 77 asked respondents, “During your time at MSU, has the climate for people who are LGBTQ people improved, stayed the same, or deteriorated? In what ways?” A number of respondents felt they were not part of the MSU climate long enough to offer constructive opinions. Some respondents indicated they only had been at MSU a short time and that the climate remained the same. Long-time employees said the climate had improved tremendously during their tenure at MSU.

The rest of the respondents were divided as to whether the climate had improved or deteriorated. Several respondents who thought the climate had improved suggested the changes were due to the “shift in thinking in the greater society,” the institution of support services and offices for LGBTQ people on campus (e.g., LGBTQ Resource Center, caucuses), and the leadership of a few key individuals. Several people who thought the climate for LGBTQ people had deteriorated pointed to the 2004 change in the Michigan Constitution (Prop 2) and how it has affected MSU’s policies and attitudes.

When asked if they would recommend MSU to an LGBTQ prospective student, faculty, or staff member, the vast majority of respondents answered affirmatively. Most of those respondents felt MSU was a great institution where anyone can find their niche and flourish. Others suggested that MSU was comparable to other large universities, and they would recommend to LGBTQ people to attend such institutions. A few respondents believed MSU had in place several offices, support services, and policies that would make LGBTQ people feel welcome. Others said MSU would be a good choice, but that East Lansing and the state of Michigan were not particularly forward thinking on LGBTQ issues. Some respondents felt the climate was more welcoming for LGBTQ

undergraduate students than for sexual minority faculty or staff (suggesting a single young professional would have difficulty meeting a partner at MSU or in the area). Some respondents said they would suggest people interested in coming to MSU ought to investigate the climate in the departments, majors, and colleges they were interested in before making any decisions. Relatively few people said they would not recommend MSU, and their reasons generally focused on their perceptions of the state of Michigan as an unwelcoming place for sexual minorities.

In addition, a few respondents commented on the survey and process itself. Some applauded the University's participation in the study and wanted to make certain that the results of the survey were made public and used to better Michigan State University. Several respondents insisted that Michigan State University leadership share with its constituents the climate assessment findings and initiatives instituted as a result of the findings.

Introduction

The Importance of Examining Campus Climate

One of the primary missions of higher education institutions is to produce and disseminate knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.¹¹ The climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment.¹²

Sexual minority students on college/university campuses encounter unique challenges because of how they are perceived and treated as a result of their sexual orientation, gender identity, or gender expression. Lesbian, gay, bisexual, transgender, and queer (LGBTQ)¹³ students and their Allies face challenges that may prevent them from achieving their full academic potential or participating fully in the campus community. Similarly, other campus community members, including LGBTQ faculty, staff and administrators, may also suffer as a result of these same prejudices, which limit their ability to achieve their career goals and to mentor or support students.

¹¹ For more detailed discussions of climate issues see Bauer, 1998; Boyer, 1990; Peterson & Spencer, 1990; Rankin, 1994, 1998; Tierney & Dilley, 1996

¹² For further examination of the effects of climate on campus constituent groups and their respective impact on the campus climate see Bauer, 1998; Kuh & Whitt, 1988; Peterson & Spencer, 1990; Rankin, 1994, 1998, 1999; Tierney, 1990

¹³ This report uses the term "lesbian, gay, bisexual, transgender, and queer people" or "LGBTQ people" to describe individuals who share related experiences of bias based on sexual orientation or gender identity, and gender expression. However, this language is employed with the understanding that many individuals identified as LGBTQ may choose to use other self-identifying terms or none at all. Recent research (Rankin, 2003) suggests that many sexual minorities prefer choices such as "same-gender loving," "gender-queer," "pansexual," "queer," "woman-loving-woman," etc. Some considered the "gay," "lesbian," "bisexual," and "transgender" categories to be predominately white social constructs of identity, and therefore not relevant to their personal experiences. "Queer" was overwhelmingly not the self-identity choice of black LGBTQ people, in fact, most chose gay or lesbian. This report acknowledges the personal and political import of language and the need to recognize a broad range of self-identity choices.

The negative environment that LGBTQ students, faculty, staff and administrators often experience has been documented in numerous studies since the mid-1980s (see Rankin, 1998 for a review). Many LGBTQ campus members find that they must hide significant parts of their identity from peers and others, thereby isolating themselves socially or emotionally. Those who do not to hide their sexual orientation or gender identity have a range of experiences including discrimination, verbal or physical harassment, and subtle or outright silencing of their sexual identities. While higher education provides a variety of opportunities for students and others, these are greatly limited for those who fear for their safety when they walk on campus, or feel they must censor themselves in the classroom, or are so distracted by harassing remarks that they are unable to concentrate on their studies, or are fearful every time they walk into a public restroom that they will be told to leave.

In a more recent investigation which was national in scope, nearly 1,700 self-identified LGBTQ students, faculty, and staff (Rankin, 2003) suggest that the campus community is not an empowering place for LGBTQ people and that anti-LGBTQ intolerance and harassment are prevalent. A heterosexist climate inhibits the acknowledgment and expression of LGBTQ perspectives. It also limits curricular initiatives and research efforts, as seen in the lack of LGBTQ content in university course offerings. Furthermore, the contributions and concerns of LGBTQ people have often remained unrecognized. The research findings indicate that during the academic year 2001-2002:¹⁴

- More than one-third (36%) of LGBTQ undergraduate students and 19% of LGBTQ faculty and staff have experienced harassment.
- Derogatory remarks were the most common form of harassment (89%).
- 79% of those harassed identified students as the source of the harassment.
- 20% of the respondents feared for their physical safety because of their sexual orientation/gender identity, and 51% concealed their sexual orientation/gender identity to avoid intimidation.

¹⁴ The original project that served as the foundation for survey was conducted in 2000-2001. The sample included 15,356 respondents (1,700 of whom identified as LGBT) from ten geographically diverse campuses (three private and eight public colleges and universities). Subsequent to the original project, the survey questions have been modified based on the results of sixty additional campus climate project analyses. For a more detailed review of the survey development process (e.g., content validity, construct validity, internal reliability, factor analysis), the reader is directed to: Rankin, S. and Reason, R. (2008). A Comprehensive Approach to Transforming Campus Climate. *Journal of Diversity in Higher Education*.

- Respondents felt that LGBTQ people were likely to be harassed on campus. 71% felt that transgender people were likely to suffer harassment, and 61% felt that gay men and lesbians were likely to be harassed.
- 43% of the respondents rated the overall campus climate as homophobic.
- 41% of the respondents stated that their college/university was not addressing issues related to sexual orientation/gender identity.
- 43% of the participants felt that the curriculum did not represent the contributions of LGBTQ people.

The research further suggests that LGBTQ People of Color¹⁵ were more likely than White LGBTQ people to conceal their sexual orientation or gender identity to avoid harassment. Many respondents said they did not feel comfortable being out in predominantly heterosexual People of Color venues, but felt out of place at predominantly White LGBTQ settings. Additionally, while the same proportion of non-transgender LGBQ men and women (28%) reported experiencing harassment, a significantly higher proportion of transgender respondents (41%) reported experiences of harassment.

Several colleges and universities, aware of the challenges facing LGBTQ members of their communities, and understanding their responsibility to provide a safe educational environment for all community members, initiated structural changes. For example, they created LGBTQ resource centers and LGBTQ studies programs. In addition, many revised or created LGBTQ-inclusive administrative policies, such as domestic partner benefits and nondiscrimination policies.

History of the Project

Michigan State University (MSU) has a long history of supporting diversity initiatives¹⁶ as evidenced by the System's support and commitment to this project. In 2009, the MSU Office for

¹⁵ While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), it was necessary to collapse these identities into people of color and white people for statistical analyses and comparisons.

¹⁶ For more information on MSU diversity initiatives <http://www.inclusion.msu.edu/> and for LGBTQ specific initiatives see <http://lbgtc.msu.edu/index.htm>

Inclusion and Intercultural Initiatives (OIII) supported a proposal from the MSU LGBT Resource Center, Center for Gender in Global Context (GenCen), and MSU Gay, Lesbian, Bisexual and Transgender (GLBT) Faculty, Staff and Graduate Student Association (GLFSA) to conduct a campus-wide survey to assess climate for GLBT students, faculty and staff. This is the most comprehensive GLBT climate study since the 1992 *Moving Forward* report. With funding from the OIII, The Resource Center, GenCen and GLFSA formed a Climate Study Working Group (CSWG) to coordinate the survey effort (see appendix C). The CSWG contracted with Rankin & Associates (R&A), a national leader in conducting multiple identity studies in higher education, to facilitate the climate assessment and to analyze results. The CSWG reviewed R&A's survey template and revised the instrument to better match the campus context at MSU. The final survey contained 79 questions, including open-ended questions for respondents to provide commentary. This report provides an overview of the findings of the internal assessment, including the results of the campus-wide survey and a thematic analysis of comments provided by survey respondents.

Methodology

Conceptual Framework

This project defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics.¹⁷” The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

¹⁷ Rankin & Associates (2001) adapted from AAC&U (1995).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The final survey contained 79 questions,¹⁸ including open-ended questions for respondents to provide commentary. The survey was designed to have respondents provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of MSU institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus (see Appendix D). All surveys responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in September 2009 by the MSU Institutional Review Board (IRB) (IRB # 09-913). The proposal indicated that any analysis of the data would insure participant confidentiality. The final web-based survey and paper-and-pencil surveys were distributed to the campus community in fall 2009. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of students and employees via an e-mail invitation to participate.

Due to the difficulty in identifying lesbian, gay, bisexual, and transgender individuals, personal networks were also employed by members of the advisory committee. These networks are popular in the recruitment of LGBTQ individuals in survey research, and include “volunteer distributors” who describe the study to friends or colleagues in hopes of recruiting LGBTQ individuals from social and organizational contacts.¹⁹ To this end, contacts were made by CSWG members with “out” LGBTQ individuals on campus who were asked to share the survey with other members of the LGBTQ community who were not as open about their sexual/gender identity. This method allowed for the responses from not only “out” LGBTQ persons, but also those LGBTQ individuals who chose to keep their sexual orientation, gender identity, or gender

¹⁸ To ensure reliability, evaluators must insure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

¹⁹ Bradford, Ryan, & Rothblum, 1994.

expression confidential. The use of electronic surveys also protected the confidentiality of respondents, and promoted increased accessibility of the survey to a larger and more representative sample.²⁰

Limitations. Several limitations to the generalizability of the data existed. The first limitation occurred because respondents in this study were “self-selected.” Self-selection bias therefore is possible since participants had the choice of whether to participate. The bias lies in that an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 18.0). Numbers and percentages were also calculated by salient group memberships (e.g., by sexual identity, gender, race/ethnicity, status²¹) to provide additional information regarding participant responses. Throughout this report, including the narrative and data table within the narrative, all information was presented using valid percentages.²² Refer to the survey data tables in Appendix B for actual percentages²³ where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

A few survey questions allowed respondents the opportunity to describe further their experiences on MSU’s campus, to expand upon their survey responses, and to add any additional thoughts they wished. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments and a list of common themes were established based on the judgment of the reviewer. Most themes were based on the issues raised in the survey

²⁰ Mustanski, 2001.

²¹ University status was defined in the questionnaire as “Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).”

²² Percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²³ Percentages derived using the total number of survey respondents.

questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted.

This methodology does not reflect a comprehensive qualitative study. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. Comments were not used to develop grounded hypotheses independent of the quantitative data.

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results as per the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of the MSU's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Several researchers working in the area of diversity-as well as higher education survey research methodology experts - reviewed the template used for the MSU Climate survey. The survey was also reviewed by members of the MSU CSWG.

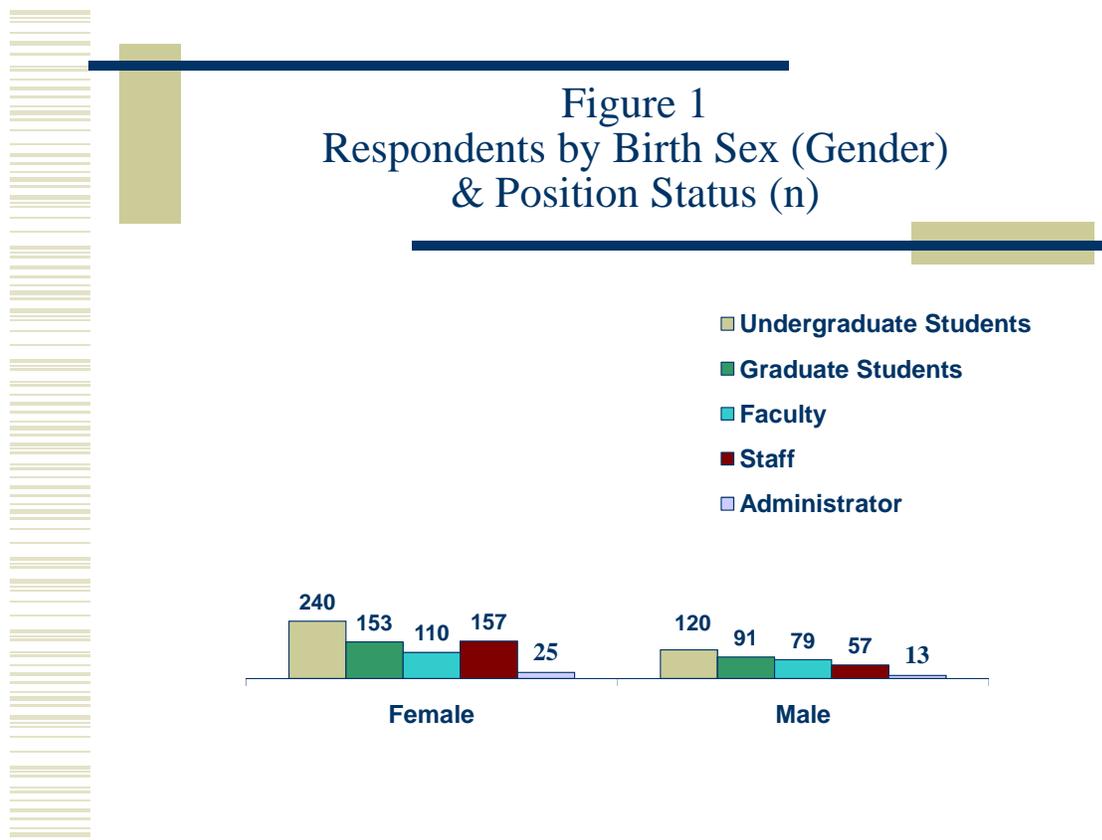
Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from MSU CSWG members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of harassment, for example. However, no reliable data to that effect were available. As such, meticulous attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-

biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

Description of the Sample

General Demographic Information

The majority of participants identified their birth sex as female (66%, n = 688)²⁴, their current gender identity as woman (64%, n = 669), and their current gender expression as feminine (59%, n = 619) (Figures 1 – 3).



²⁴ The reader should note that frequency tables for each quantitative survey item are available in Appendix B.

Figure 2
Respondents by Birth Sex (Gender)
& Current Gender Identity (n)

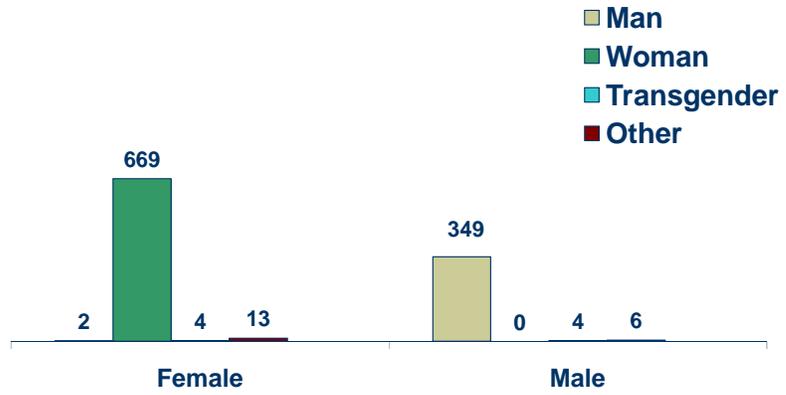
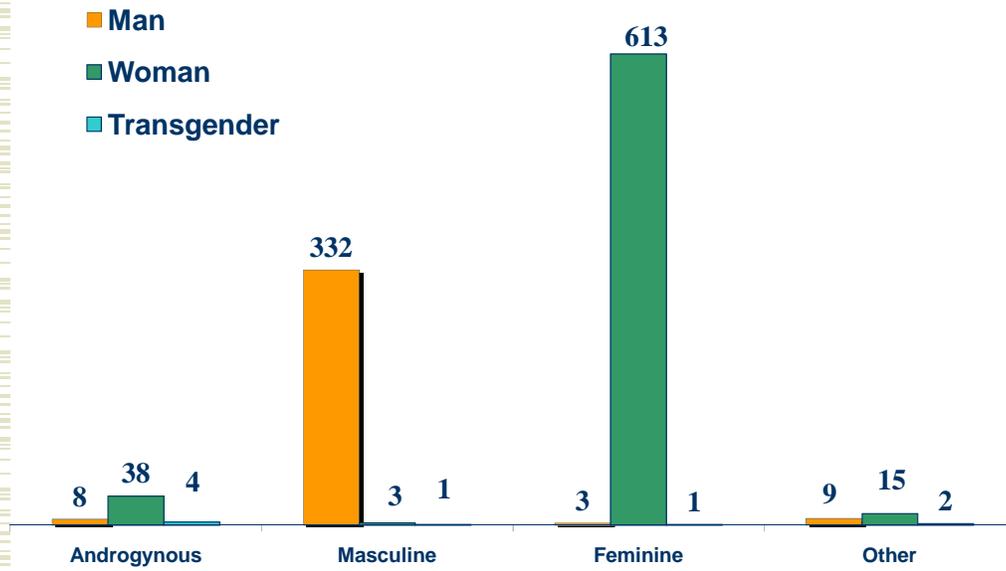
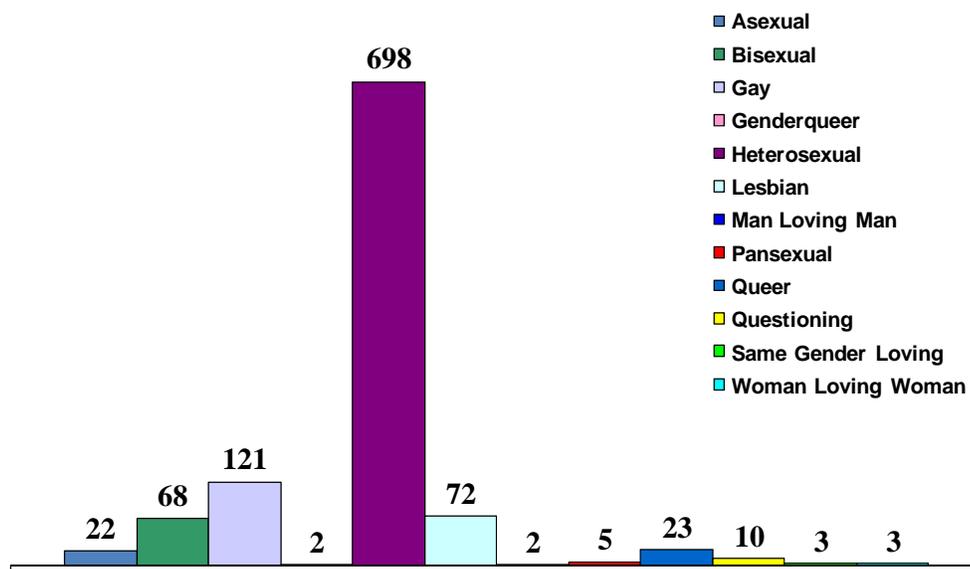


Figure 3
Respondents by Current Gender Expression
& Current Gender Identity (n)

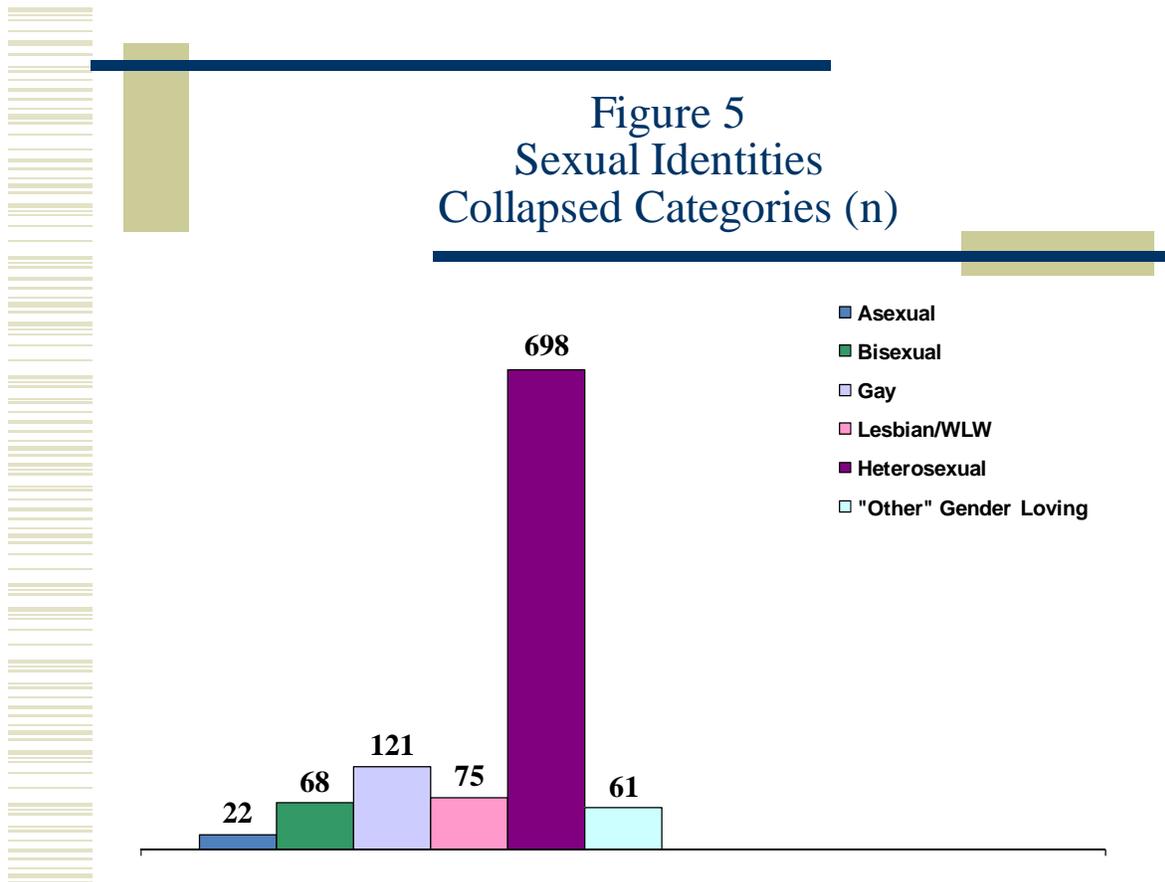


The majority of respondents characterized their sexual identity as heterosexual (66%, n = 698). Fifteen people marked “other” and wrote in a variety of comments, which included responses such as: “anything other than hetero is gross,” “biromantic asexual,” “gay, but not feeling accepted by mainstream gay men,” “I use queer and gay depending on context,” “if it were a %, I would say 30% homo, 70% hetero,” “mostly hetero but a little bi,” “probably more hetero, but I think sexuality is a range,” “PanHetero, a Kinsey 2,” and “Queerly Straight Trans-Man.”

Figure 4
 Respondents’ Sexual Identities (n)



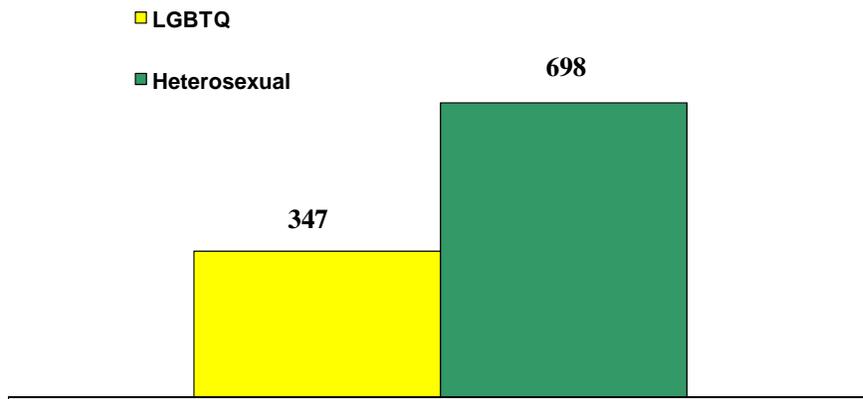
For the purposes of some analyses and to maintain respondents' confidentiality, sexual identity was collapsed into six categories: asexual (2%), bisexual (7%), gay (12%), lesbian/woman loving woman (WLW) (7%), heterosexual (66%), and "other" gender loving²⁵ (6%).



²⁵ Throughout the report, "other" gender loving denotes respondents who identified as queer, gender-queer, questioning, man loving man, pansexual, same gender loving, and "other." Man loving man was not included in the "gay" sexual identity category as seven respondents who identified their birth sex as female identified their sexual identity as gay.

Since the number of respondents in some of the collapsed sexual identity categories might still compromise the anonymity of respondents in certain analyses, sexual identity was further collapsed into two categories: LGBTQ/sexual minority²⁶ and heterosexual. Thirty-three percent of the respondents were sexual minorities, while 66% identified as heterosexual.

Figure 6
Respondents by Sexual Identity (n)



²⁶ “Throughout this report, “LGBTQ” and “sexual minority” were used to include respondents who identified as asexual, bisexual, gay, genderqueer, lesbian, man loving man, pansexual, queer, same gender loving, and woman loving woman.

When asked, “To whom are you most sexually attracted?” the majority of respondents indicated that they were most attracted to men (60%, n = 633). Table 1 depicts these results by gender identity.

Table 1.
Attraction by Gender Identity

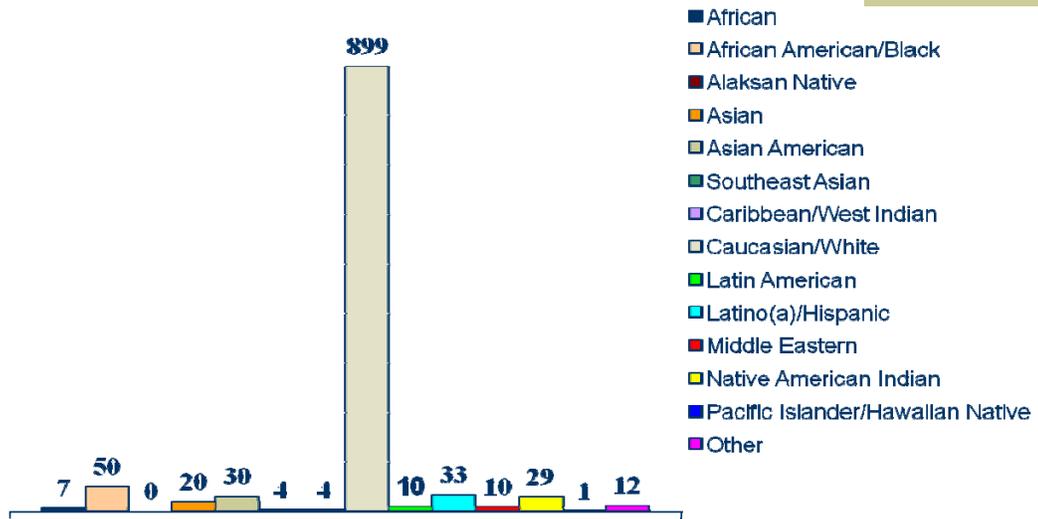
Gender Identity	Women (n)	Men (n)	Both Men & Women (n)	Uncertain (n)	Neither (n)
Man	208	127	10	2	3
Woman	91	502	62	3	3
Transgender	5	1	2	0	0
TOTAL	312	633	78	5	6

Note: only *n* is provided

Demographics by Racial Identity

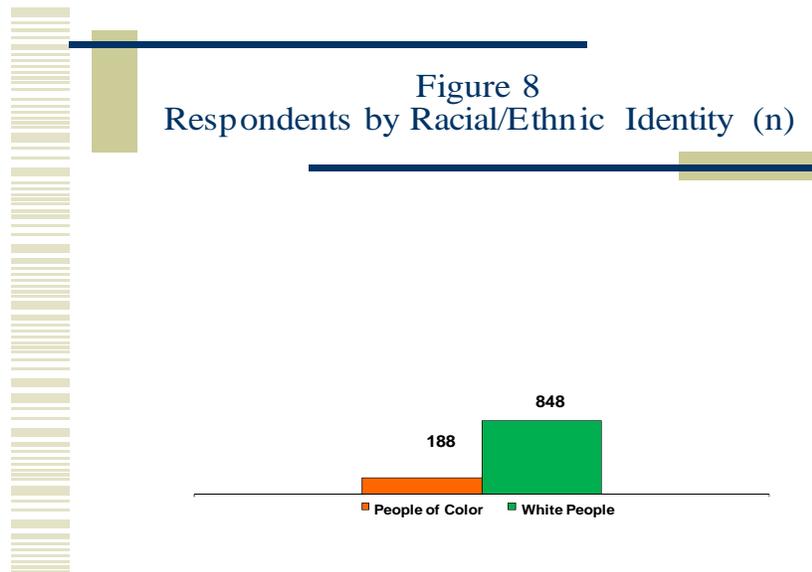
With regard to race and ethnicity, 86% of the respondents were White/Caucasian (Figure 7). Five percent were African American/Black. Three percent were Asian American, Latino(a)/Hispanic, or Native American Indian, and two percent were Asian. One percent or fewer were African, Southeast Asian, South Asian, Caribbean/West Indian, Latin American, Middle Eastern, or Pacific Islander/Hawaiian Native. No one identified as Alaskan Native. Most people who choose “other” wrote in comments such as European American, American, Jewish, and human.

Figure 7
 Respondents by Racial/Ethnic Identity (n)¹



¹Inclusive of multi-racial and/or multi-ethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 848, 81%) as part of their identity and 188 respondents (18%) chose a category other than White as part of their identity (Figure 8). Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of People of Color and White people.²⁷



²⁷ While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American) and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into people of color and White for many of the analyses due to the small numbers in the individual categories.

Demographics by Racial Identity and Sexual Identity

The majority of respondents identified their sexual orientation as heterosexual (66%). Table 2 below illustrates that there were similar percentages of White and People of Color of every listed sexual identity who participated in the study.

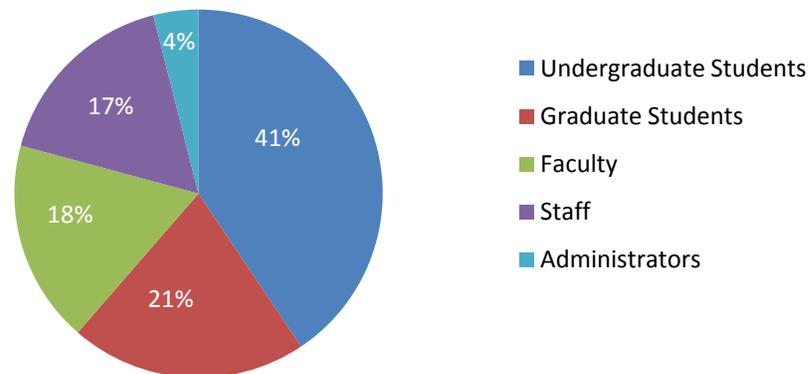
Table 2.
Race/Ethnicity by Sexual Identity

	White		People of Color	
	n	%	n	%
Asexual	18	2.1	4	2.1
Bisexual	51	6.0	16	8.5
Gay	98	11.6	23	12.2
Genderqueer	2	0.2	0	0.0
Heterosexual	569	67.4	119	63.3
Lesbian	62	7.3	10	5.3
Man Loving Man	2	0.2	0	0.0
Pansexual	3	0.4	1	0.5
Queer	15	1.8	7	3.7
Questioning	7	0.8	3	1.6
Same Gender Loving	2	0.2	1	0.5
Woman Loving Woman	2	0.2	1	0.5

Demographics by MSU Position and Sexual Orientation

Figure 9 indicates that a considerable number of LGBTQ students and employees of the University (n = 320) participated in the study.

Figure 9: LGBTQ Respondents by Position



The body of literature regarding institutional climate suggests that the attitudes, beliefs, and behaviors of campus employees²⁸ contribute significantly to the climate of their institution.²⁹ While comprising 39% (n = 123) of the respondents of this investigation, employees' perceptions and experiences might disproportionately affect the campus as a whole. As subcultures within the institution, campus employees are the most enduring institutional members and thus can most directly influence organizational strategy or changes in academic management practices. In addition, faculty have a significant impact on the development, maintenance, and/or modifications of students' attitudes and values and a direct impact on curriculum.³⁰

Of the faculty respondents (n = 190) (Table B1), 24% (n = 45) identified as professors, 21% (n = 40) as assistant professors, 19% (n = 35) as associate professors, 12% (n = 22) as fixed-term non-tenure track, four percent (n = 8) instructors, and two percent (n = 3) adjunct (Table B10). Most staff were APA (27%, n = 58), APSA (22%, n = 47), and CTU (17%, n = 37) (Table B11).

²⁸ The category "employees" includes faculty, staff, and administrators.

²⁹ Rankin, 1994.

³⁰ Austin, 1990; Kuh & Whitt, 1988; Pascarella, 1980, 1985.

Faculty and staff were affiliated with 33 of the 41 colleges and major administrative units listed in survey item 31. The most heavily represented colleges and units included: the College of Human Medicine (19%), the College of Natural Science (19%), the College of Social Science (19%), MSU Extension (17%), the College of Agriculture (16%), the Vice President for Student Affairs and Services (15%), the College of Arts and Letters (12%), and Lyman Briggs College (9%) (Table B13).

Among undergraduate students, 30% (n = 103) were third-year students, 27% (n = 92) were fourth-year students, and 21% were either first-year (n = 71) or second-year students (n = 71) (Table B8). Fifty-three percent (n = 128) of the graduate student respondents reported they were doctoral degree students; 28% (n = 68) were professional degree students, and 20% (n = 48) were master's degree students (Table B9).

Most student respondents' academic majors were within the College of Social Science (17%, n = 103), the College of Natural Science (15%, n = 92), the College of Arts and Letters (15%, n = 88), the Lyman Briggs College (14%, n = 86), and the Honors College (10%, n = 60) (Table 3).

Table 3.
Student Respondents' College

College	n	%
Agriculture & Natural Resources	34	5.6
Arts & Letters	88	14.6
Eli Broad College of Business & School	19	3.1
Communication Arts & Sciences	28	4.6
Honors College	60	9.9
Education	12	2.0
Engineering	33	5.5
Human Medicine	52	8.6
James Madison College	41	6.8
Lyman Briggs College	86	14.2
MSU College of Law	46	7.6
College of Music	4	0.7
Natural Science	92	15.2
Nursing	12	2.0
Osteopathic Medicine	3	0.5
Residential College in the Arts & Humanities	6	1.0
Social Science	103	17.1
Veterinary Medicine	5	0.8
Undecided	4	0.7

Note: Table includes only those who indicated they were students in Question 19 (n = 604).

Fifty-seven percent (n = 342) of student respondents were currently dependent students (family/guardian assists with living/educational expenses) and 42% (n = 253) were independent (the sole provider for their own living/educational expenses) (Table B19). Table 4 illustrates that 28% (n = 164) of all student respondents' family earned less than \$25,000 annually.

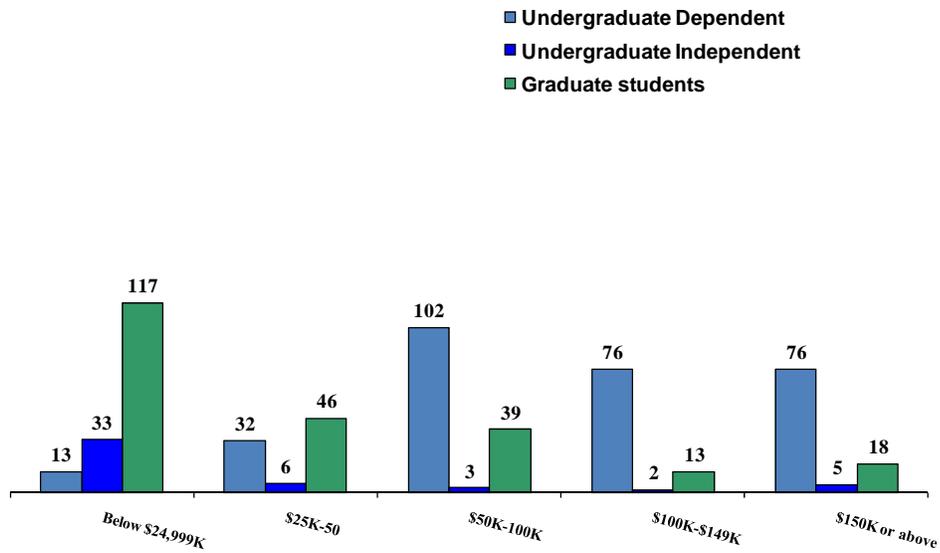
Table 4.
Student Respondents' Estimate of Family's Yearly Income
(Dependent) or Own Yearly Income (Independent)

Income	n	%
\$24,999 or below	164	27.2
\$25,000 - \$49, 999	84	13.9
\$50,000 - \$74,999	74	12.3
\$75,000 - \$99,999	70	11.6
\$100,000 - \$125,999	63	10.4
\$126,000 - \$149,999	28	4.6
\$150,000 - \$174,999	24	4.0
\$175,000 – \$199,999	18	3.0
\$200,000 - \$225,999	22	3.6
\$226,000 - \$249,999	5	0.8
\$250,000 and above	31	5.1
Missing	21	3.5

Note: Table includes only those who answered that they were students in Question 19 (n = 604).

Figure 10 depicts income information for graduate students and financially dependent and independent undergraduate students.

Figure 10
Income by Student Position Status (n)



Eight percent of respondents (n = 89) had a disability that substantially affects major life activities (Table B15). Of those respondents, 36 (40%) said they had physical disabilities, 20 (23%) had learning disabilities, and 48 (54%) had psychological conditions (Figure 11).

Figure 11
Respondents with Conditions
that Substantially Affect Major Life Activities (n)

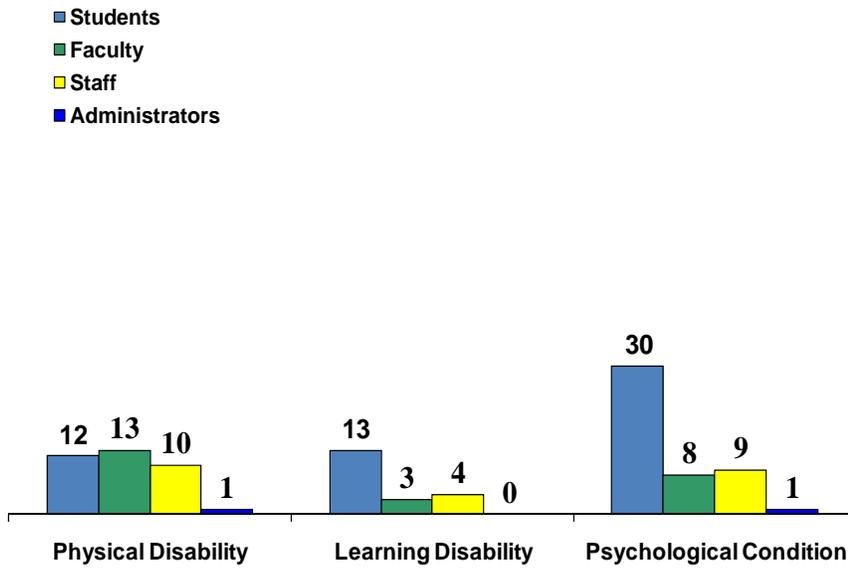
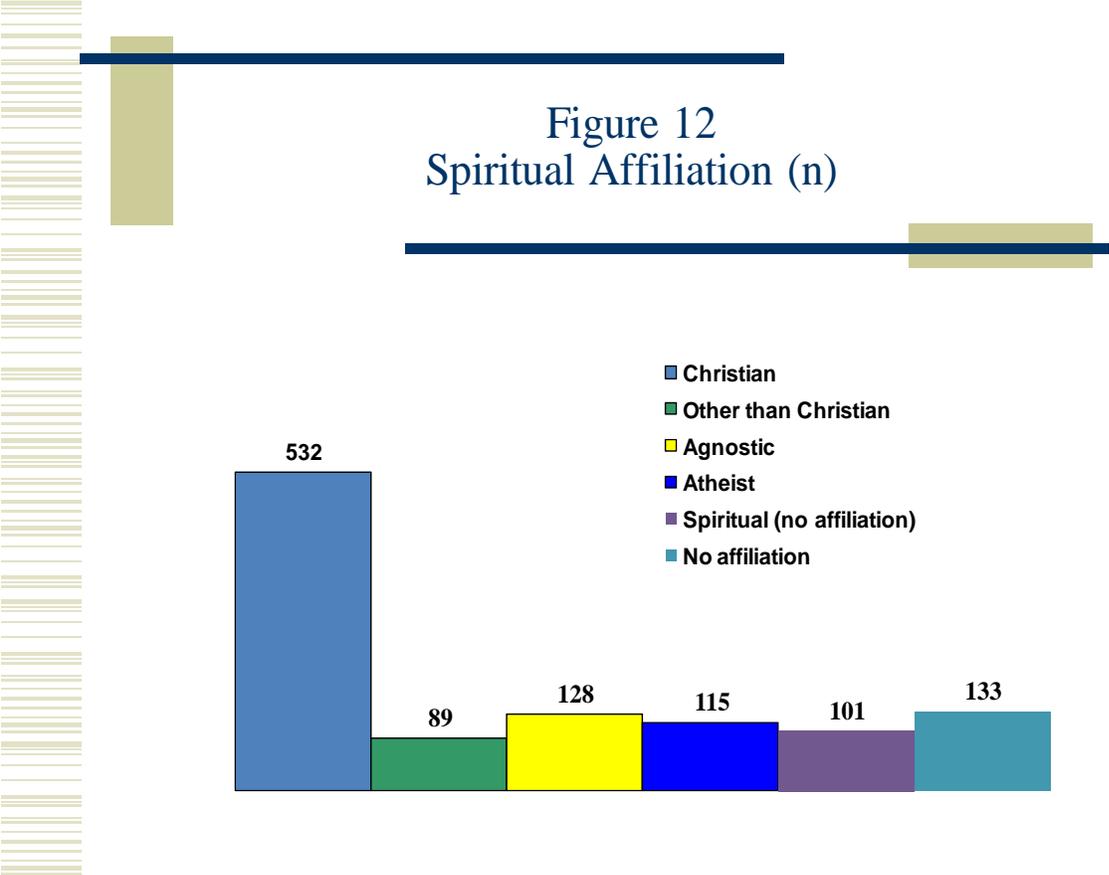


Table 5 indicates that approximately 92% (n = 967) of participants who completed this survey were native-born U.S. citizens.

Table 5.
Respondents' Citizenship Status

	Students		Employees	
	n	%	n	%
U.S. citizen	556	92.2	411	93.2
U.S. citizen – naturalized	8	1.3	7	1.6
Dual citizenship	11	1.8	2	0.5
Permanent resident (immigrant)	5	0.8	13	2.9
International (F-1, J-1, or H1-B, or other visa)	22	3.6	8	1.8

Figure 12 illustrates that approximately 40% (n = 391) of the respondents were affiliated with a Christian denomination, while 36% (n = 376) identified as having no spiritual affiliation (no affiliation, atheist, agnostic).



Forty-three percent (n = 255) of students lived on campus and 57% (n = 342) lived off campus (Table 6).

Table 6. Students' Residence

Residence	n	%
Co-op Housing	5	0.8
Residence hall	225	37.3
Fraternity/Sorority housing	1	0.2
On-campus apartments	24	4.0
Off campus – independent or with roommate	239	39.6
Off campus – with partner or spouse	89	14.7
Off campus – with parent(s)/family/relative(s)	14	2.3
Missing	7	1.2

Note: Table includes only those who answered that they were students in Question 19 (n = 604).

The survey asked respondents to rate the degree to which they were out as LGBTQ people or heterosexual allies. Table 9 illustrates that more than half of all respondents were out to all their friends (52%, n = 486) and their entire immediate families (57%, n = 533). Thirty-one percent (n = 288) were out their entire extended families, and 44% (n = 163) of faculty and staff were out to all their professional colleagues.

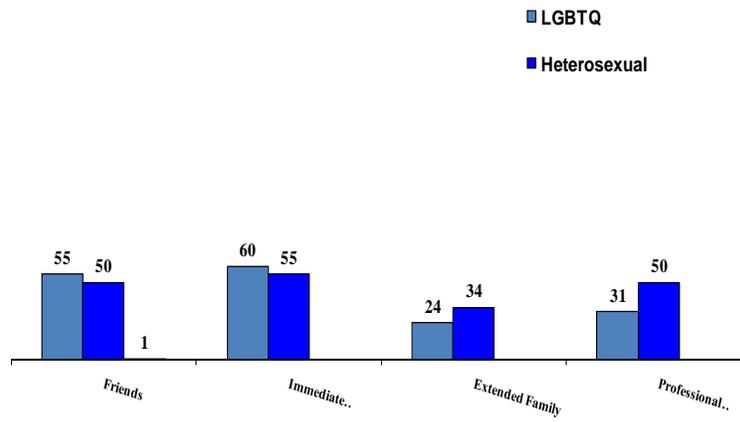
Table 7. The Extent to Which Respondents Were Out as LGBTQ People or as Straight Allies

Issues	Out to All		Out to Most		Out to Some		Out to Only a Few Close		Not Out at All	
	n	%	n	%	n	%	n	%	n	%
Friends	486	51.6	215	22.8	110	11.7	55	5.8	76	8.1
Immediate family (e.g., parents/guardians and siblings)	533	56.8	119	12.7	82	8.7	75	8.0	129	13.8
Extended Family (e.g., grandparents, aunts, uncles, and cousins)	288	30.6	181	19.3	163	17.3	103	11.0	205	21.8
Professional colleagues ¹	163	43.7	78	20.9	67	18.0	32	8.6	33	8.8

¹Only includes those respondents who indicated they were faculty or staff in Question 19 (n = 443)

Interestingly, higher percentages of LGBTQ respondents than heterosexual respondents were out to all friends and immediate family, while higher percentages of heterosexual respondents than LGBTQ respondents reported being out as Allies to their extended families and professional colleagues (Figure 13).

Figure 13
Respondents Out to All ... (%)



LGBTQ Climate Assessment Findings

The following section³¹ reviews the major findings of this study. The review explores the climate for LGBTQ people at Michigan State University through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues is examined in relation to the identity and status of the respondents.

Personal Experiences on Campus

Table 8 illustrates that 57% (n = 594) of all survey respondents were “comfortable” or “very comfortable” with the climate at MSU. Sixty-two percent (n = 646) were “comfortable” or “very comfortable” with the climate for diversity in their department or work unit, and 62% (n = 492) of faculty and students were “comfortable” or “very comfortable” in their classes.

Table 8. Respondents’ Comfort with Climate

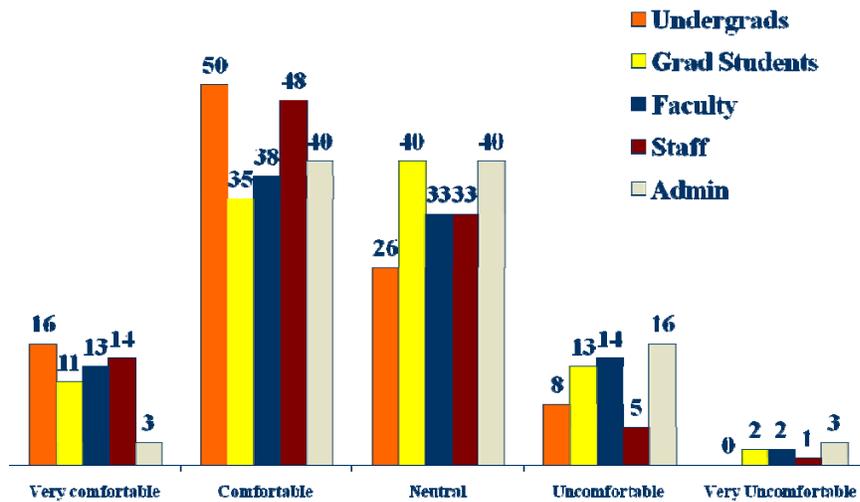
	Comfort with Climate at MSU		Comfort with Climate in Department/ Work Unit		Comfort with Climate in Classes*	
	n	%	n	%	n	%
Very Comfortable	140	13.4	269	25.7	182	23.1
Comfortable	454	43.3	377	36.0	310	39.3
Neither Comfortable nor Uncomfortable	340	32.4	225	21.5	169	21.4
Uncomfortable	104	9.9	80	7.6	77	9.8
Very Uncomfortable	10	1.0	23	2.2	11	1.4

*Only answered by faculty and students (n = 794).

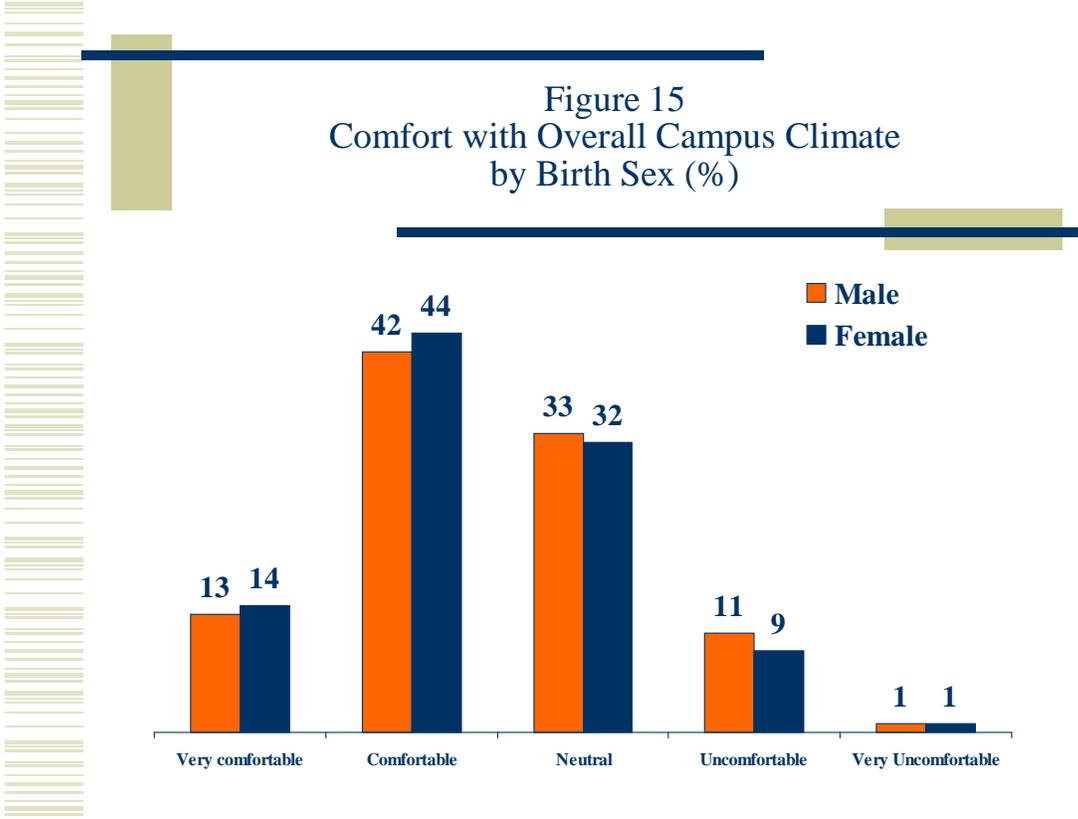
³¹ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

When analyzed by various demographic categories, some differences in responses emerged. With regard to respondents' primary campus status, undergraduate students were most comfortable with the overall campus climate at Michigan State University (Figure 14). Among employees, 62% (n = 133) of staff, 51% (n = 97) of faculty, and 43% (n = 16) of administrators were comfortable or very comfortable with the campus climate at MSU.

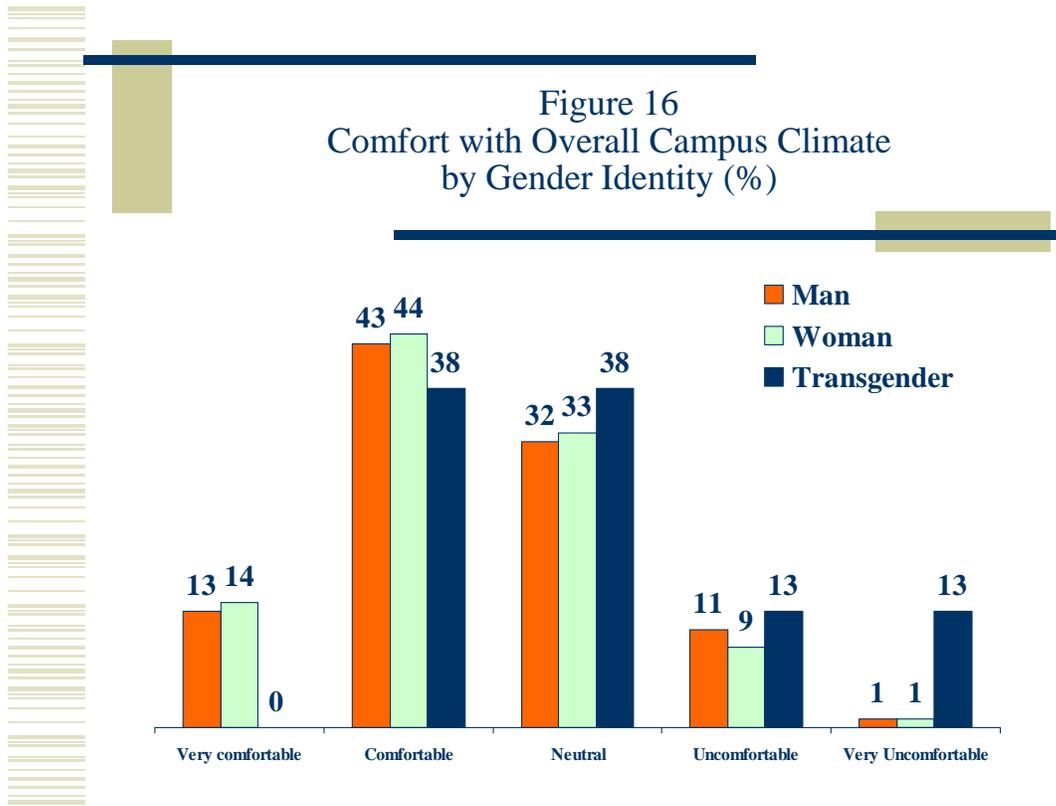
Figure 14
Comfort with Overall Campus Climate
by Primary Status (%)



Male and female respondents were similarly comfortable with the campus climate, with 55% (n = 198) of males and 58% (n = 399) of females indicating they were comfortable or very comfortable (Figure 15).

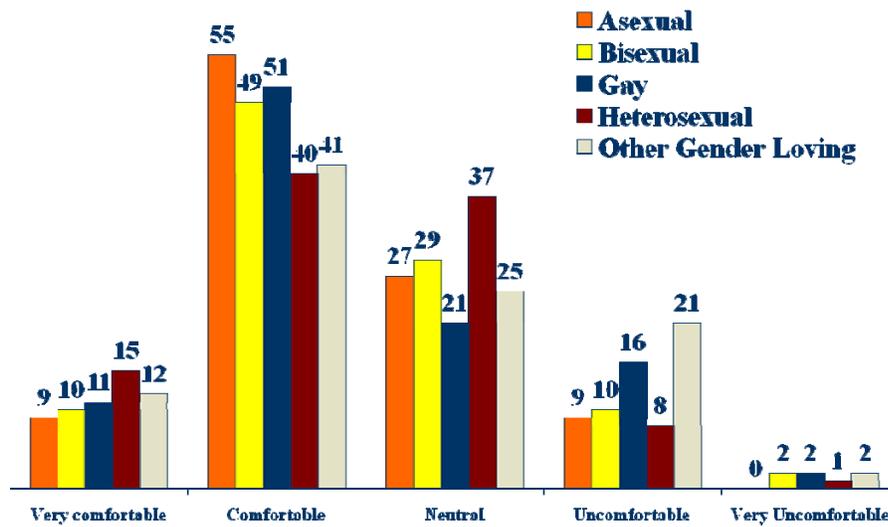


When analyzed by gender identity, the results indicate that transgender respondents were much less comfortable with the climate than were men and women respondents (38% (n = 3) very comfortable or comfortable compared to 56% (n = 197) of men and 58% (n = 388) of women) (Figure 16).



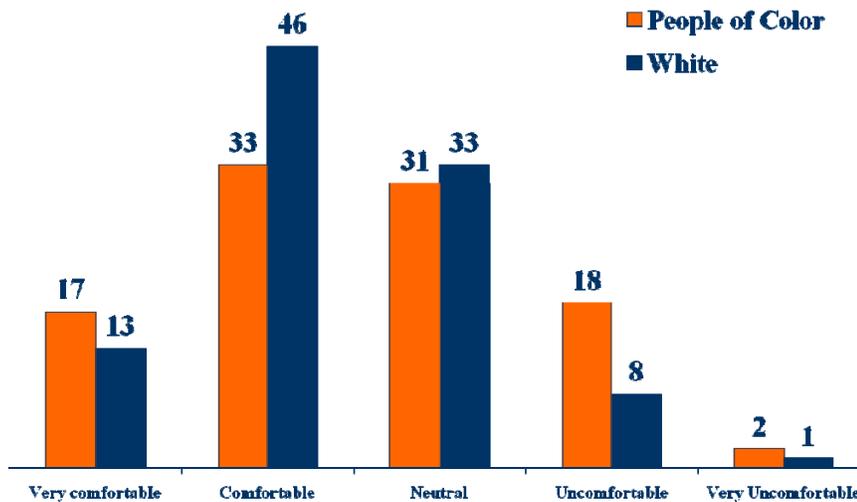
With regard to sexual identity, lesbian/WLW respondents were most comfortable with the climate at MSU (68% (n = 51) of who were very comfortable or comfortable) (Figure 17). In addition, 64% (n = 14) of asexual respondents, 62% (n = 75) of gay respondents, 59% (n = 40) of bisexual respondents, 55% (n = 384) of heterosexual respondents, and 53% (n = 32) of “other” gender loving respondents were very comfortable or comfortable with the climate.

Figure 17
 Comfort with Overall Campus Climate
 by Sexual Identity (%)



When comparing the data by the demographic categories of “People of Color” and “Caucasian/White,” People of Color (50% (n = 94) of whom were very comfortable or comfortable) were less comfortable than White people (59% (n = 500) of whom were very comfortable or comfortable) with the overall climate for diversity at MSU (Figure 18).

Figure 18
Comfort with Overall Campus Climate by Race (%)



Fifty-four percent (n = 150) of off campus student respondents and 62% (n = 158) of the on campus student respondents were very comfortable or comfortable with the overall climate at MSU (Figure 19).

Figure 19
Student Respondents' Comfort with Overall Campus Climate by Residence (%)

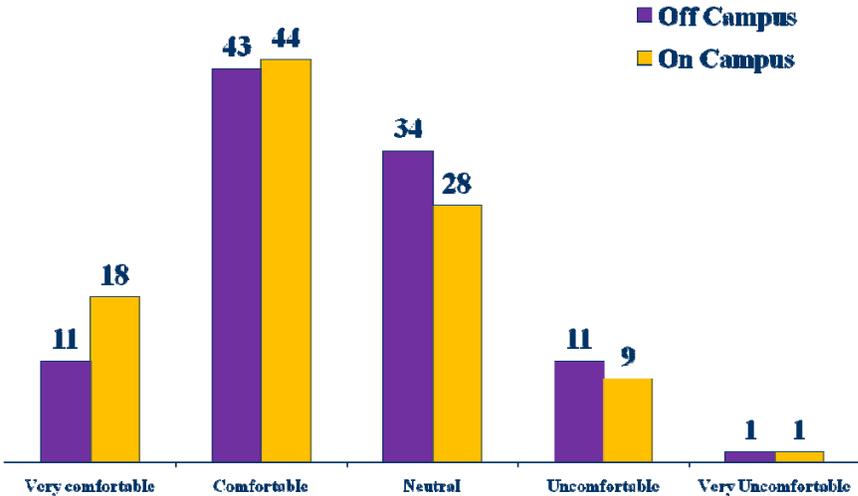


Table 9 illustrates that asexual and lesbian/WLW off campus student residents were more comfortable with the MSU climate than were on campus asexual and lesbian/WLW student residents. Conversely, bisexual, heterosexual, and “other” gender loving student respondents who lived on campus were more comfortable with the climate than were their off campus peers. Roughly 65% of gay students, whether they lived on or off campus, were comfortable with the climate at MSU.

Table 9. Students’ Comfort with Overall MSU Campus Climate by Residence and Sexual Identity

Residence	Sexual Identity	Very Comfortable/ Comfortable		Neutral		Uncomfortable/ Very Uncomfortable	
		n	%	n	%	n	%
Off Campus	Asexual	5	83.3	1	6.7	0	0.0
	Bisexual	13	50.0	8	30.8	5	19.2
	Gay	26	65.0	7	17.5	7	17.5
	Lesbian/WLW	14	70.0	3	15.0	3	15.0
	Heterosexual	119	51.5	90	39.0	21	9.1
	“Other” Gender Loving	12	48.0	9	36.0	4	16.0
On Campus	Asexual	5	45.5	5	45.5	1	9.1
	Bisexual	16	80.0	3	15.0	1	5.0
	Gay	23	65.7	8	22.9	4	11.4
	Lesbian/WLW	5	45.5	4	36.4	2	18.2
	Heterosexual	94	62.3	48	31.8	9	6.0
	“Other” Gender Loving	12	60.0	1	5.0	7	35.0

Table 10 illustrates respondents’ comfort with the overall MSU campus climate by sexual identity³² and primary status. Undergraduate LGBTQ respondents (71%) were more comfortable with the climate than were heterosexual undergraduates (63%). Likewise, LGBTQ staff members (71%) were more comfortable with the overall climate at MSU than were heterosexual staff (58%), as were LGBTQ administrators (46% were very comfortable/comfortable) and heterosexual administrators (40% were very comfortable/comfortable). LGBTQ faculty (53%)

³² Sexual identity was collapsed to “LGBTQ versus Heterosexual” for this analysis (and others throughout the report) to maintain the confidentiality of respondents. Too few cases (n < 5) fell into several cells when analyzed using more expansive categories (i.e., asexual, bisexual, gay, lesbian/WLW, heterosexual, and “other” gender loving).

and heterosexual faculty (50%) and LGBTQ graduate students (43%) and heterosexual graduate students (47%) were similarly comfortable with the climate.

Table 10.
Respondents' Comfort with Overall MSU Campus Climate by Sexual Identity and Primary Status

Sexual Identity	Primary Status	Very Comfortable/ Comfortable		Neutral		Uncomfortable/ Very Uncomfortable	
		n	%	n	%	n	%
LGBTQ	Undergraduates	103	70.5	26	17.8	17	11.6
	Graduate Students	31	43.1	24	33.3	17	23.6
	Faculty	31	52.5	14	23.7	14	23.7
	Staff	40	71.4	13	23.2	3	5.4
	Administrators	6	46.2	3	23.1	4	30.8
Heterosexual	Undergraduates	134	62.5	69	32.2	11	5.1
	Graduate Students	80	46.8	71	41.5	19	11.1
	Faculty	65	50.0	48	36.9	17	13.1
	Staff	90	57.7	58	37.2	8	5.1
	Administrators	10	40.0	12	48.0	3	12.0

When analyzed by racial identity and primary status, the data revealed that Respondents of Color, regardless of primary status were less comfortable with the MSU climate than were White respondents. Faculty of Color (35%) were much less comfortable with the climate than were White faculty (53%). Similarly, Administrators of Color (22%) were much less comfortable with the climate than were White administrators (50%) (Table 11).

Table 11. Respondents' Comfort with Overall MSU Campus Climate by Racial Identity and Primary Status

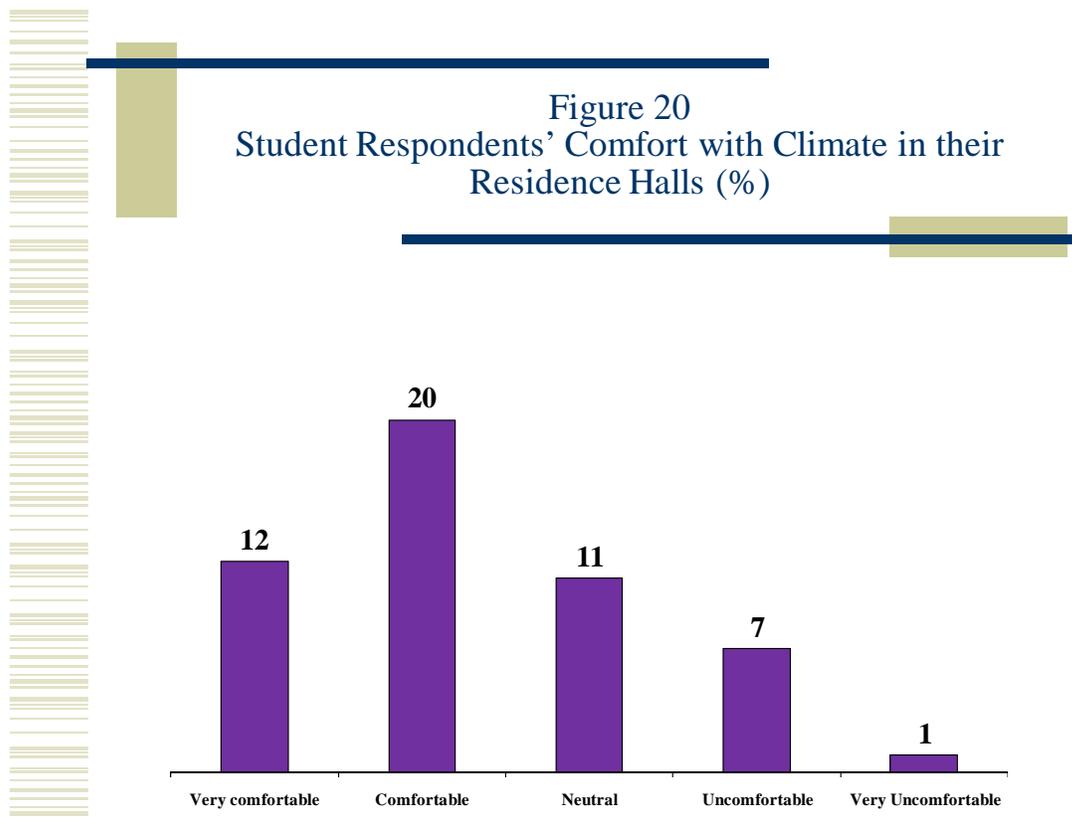
Racial Identity	Primary Status	Very Comfortable/ Comfortable		Neutral		Uncomfortable/ Very Uncomfortable	
		n	%	n	%	n	%
White	Undergraduates	194	66.7	77	26.5	20	6.9
	Graduate Students	88	46.8	75	39.9	25	13.3
	Faculty	81	53.3	52	34.2	19	12.5
	Staff	117	62.9	61	32.8	8	4.3
	Administrators	14	50.0	10	35.7	4	14.3
People of Color	Undergraduates	41	61.2	18	26.9	8	11.9
	Graduate Students	23	45.1	17	33.3	11	21.6
	Faculty	12	35.3	11	32.4	11	32.4
	Staff	15	55.6	9	33.3	3	11.1
	Administrators	2	22.2	4	44.4	3	33.3

Table 12 illustrates respondents' degree of comfort with the MSU campus climate by sexual identity, racial identity, and primary status. Of note, substantial percentages of White LGBTQ administrators (33%), LGBTQ graduate Students of Color (39%), LGBTQ Faculty of Color (50%), and heterosexual Administrators of Color (38%) were uncomfortable/very uncomfortable with the climate.

Table 12.
Respondents' Comfort with Overall MSU Campus Climate by Sexual Identity, Racial Identity, and Primary Status

Sexual Identity	Racial Identity	Primary Status	Very Comfortable/ Comfortable		Neutral		Uncomfortable/ Very Uncomfortable	
			n	%	n	%	n	%
LGBTQ	White	Undergraduates	81	69.8	23	19.8	12	10.3
		Graduate Students	24	45.3	19	35.8	10	18.9
		Faculty	28	63.6	9	20.5	7	15.9
		Staff	36	73.5	10	20.4	3	6.1
		Administrators	5	41.7	3	25.0	4	33.3
	People of Color	Undergraduates	21	72.4	4	10.3	5	17.2
		Graduate Students	7	38.9	4	22.2	7	38.9
		Faculty	2	14.3	5	35.7	7	50.0
		Staff	4	57.1	3	42.9	0	0.0
Hetero-sexual	White	Undergraduates	113	64.6	54	30.9	8	4.6
		Graduate Students	64	47.8	55	41.0	15	11.2
		Faculty	53	49.5	42	39.3	12	11.2
		Staff	79	58.5	51	37.8	5	3.7
		Administrators	9	56.3	7	43.8	0	0.0
	People of Color	Undergraduates	20	52.6	15	39.5	3	7.9
		Graduate Students	16	48.5	13	39.4	4	12.1
		Faculty	10	50.0	6	30.0	4	20.0
		Staff	11	55.0	6	30.0	3	15.0
		Administrators	1	12.5	4	50.0	3	37.5

The survey also queried students regarding the degree to which they were comfortable with the climate in their residence halls (Figure 20). Forty-nine percent of the respondents indicated the item was “not applicable” to them. Thirty-two percent (n = 193) said they were very comfortable/comfortable with the climate in the residence halls. Eight percent (n = 48) were uncomfortable/very uncomfortable.



Note: 49% of student respondents indicated this item was “not applicable.”

The analyses depicted in Figures 21 and 22 provide the responses of on-campus student respondents only. Figure 21 illustrates that, among students, 65% of heterosexual on-campus residents and 47% of sexual minority on-campus residents were very comfortable/comfortable with the climate in the residence halls. About one-quarter of on-campus resident sexual minority students were uncomfortable/very uncomfortable with the residence hall climate.

Figure 21
On-Campus Residents' Comfort with Climate in Residence Hall by Sexual Identity (%)

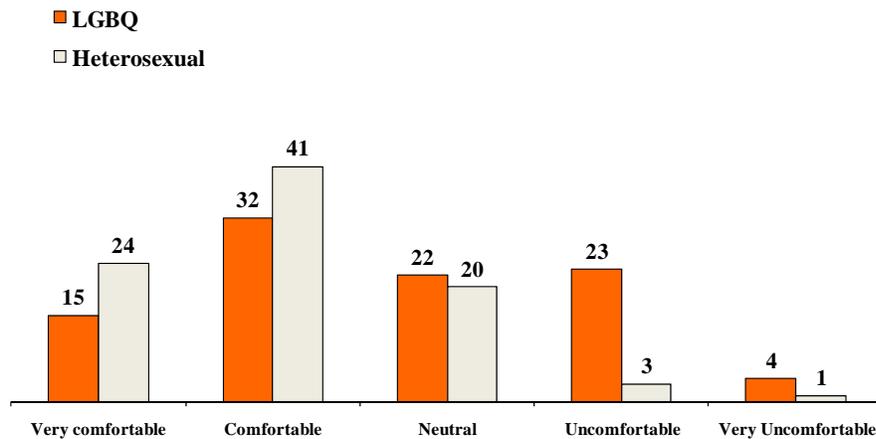
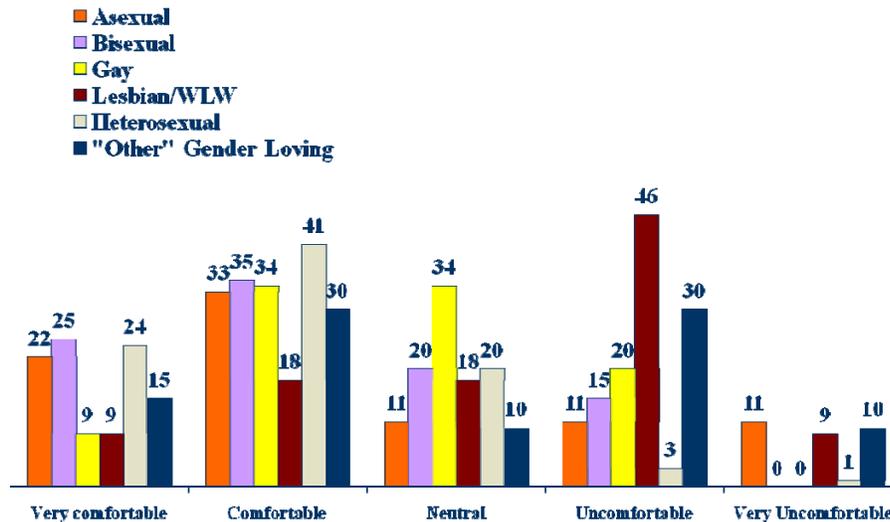


Figure 22 shows the analysis in greater detail, where heterosexual on-campus residents were still more comfortable with the residence hall climate than were the sexual minority on-campus residents. Of note, 55% of lesbian/WLW on-campus residents were uncomfortable/very uncomfortable with the climate in the residence halls.

Figure 22
 On-Campus Residents' Comfort with Climate in
 Residence Hall by Sexual Identity (%)



Five percent of all respondents (n = 53) have seriously considered leaving MSU due to a homophobic and/or genderist climate (Table B27). When analyzed by gender identity, the data indicate that six percent (n = 21) of men, four percent (n = 27) of women, and 25% (n = 2) of transgender respondents have considered leaving MSU because of a homophobic and/or genderist climate. Fourteen percent (n = 47) of sexual minorities (including 4% (n = 3) of bisexual respondents, 16% (n = 19) of gay respondents, 16% (n = 12) of lesbian/WLW respondents, 21% (n = 13) of “other” gender loving respondents, and none of the asexual respondents) and one percent (n = 7) of heterosexual respondents also have considered leaving MSU.

In the past year, 94% of all respondents and 86% of LGBTQ respondents did not stay away from areas of campus where LGBTQ people congregate for fear of being labeled (Table 13). Slightly

higher percentages of sexual minority respondents than heterosexual respondents avoided those areas on occasion.

Table 13.
In the Past Year, How Often Respondents Stayed Away from Areas of Campus Where LGBTQ Congregate for Fear of Being Labeled

	All Respondents		LGBTQ Respondents		Heterosexual Respondents	
	n	%	n	%	n	%
Never	976	93.8	295	85.5	677	98.0
1-2 times	43	4.1	30	8.7	13	1.9
3-5 times	16	1.5	15	4.3	1	0.1
6-9 times	1	0.1	1	0.3	0	0
More than 10 times	4	0.4	4	1.2	0	0

Personal Experiences of Harassment

LGBQ students', faculty members', staff members', and administrators' personal experiences with conduct that has unreasonably interfered with their ability to work or learn on campus³³ affect their perspectives of campus climate. Within the past year, 15% (n = 155) of respondents believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or negative conduct (harassing behavior) that has interfered with their ability to work or learn at MSU (Table B29). Respondents suggested these experiences were based most often on their sexual identity (50%, n = 77), gender (31%, n = 48), age (22%, n = 34), and physical characteristics (21%, n = 33) (Table 14). The percentage of respondents experiencing harassment at MSU was lower than the percentage of respondents who experienced harassment in studies of other institutions.³⁴

³³ Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as “a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose” (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions legal issues discussions define harassment as any conduct that unreasonably interferes with one’s ability to work or learn on campus. The questions used in this survey to uncover participants’ personal and observed experiences with harassment were designed using these definitions.

³⁴ Rankin’s (2003) national assessment of climate for underrepresented groups where 25% (n = 3767) of

Table 14.
Bases for Perceived Harassing Conduct

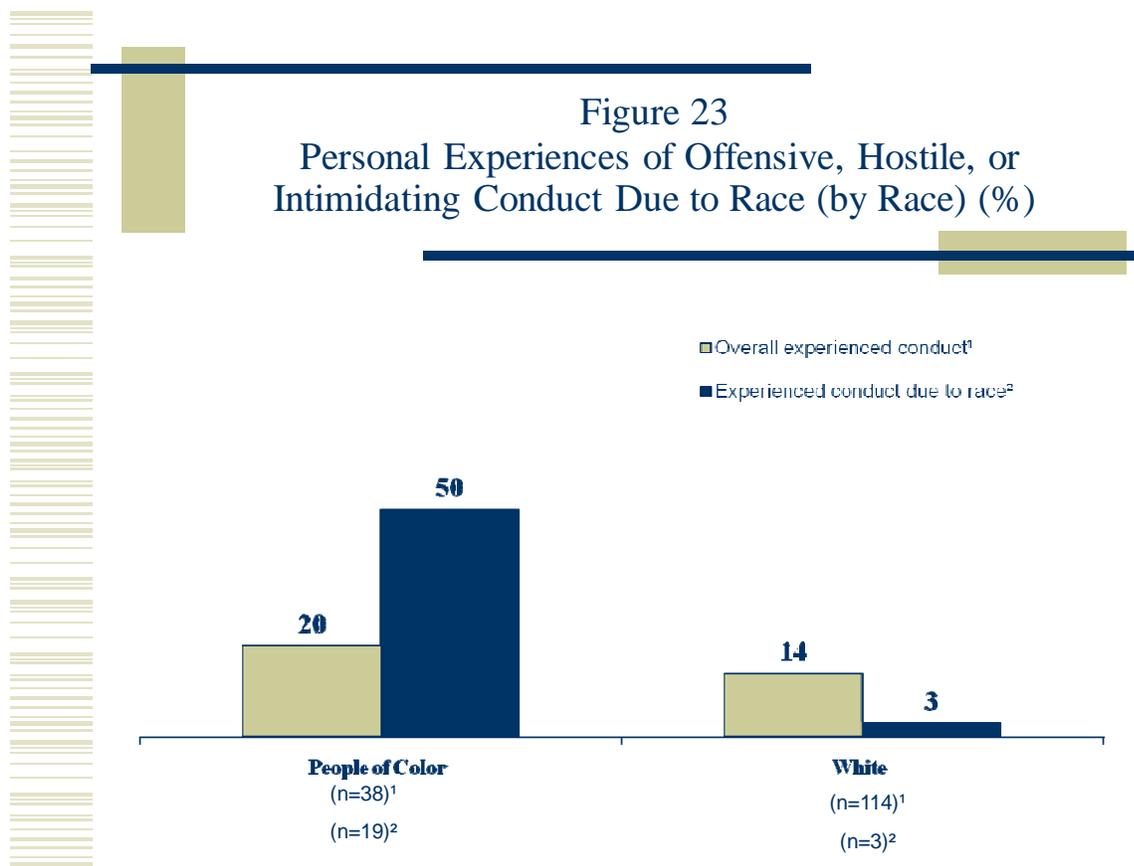
	n	%
My sexual identity	77	49.7
My gender	48	31.0
My age	34	21.9
My physical characteristics	33	21.3
My gender expression	28	18.1
My political views	23	14.8
My race	22	14.2
My ethnicity	17	11.0
My religious/spiritual status	17	11.0
My educational level	14	9.0
My institutional status	12	7.7
My psychological disability (e.g., depression, anxiety)	11	7.1
My socioeconomic status	7	4.5
My country of origin	6	3.9
My learning disability	4	2.6
My physical disability	4	2.6
My immigrant status	3	1.9
My English language proficiency/accent	2	1.3
Parental status (e.g., having children)	2	1.3
My military/veteran status	0	0.0
Other	20	12.9

Note: Only answered by respondents reporting experience of harassment (n = 155).
Percentages do not sum to 100 due to multiple responses.

respondents indicated personally experiencing harassment based mostly on their race (31%), their gender (55%), or their ethnicity (16%).

The following figures depict the responses by the demographic characteristics (e.g., race/ethnicity, gender, status) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or negative conduct that has interfered unreasonably with your ability to work or learn at MSU?”

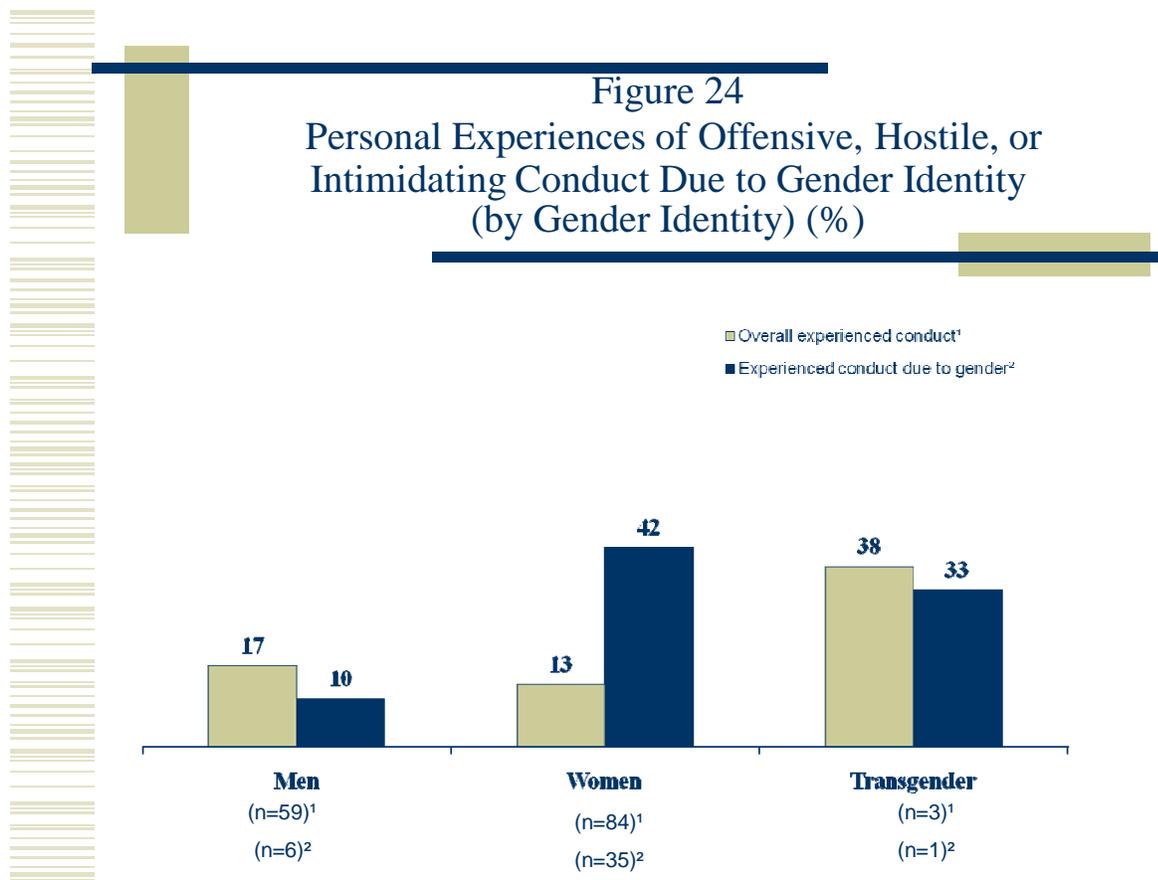
When reviewing these results in terms of race (Figure 23), a higher percentage of Respondents of Color (20%, n = 38) believed they had experienced this conduct than did White respondents (14%, n = 114). Of those respondents who believed they had experienced the conduct, 50% (n = 19) of Respondents of Color said it was based on their race, while only three percent (n = 3) of White respondents thought the conduct was based on race.



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

When reviewing the data by gender identity (Figure 24), a similar percentage of men and women respondents (17% (n = 59) and 13%, (n = 84), respectively) believed they had experienced offensive, negative, or intimidating conduct. Forty-two percent (n = 35) of women who believed they had experienced this conduct – in comparison with 10% (n = 6) of men – said it was based on gender. Three out of eight transgender respondents also believed they had experienced this conduct, and indicated it was based on their gender (n = 1) and on their gender expression (n = 3).

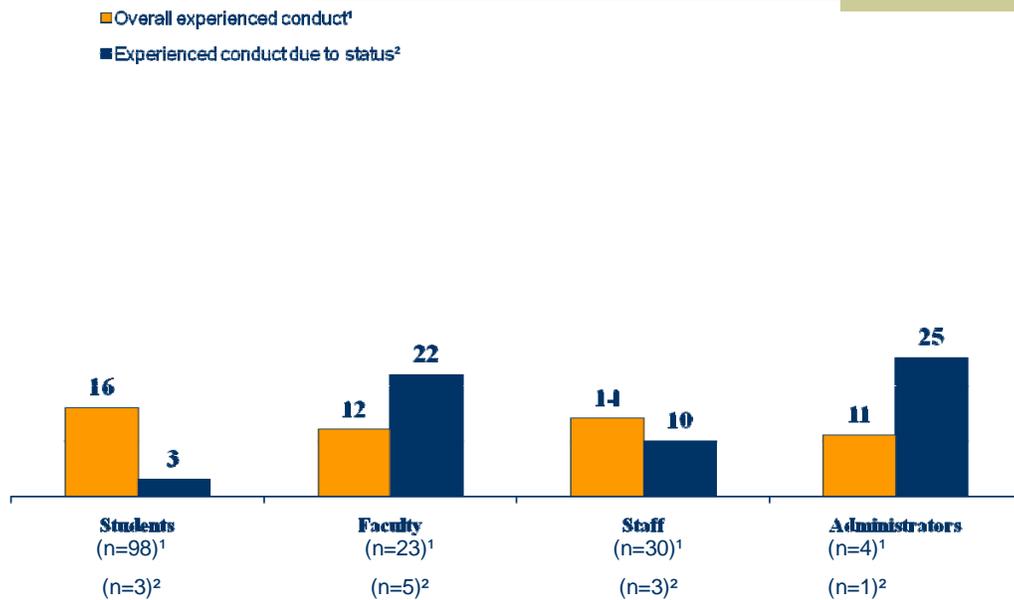


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

As depicted in Figure 25, a greater percentage of staff respondents believed they had been harassed than did other employee respondents; however, 22% (n = 5) of faculty and 25% (n = 1) of administrators who believed they were harassed said the conduct was based on their status at MSU.

Figure 25
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to University Position(%)

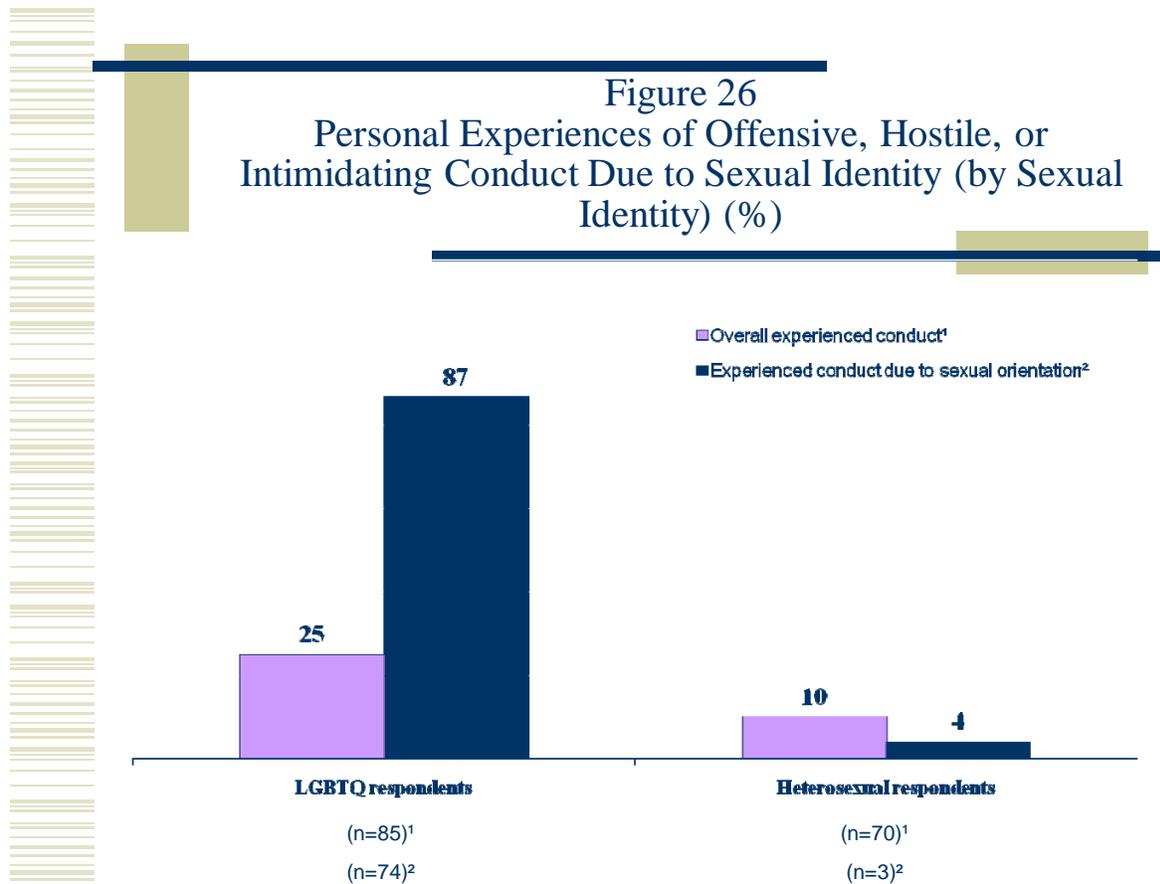


¹ Percentages are based on total n split by status.

² Percentages are based on n split by status for those who believed they had personally experienced this conduct.

Figure 26 illustrates that two-and-a-half times the percentage of sexual minorities than heterosexual respondents (25%, n = 85 and 10%, n = 70, respectively) believed they had experienced this conduct. Of those that believed they had experienced this type of conduct, 87% (n = 74) of sexual minorities versus four percent (n = 3) of heterosexual respondents indicated that this conduct was based on sexual identity.

Figure 26
Personal Experiences of Offensive, Hostile, or Intimidating Conduct Due to Sexual Identity (by Sexual Identity) (%)



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Table 15 illustrates the manners in which individuals experienced this conduct. Forty-six percent (n = 71) were the targets of derogatory remarks and 46% (n = 71) felt deliberately ignored or excluded. Forty-one percent (n = 63) felt isolated or left out and 27% (n = 42) felt intimidated and bullied.

Of the respondents who believed they were deliberately ignored or excluded, 34% (n = 24) said it occurred while working at a campus job, and 27% (n = 19) said it happened in a public space on campus. Others who were harassed said it occurred while walking on campus (27%, n = 41), in a meeting with a group of people (26%, n = 40), and in a class (24%, n = 37) (Table B32).³⁵

³⁵ For complete listings of where harassment occurred, see the data tables in Appendix B.

Table 15.

Form of Experienced Harassment	n	%
Target of derogatory remarks	71	45.8
I was deliberately ignored or excluded	71	45.8
I was isolated or left out	63	40.6
I felt intimidated/bullied	42	27.1
Stares	37	23.9
I was singled out as the “resident authority” due to my identity	35	22.6
I felt isolated or left out when work was required in groups	29	18.7
I feared for my physical safety	22	14.2
Derogatory written comments	16	10.3
Assumption that I was admitted or hired because of my identity	12	7.7
I received a low performance evaluation	11	7.1
Target of racial/ethnic profiling	9	5.8
I feared getting a poor grade because of negative classroom environment	9	5.8
Target of graffiti	5	3.2
Threats of physical violence	5	3.2
Derogatory/unsolicited e-mails	4	2.6
Victim of a crime	3	1.9
Target of physical violence	2	1.3
Derogatory phone calls	2	1.3
I feared for my family’s safety	2	1.3
Other	26	16.8

Note: Only answered by respondents who believed they had experienced harassment (n = 155). Percentages do not sum to 100 due to multiple responses.

Fifty-two percent (n = 81) of the respondents identified students as the sources of the conduct. Twenty-five percent (n = 39) identified colleagues, and 21% (n = 33) identified faculty as the sources (Table 16).

Table 16.

Source of Experienced Harassment	n	%
Student	81	52.3
Colleague	39	25.2
Faculty member	33	21.3
Administrator	24	15.5
Staff member	24	15.5
Don't know source	15	9.7
Campus visitor(s)	14	9.0
Supervisor	13	8.4
Community member	12	7.7
Department chair	7	4.5
Campus media	6	3.9
Campus police	6	3.9
Teaching assistant	5	3.2
Faculty advisor	3	1.9
Person that I supervise	3	1.9
Local police	1	0.6
Other	12	7.7

Note: Only answered by respondents who believed they had experienced harassment (n = 155). Percentages do not sum to 100 due to multiple responses.

In response to this conduct, 61% (n = 95) of respondents were angry, 42% (n = 65) felt embarrassed, and 32% (n = 49) sought support from a friend (Table 17). While 15% (n = 23) of participants made complaints to campus officials, 17% (n = 27) did not know whom to go to, 16% (n = 25) did not report the incident for fear of retaliation, and 12% (n = 19) didn't report it for fear their complaints would not be taken seriously.

Table 17.

Reactions to Experienced Harassment	n	%
Was angry	95	61.3
Felt embarrassed	65	41.9
Sought support from a friend	49	31.6
Ignored it	48	31.0
Avoided the harasser	47	30.3
Didn't know who to go to	27	17.4
Was afraid	26	16.8
Didn't report it for fear of retaliation	25	16.1
Confronted the harasser at the time	24	15.5
Sought support from a staff member	24	15.5
Made a complaint to a campus employee/official	23	14.8
Left the situation immediately	20	12.9
Didn't report it for fear my complaint would not be taken seriously	19	12.3
Confronted the harasser later	18	11.6
Felt somehow responsible	16	10.3
Sought support from counseling services	15	9.7
Sought support from a faculty member	14	9.0
Did report it but my complaint was not taken seriously	12	7.7
Didn't affect me at the time	5	3.2
Other	13	8.4

Note: Only answered by respondents who believed they had experienced harassment (n = 155). Percentages do not sum to 100 due to multiple responses.

The questionnaire asked respondents to identify how often in the past year they feared for their physical safety; avoided disclosing their identities to avoid intimidation; avoided disclosing their identities for fear of negative consequences; and believed they had been denied MSU employment, advancement, or fair consideration in salary due to their identities (i.e., sexual identity, gender identity, gender expression, or ally status) (Table 18). Twenty-two percent (n =

223) of respondents avoided disclosing their sexual identities to avoid intimidation. Twenty-four percent (n = 252) avoided disclosing their sexual identities due to a fear of negative consequences, harassment, or discrimination.

Table 18.
Respondents' Actions and Beliefs in the Past Year

Action/Belief	How Often in the Past Year									
	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Feared for your physical safety due to _____.										
Sexual identity	869	83.7	83	8.0	29	2.8	8	0.8	8	0.8
Gender identity	865	83.8	54	5.2	24	2.3	9	0.9	10	1.0
Gender expression	875	85.2	47	4.6	19	1.9	8	0.8	5	0.5
Ally status	848	82.7	51	5.0	9	0.9	2	0.2	3	0.3
Avoided disclosing your _____ to avoid intimidation.										
Sexual identity	771	74.3	75	7.2	58	5.6	29	2.8	61	5.9
Gender identity	909	88.9	9	0.9	5	0.5	2	0.2	16	1.6
Gender expression	889	86.8	18	1.8	12	1.2	2	0.2	15	1.5
Ally status	785	76.7	67	6.5	38	3.7	5	0.5	10	1.0
Avoided disclosing your _____ due to a fear of negative consequences, harassment, or discrimination.										
Sexual identity	728	69.3	89	8.6	62	6.0	34	3.3	67	6.5
Gender identity	874	86.1	16	1.6	9	0.9	5	0.5	10	1.0
Gender expression	865	84.7	23	2.3	11	1.1	6	0.6	13	1.3
Ally status	770	75.5	73	7.2	34	3.3	8	0.8	10	1.0
Believed that you have been denied MSU employment, advancement, or fair consideration in salary due to your _____.										
Sexual identity	899	87.1	38	3.7	7	0.7	0	0.0	7	0.7
Gender identity	867	85.1	30	2.9	5	0.5	3	0.3	1	0.1
Gender expression	876	86.1	16	1.6	3	0.3	3	0.3	2	0.2
Ally status	864	84.5	15	1.5	1	0.1	1	0.1	4	0.4

Impact of Anti-LGBTQ Acts of Intolerance

Victims of anti-LGBTQ crimes face the same negative psychosocial consequences as the victims of other hate crimes. Victimization shatters three basic assumptions with which individuals generally grow up: the illusion of invulnerability, the view of oneself in a positive light, and the perception of the world as a meaningful place.³⁶ The impact of victimization on LGBTQ students is related to the amount of support that the student has had throughout her or his life.³⁷ Those people who have had little support have more trouble coping with negative situations and experiences than those who have previously received understanding and assistance in dealing with issues related to their sexual orientation.

Common problems experienced by victims of anti-LGBTQ violence include a heightened sense of vulnerability and fear for their safety; chronic stress; depression; feelings of helplessness, anxiety, and anger; sleep disturbances; low self-esteem; and internalized homophobia.³⁸ In addition, criminal victimization is often followed by post-traumatic stress disorder.³⁹

Individuals who have been targets of violence often experience further victimization in the form of accusations that they deserved what happened to them.⁴⁰ They may also experience additional harassment and discrimination if, as a result of the crime, others learn the victims' sexual orientation.⁴¹

Lack of support from others is a common occurrence that leads victims to isolate themselves and avoid reporting or talking about what they have experienced.⁴² The impact of acts of intolerance upon their LGBTQ victims includes higher levels of depression and withdrawal, more sleep difficulties, increased anxiety, and loss of confidence. In addition, a high percentage of victims

³⁶ Janoff-Bulman & Frieze, 1983.

³⁷ Slater, 1993.

³⁸ D'Augelli, 1992; Herek, 1994, 1995; Hershberger & D'Augelli, 1995; Norris & Kaniasty, 1991; Savin-Williams & Cohen, 1996; Slater, 1993.

³⁹ Herek, 1994, 1995.

⁴⁰ Berrill, 1992; Markowitz, 1998.

⁴¹ D'Augelli, 1992.

⁴² Savin-Williams & Cohen, 1996.

report serious interpersonal difficulties with friends and significant others following an incident of intolerance.⁴³

Perceptions of MSU Climate for LGBTQ People

One section of the questionnaire focused on respondents' perceptions of the climate for LGBTQ people at MSU. This section queried about incidents where respondents observed or were personally made aware of harassment or discrimination; the extent to which students, faculty, and staff felt valued or judged by others at MSU; and the degree of tension regarding LGBTQ issues and discussions.

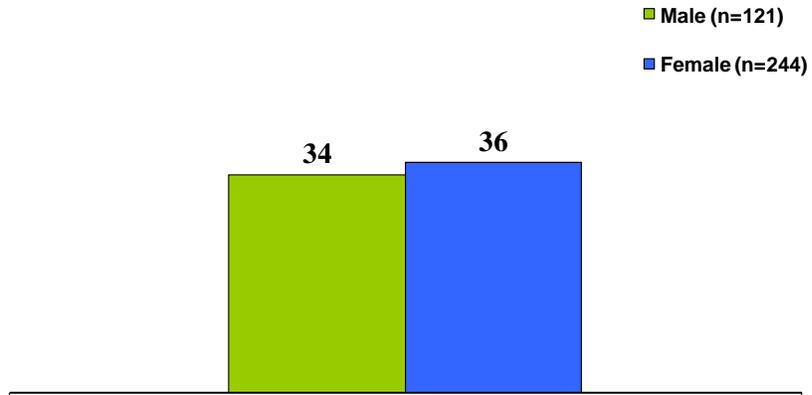
Regarding respondents' observations of others being harassed: 35% of the participants (n = 365) observed or were personally made aware of conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or negative (harassing) working or learning environment within the past year (Table B36). Most of the observed harassment was based on sexual identity (67%, n = 245), gender expression (38%, n = 139), ethnicity (35%, n = 129), race (37%, n = 135), and gender (31%, n = 112) (Table B37).

Figures 25 through 29 separate by gender, gender identity, sexual identity, racial identity, and primary status the responses of those individuals who observed or were made aware of harassment.

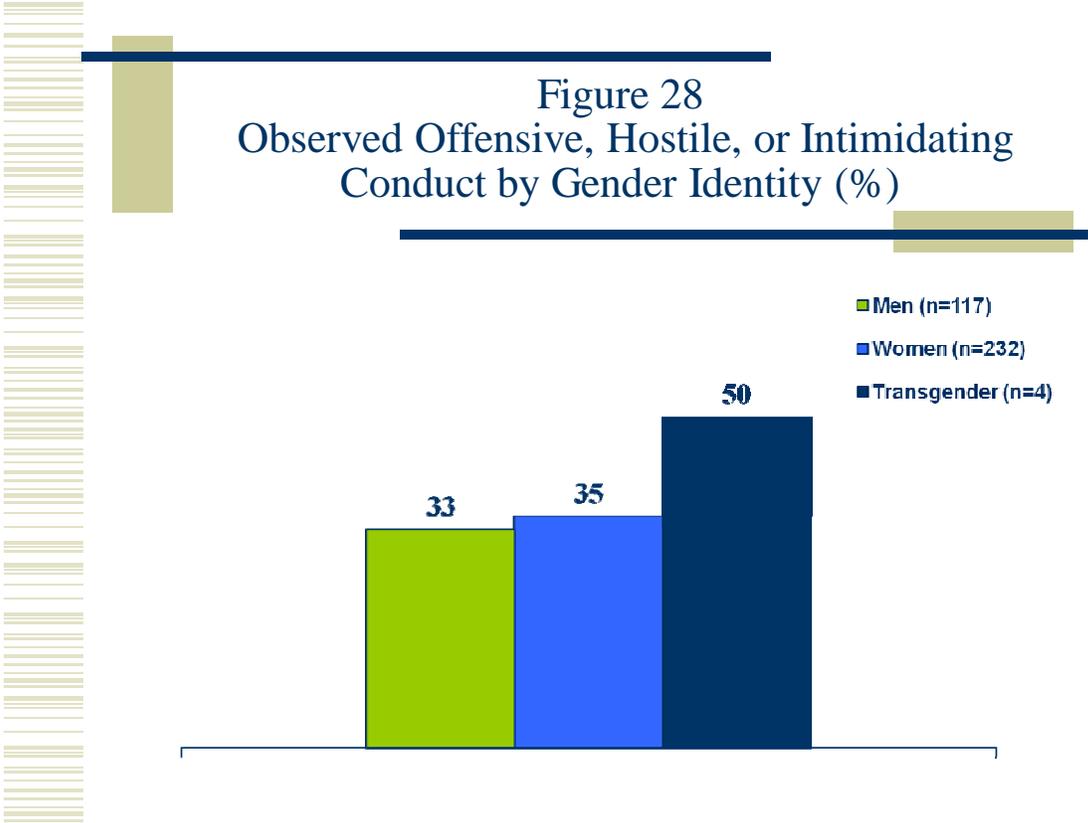
Male and female respondents were about equally likely to have observed or personally been made aware of harassment (Figure 27).

⁴³ Norris & Kaniasty, 1991.

Figure 27
Observed Offensive, Hostile, or Intimidating
Conduct by Gender (Birth Sex) (%)

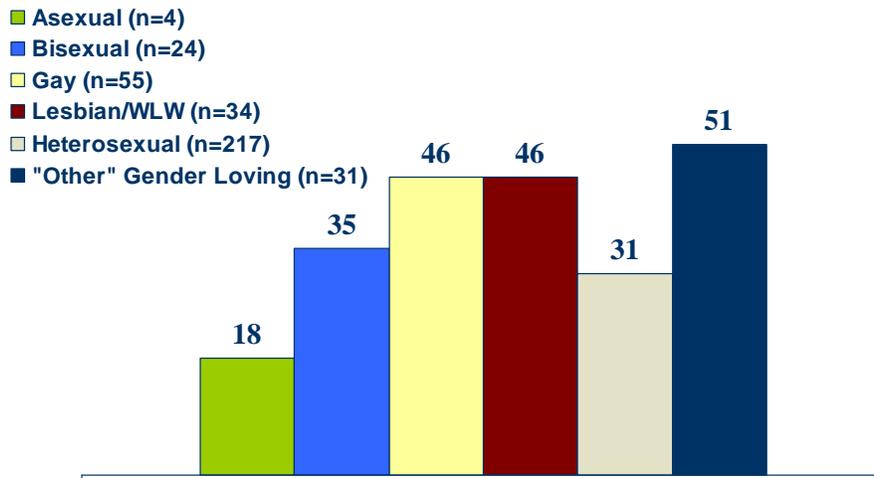


Half of the transgender respondents observed or had been made aware of harassment within the last year (Figure 28).

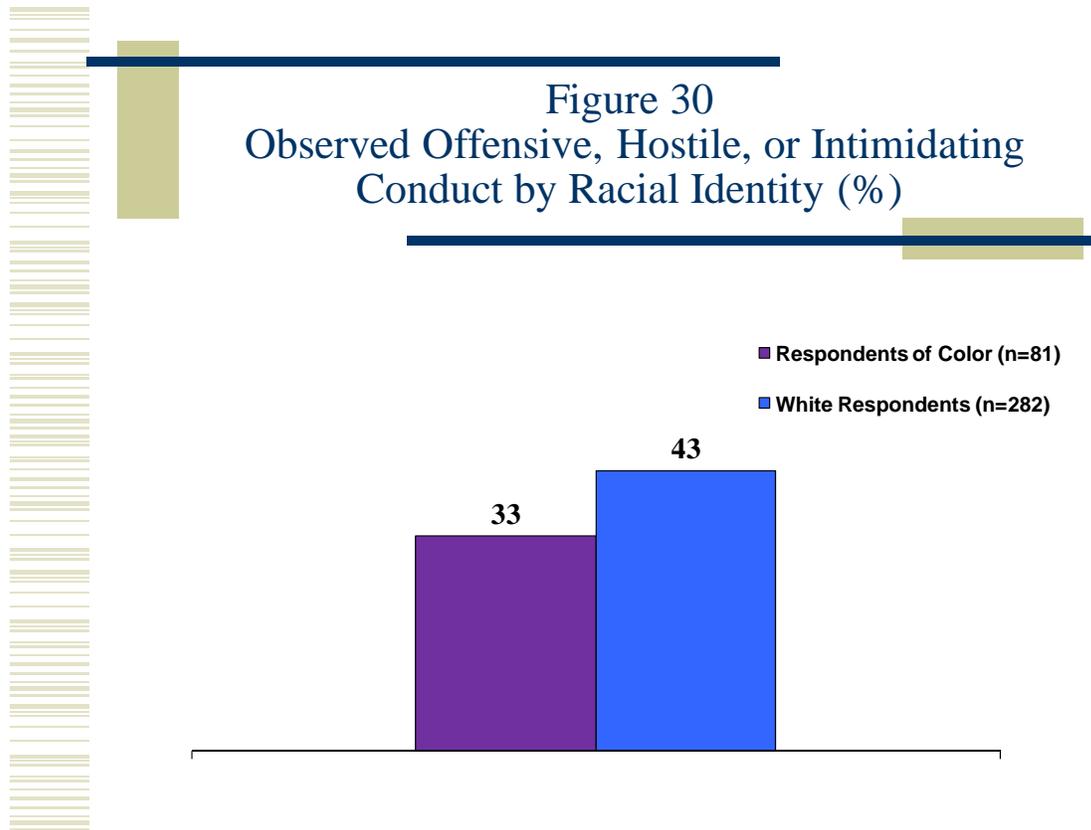


Higher percentages of “other” gender loving respondents and gay and lesbian/WLW respondents believed they had observed offensive, negative, exclusionary, or intimidating conduct than did heterosexual respondents (Figure 29).

Figure 29
Observed Offensive, Hostile, or Intimidating
Conduct by Sexual Identity (%)



Thirty-three percent of Respondents of Color and 43% of White respondents witnessed harassment at MSU in the past year (Figure 30).



Undergraduate students (40%, n = 143) and administrators (37%, n = 14) were more likely to have witnessed or been made aware of harassment than were faculty (31%, n = 59), staff (31%, n = 66), and graduate students (34%, n = 83) (Figure 31).

Figure 31
Observed Offensive, Hostile, or Intimidating
Conduct by Primary Status (%)

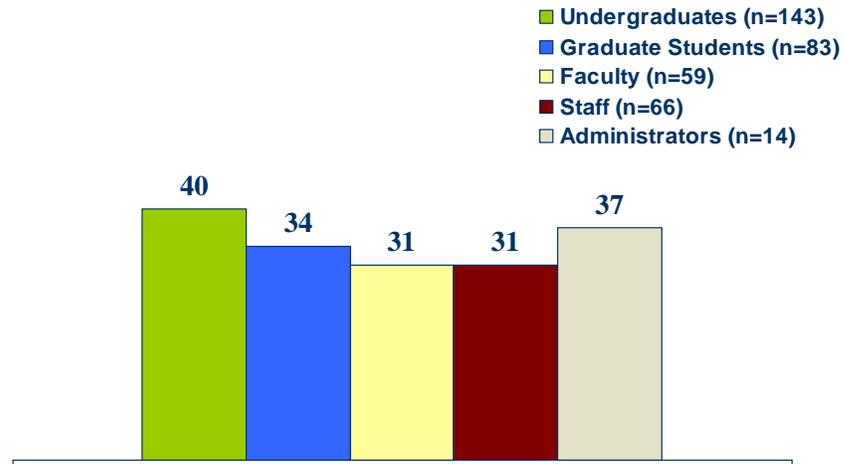


Table 19 illustrates that respondents most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (70%, n = 257), someone being deliberately ignored or excluded (35%, n = 126) or being racially/ethnically profiled (32%, n = 116), and someone staring (32%, n = 116).

Table 19.
Form of Observed Offensive, Negative, Exclusionary, or Intimidating Conduct

	n	%
Derogatory remarks	257	70.4
Someone being deliberately ignored or excluded	126	34.5
Racial/ethnic profiling	116	31.8
Stares	116	31.8
Intimidation/bullying	86	23.6
Someone singled out as the “resident authority” due to their identity	79	21.6
Someone isolated or left out when working in groups	79	21.6
Derogatory written comments	62	17.0
Graffiti	60	16.4
Assumption that someone was admitted or hired because of their identity	56	15.3
Someone receiving a low performance evaluation	33	9.0
Someone fearing for their physical safety	31	8.5
Someone receiving a poor grade because of negative classroom environment	24	6.6
Threats of physical violence	23	6.3
Derogatory/unsolicited e-mails	14	3.8
Physical violence	10	2.7
Derogatory phone calls	8	2.2
Someone fearing for their family’s safety	7	1.9
Other	43	11.8

Note: Only answered by respondents who believed they had observed harassment (n = 365). Percentages do not sum to 100 due to multiple responses.

Most respondents observed such conduct in a public space on campus (38%, n = 138), while walking on campus (35%, n = 128), in a class (32%, n = 116), and while working at a campus job (24%, n = 89) (Table B39). Sixty-four percent (n = 232) of respondents indicated that students were the sources of the conduct (Table B40). Eighteen percent (n = 65) saw colleagues perpetrating the harassment, 16% (n = 58) said faculty were the sources.

Table 20 illustrates participants' responses to this behavior. Respondents most often felt angry (54%, n = 198) or embarrassed when encountering this behavior (32%, n = 117). Three percent (n = 12) made a complaint to a campus employee/official, while eight percent (n = 29) didn't know whom to go to, and six percent (n = 22) didn't report it out of fear of retaliation.

Table 20.
Reactions to Observed Offensive, Negative, Exclusionary, or Intimidating Conduct

	n	%
Was angry	198	54.2
Felt embarrassed	117	32.1
Ignored it	77	21.1
Confronted the harasser at the time	58	15.9
Confronted the harasser later	41	11.2
Sought support from a friend	39	10.7
Left the situation immediately	37	10.1
Didn't know who to go to	29	7.9
Avoided the harasser	27	7.4
Didn't report it for fear that my complaint would not be taken seriously	26	7.1
Didn't affect me at the time	25	6.8
Didn't report it for fear of retaliation	22	6.0
Was afraid	19	5.2
Felt somehow responsible	17	4.7
Sought support from a faculty member	13	3.6
Made a complaint to a campus employee/official	12	3.3
Sought support from a staff member	12	3.3
Did report it but my complaint was not taken seriously	10	2.7
Sought support from counseling services	6	1.6
Sought support from LBGT Resource Center	5	1.4
Other	41	11.2

Note: Only answered by respondents who believed they had observed harassment (n = 365). Percentages do not sum to 100 due to multiple responses.

The survey also queried respondents regarding how often they observed negative treatment due to others' sexual identity, gender identity, gender expression (Table 21). The majority of respondents (68% - 88%) reported that they never observed negative treatment. Contrary to these findings, several respondents said they saw men who were not heterosexual (32%, n = 329) and women who were not heterosexual (25%, n = 252) being harassed due to their sexual identity. Twenty-one percent (n = 216) observed others harassing people who were gender variant due to their gender expression.

Table 21.
Respondents' Observations of Harassment in the Past Year

Observations	How Often in the Past Year									
	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Men who are not heterosexual harassed due to their sexual identity	700	68.0	223	21.7	66	6.4	25	2.4	15	1.5
Women who are not heterosexual harassed due to their sexual identity	771	75.4	178	17.4	55	5.4	10	1.0	9	0.9
Men who are bisexual harassed due to their sexual identity	890	87.7	86	8.5	23	2.3	10	1.0	6	0.6
Women who are bisexual harassed due to their sexual identity	894	88.1	88	8.7	19	1.9	9	0.9	5	0.5
People who are gender variant harassed due to their gender identity	821	80.9	128	12.6	36	3.5	16	1.6	14	1.4
People who are gender variant harassed due to their gender expression	802	78.8	136	13.4	47	4.6	17	1.7	16	1.6

Table 22 illustrates that higher percentages of students, administrators, and sexual minorities witnessed men who are not heterosexual being harassed at MSU within the past year than did other groups. Sixty-seven percent of White respondents (n = 564) and Respondents of Color (n = 125) never witnessed such conduct, while 48% (n = 58) of gay respondents did witness such harassment.

Table 22.
Respondents' Observations of Men Who Are Not Heterosexual Harassed due to their Sexual Identity by Primary Status, Sexual Identity, and Racial Identity

		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
	Identity	n	%	n	%	n	%
Primary Status	Students	365	60.4	198	32.8	34	5.6
	Faculty	155	81.6	28	14.7	0	0.0
	Staff	155	72.1	51	23.7	6	2.8
	Administrators	24	63.2	12	31.6	0	0.0
Sexual Identity	Asexual	16	72.7	6	27.3	0	0.0
	Bisexual	43	63.2	20	29.4	5	7.4
	Gay	62	51.2	44	36.4	14	11.6
	Lesbian/WLW	36	48.0	30	40.0	5	6.7
	Heterosexual	510	73.1	164	23.5	12	1.7
	"Other" Gender Loving	28	45.9	25	41.0	4	6.6
Racial Identity	White Respondents	564	66.5	232	27.4	33	3.9
	People of Color	125	66.5	54	28.7	7	3.7

Not surprisingly, higher percentages of sexual minority respondents saw men who were not heterosexual being harassed at MSU (Table 23).

Table 23.
Respondents' Observations of Men Who Are Not Heterosexual Harassed due to their Sexual Identity by Sexual Identity and Primary Status

		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
	Identity	n	%	n	%	n	%
LGBQ	Students	99	45.4	90	41.3	24	11.0
	Faculty	46	78.0	11	18.6	0	0.0
	Staff	32	57.1	20	35.7	4	7.1
	Administrators	8	61.5	4	30.8	0	0.0
Heterosexual	Students	265	68.8	108	28.1	10	2.6
	Faculty	108	83.1	17	13.1	0	0.0
	Staff	120	76.8	31	19.9	2	1.3
	Administrators	16	64.0	8	32.0	0	0.0

Similar to the results of the previous two tables, the results for respondents who observed women who were not heterosexual being harassed due to their sexual identity indicate that students, administrators, and sexual minorities witnessed such harassment at higher rates than did the other groups of respondents (Table 24). Forty-one percent (n = 31) of lesbian/WLW respondents witnessed such conduct.

Table 24.
Respondents' Observations of Women Who Are Not Heterosexual Harassed due to their Sexual Identity by Primary Status, Sexual Identity, and Racial Identity

		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
	Identity	n	%	n	%	n	%
Primary Status	Students	427	70.7	151	25.0	17	2.8
	Faculty	155	81.6	27	14.2	0	0.0
	Staff	165	76.7	42	19.5	2	0.9
	Administrators	23	60.5	13	34.2	0	0.0
Sexual Identity	Asexual	17	77.3	5	22.7	0	0.0
	Bisexual	44	64.7	21	30.9	3	4.4
	Gay	78	64.5	37	30.6	6	5.0
	Lesbian/WLW	37	49.3	30	40.0	1	1.3
	Heterosexual	560	80.2	116	16.6	6	0.9
Racial Identity	"Other" Gender Loving	30	49.2	24	39.3	3	4.9
	White Respondents	622	73.3	185	21.8	16	1.9
	People of Color	138	73.4	45	23.9	3	1.6

Likewise, higher percentages of sexual minority respondents witnessed non-heterosexual women being harassed than did heterosexual respondents (Table 25).

Table 25. Respondents' Observations of Women Who Are Not Heterosexual Harassed due to their Sexual Identity by Sexual Identity and Primary Status

		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
	Identity	n	%	n	%	n	%
LGBQ	Students	122	56.0	79	36.2	12	5.5
	Faculty	42	71.2	14	23.7	0	0.0
	Staff	35	62.5	19	33.9	1	1.8
	Administrators	7	53.8	5	38.5	0	0.0
Heterosexual	Students	304	79.0	72	18.7	5	1.3
	Faculty	112	86.2	13	10.0	0	0.0
	Staff	127	81.4	23	14.7	1	0.6
	Administrators	16	64.0	8	32.0	0	0.0

Overall, smaller percentages of respondents saw bisexual men (12%, n = 125) than non-heterosexual men (32%, n = 329) and non-heterosexual women (25%, n = 252) harassed based on their sexual identity in the past year (Table B42). Similar to the previous analyses, higher percentages of students (19%) and administrators (16%) witnessed people harassing bisexual men based on their sexual identity than did faculty (10%) or staff (10%). Fifteen percent of White respondents and 18% of Respondents of Color witnessed harassment of bisexual men. When analyzed by sexual identity, 34% of “other” gender loving respondents, 26% of gay respondents, 17% of lesbians/WLW, 16% of bisexual respondents, 14% of asexual respondents, and 12% of heterosexual respondents saw a bisexual man being harassed based on his sexual identity.

The survey also asked how often respondents observed bisexual women being harassed based on their sexual identity in the past year. Eighteen percent of students, 13% of administrators, 10% of faculty, and 10% of staff witnessed such conduct. When analyzed by sexual identity, 33% of “other” gender loving respondents, 24% of bisexual respondents, 22% of gay respondents, 21% of lesbians/WLW, 14% of asexual respondents, and 11% of heterosexual respondents saw a bisexual woman being harassed based on her sexual identity. Nineteen percent of Respondents of Color and 14% of White respondents witnessed a bisexual woman being harassed based on her sexual identity.

Table 26 depicts how often in the past year that respondents observed gender variant people being harassed at MSU based on their gender identities. Similar to the previous analyses, lower percentages of faculty, staff, and heterosexual people than other groups witnessed such conduct. Approximately 23% (n = 44) of Respondents of Color and 17% (n = 147) of White respondents observed gender variant people being harassed based on their gender identities.

Table 26.
Respondents' Observations of Gender Variant People Harassed due to their Gender Identity by Primary Status, Sexual Identity, and Racial Identity

		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
	Identity	n	%	n	%	n	%
Primary Status	Students	455	75.3	111	18.4	23	3.8
	Faculty	158	83.2	18	9.5	4	2.1
	Staff	179	83.3	26	12.1	3	1.4
	Administrators	28	73.7	9	23.7	0	0.0
Sexual Identity	Asexual	16	72.7	6	27.3	0	0.0
	Bisexual	46	67.6	17	25.0	4	5.9
	Gay	87	71.9	22	18.2	10	8.3
	Lesbian/WLW	42	56.0	22	29.3	5	6.7
	Heterosexual	595	85.2	76	10.9	6	0.9
	"Other" Gender Loving	30	49.2	21	34.4	5	8.2
Racial Identity	White Respondents	673	79.4	123	14.5	24	2.8
	People of Color	138	73.4	39	20.7	5	2.7

Likewise, higher percentages of sexual minority respondents witnessed gender variant people being harassed than did heterosexual respondents (Table 27).

Table 27.
Respondents' Observations of Gender Variant People Harassed due to their Gender Identity by Sexual Identity and Primary Status

		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
	Identity	n	%	n	%	n	%
LGBQ	Students	129	59.2	61	28.0	19	8.7
	Faculty	41	69.5	12	20.3	3	2.1
	Staff	43	76.8	10	17.9	2	3.6
	Administrators	8	61.5	5	38.5	0	0.0
Heterosexual	Students	325	84.4	50	13.0	4	1.0
	Faculty	116	89.2	6	4.6	1	0.8
	Staff	133	85.3	16	10.3	1	0.6
	Administrators	20	80.0	4	16.0	0	0.0

Twenty-four percent (n = 45) of People of Color and 20% (n = 168) of White respondents saw gender variant people harassed based on their gender expression (Table 28). As in previous tables, these results indicate that higher percentages of students, administrators, and sexual minorities witnessed such harassment.

Table 28.
Respondents' Observations of Gender Variant People Harassed due to their Gender Expression by Primary Status, Sexual Identity, and Racial Identity

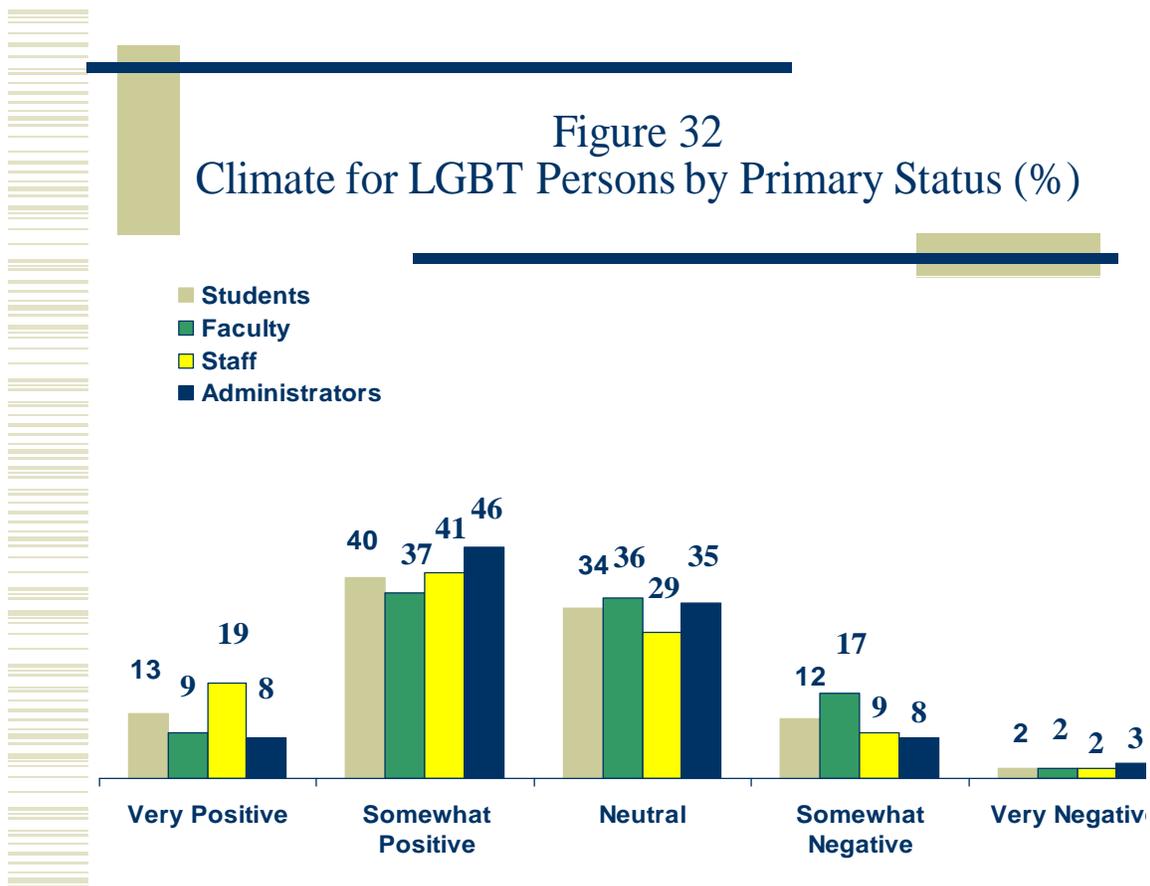
		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
Identity		n	%	n	%	n	%
Primary Status	Students	438	72.5	129	21.4	26	4.3
	Faculty	157	82.6	20	10.5	4	2.1
	Staff	178	82.8	26	12.1	3	1.4
	Administrators	28	73.7	8	21.1	0	0.0
Sexual Identity	Asexual	15	68.2	7	31.8	0	0.0
	Bisexual	46	67.6	17	25.0	4	5.9
	Gay	86	71.1	21	17.4	11	9.1
	Lesbian/WLW	41	54.7	24	32.0	4	5.3
	Heterosexual	581	83.2	92	13.2	8	1.1
	"Other" Gender Loving	28	45.9	22	36.1	6	9.8
Racial Identity	White Respondents	652	76.9	142	16.7	26	3.1
	People of Color	139	73.9	39	20.7	6	3.2

Again, higher percentages of sexual minority respondents witnessed gender variant people being harassed than did heterosexual respondents (Table 29).

Table 29.
Respondents' Observations of Gender Variant People Harassed due to their Gender Expression by Sexual Identity and Primary Status

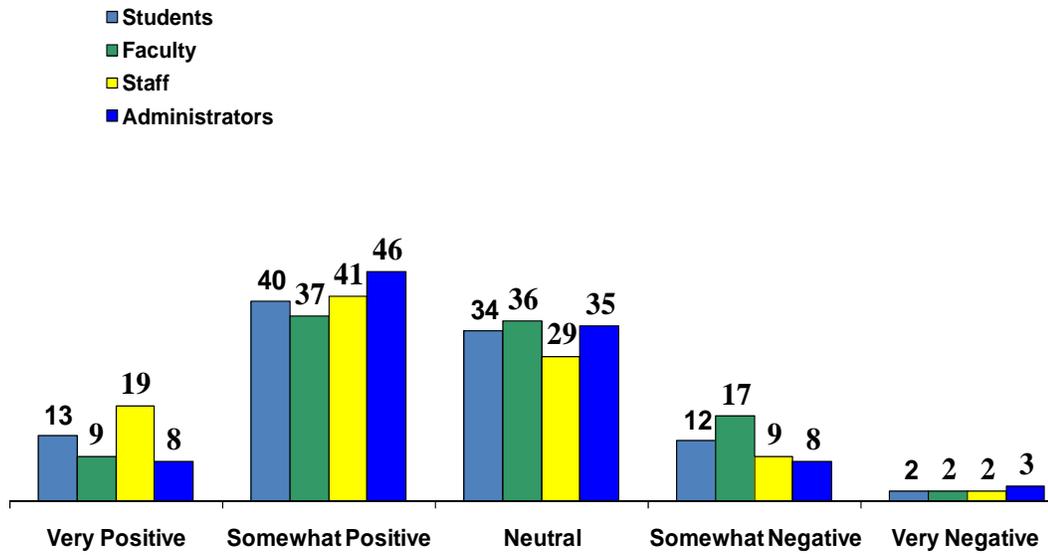
		How Often in the Past Year					
		Never		1-5 Times		6 or More Times	
Identity		n	%	n	%	n	%
LGBQ	Students	125	57.3	66	30.3	20	9.2
	Faculty	39	66.1	13	22.0	3	5.1
	Staff	44	78.6	8	14.3	2	3.6
	Administrators	8	61.5	4	30.8	0	0.0
Heterosexual	Students	312	81.0	63	16.4	6	1.6
	Faculty	117	90.0	7	5.4	1	0.8
	Staff	131	84.0	18	11.5	1	0.6
	Administrators	20	80.0	4	16.0	0	0.0

Survey item 53 asked respondents to rate on a 5-point Likert scale the degree to which they found the climate at MSU to be positive or negative to a variety of groups (where 1 = very positive and 5 = very negative). Specifically asked about the climate for people who identify as lesbian, gay, bisexual, or transgender, 14% (n = 137) of the respondents thought the climate was very positive; 40% (n = 402) thought it was somewhat positive; 33% (n = 336) thought the climate was neither positive nor negative; 12% (n = 124) thought it was somewhat negative; and two percent (n = 17) of respondents thought the climate was very negative (Table B43). Figures 32 through 37 illustrate the responses by various demographic categories.



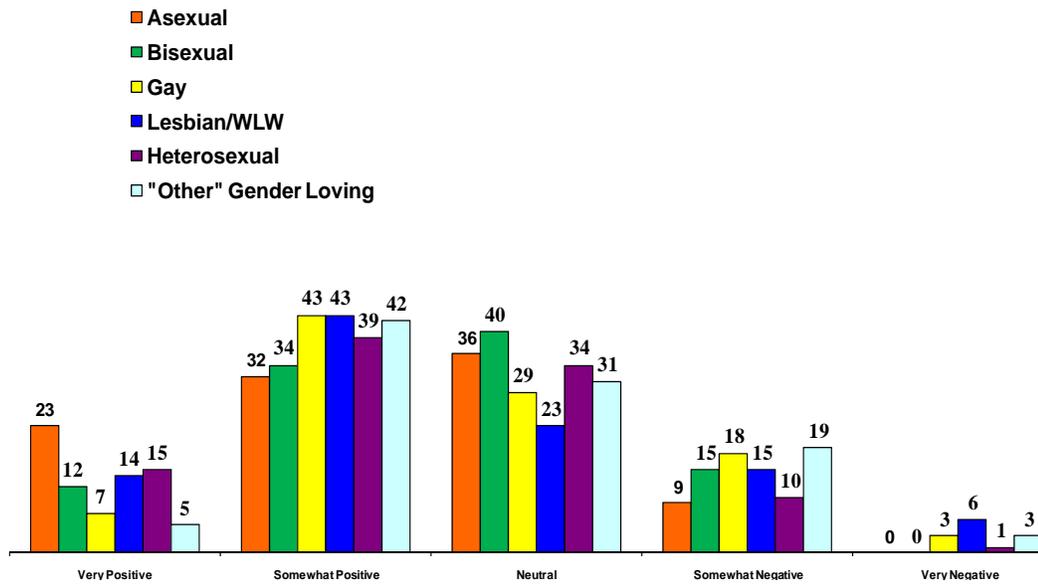
Faculty, 46% (n = 87) of whom thought the climate was very positive or positive for LGBT persons, thought the climate was least welcoming (19%, n = 36) (Figure 33).

Figure 33
Climate for LGBT Persons
by Primary Status (n)

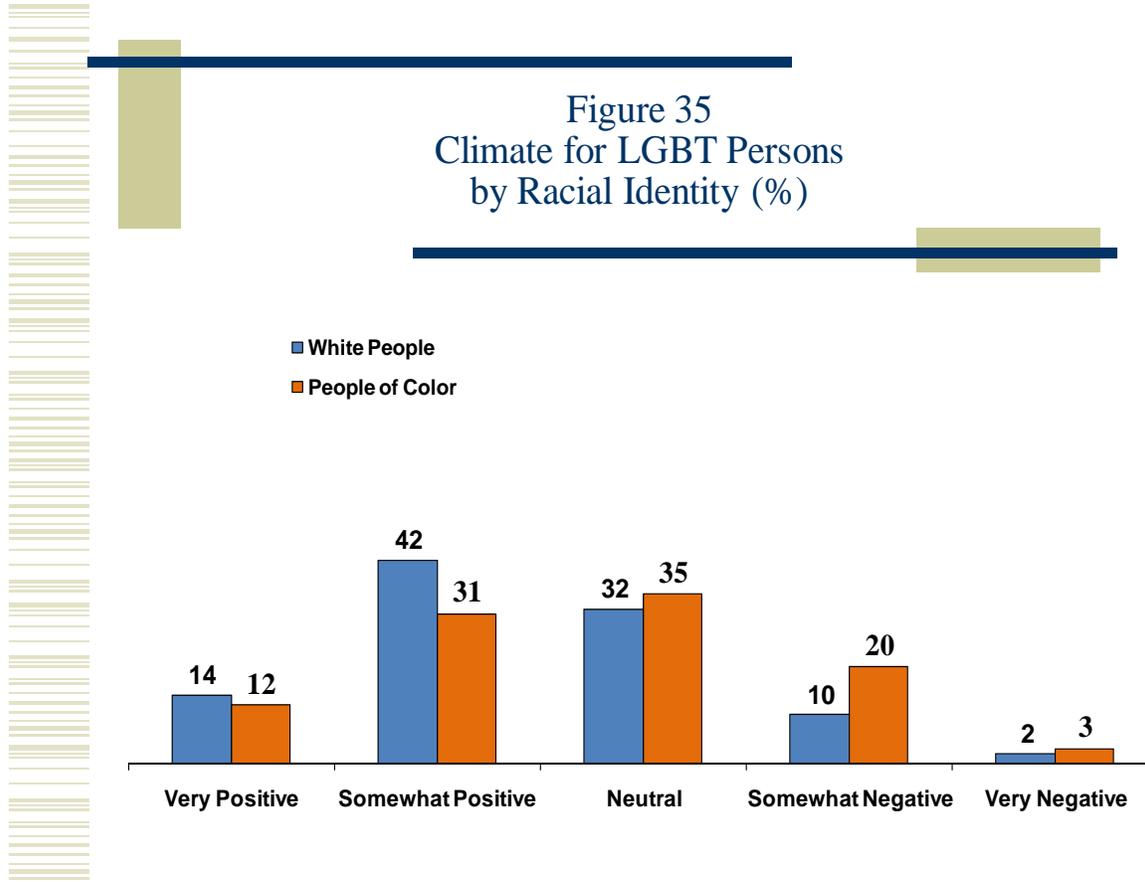


When analyzed by sexual identity, the data suggest that bisexual and “other” gender loving respondents thought the climate was less welcoming for LGBT persons than did asexual, gay, lesbian/WLW, and heterosexual respondents (Figure 34).

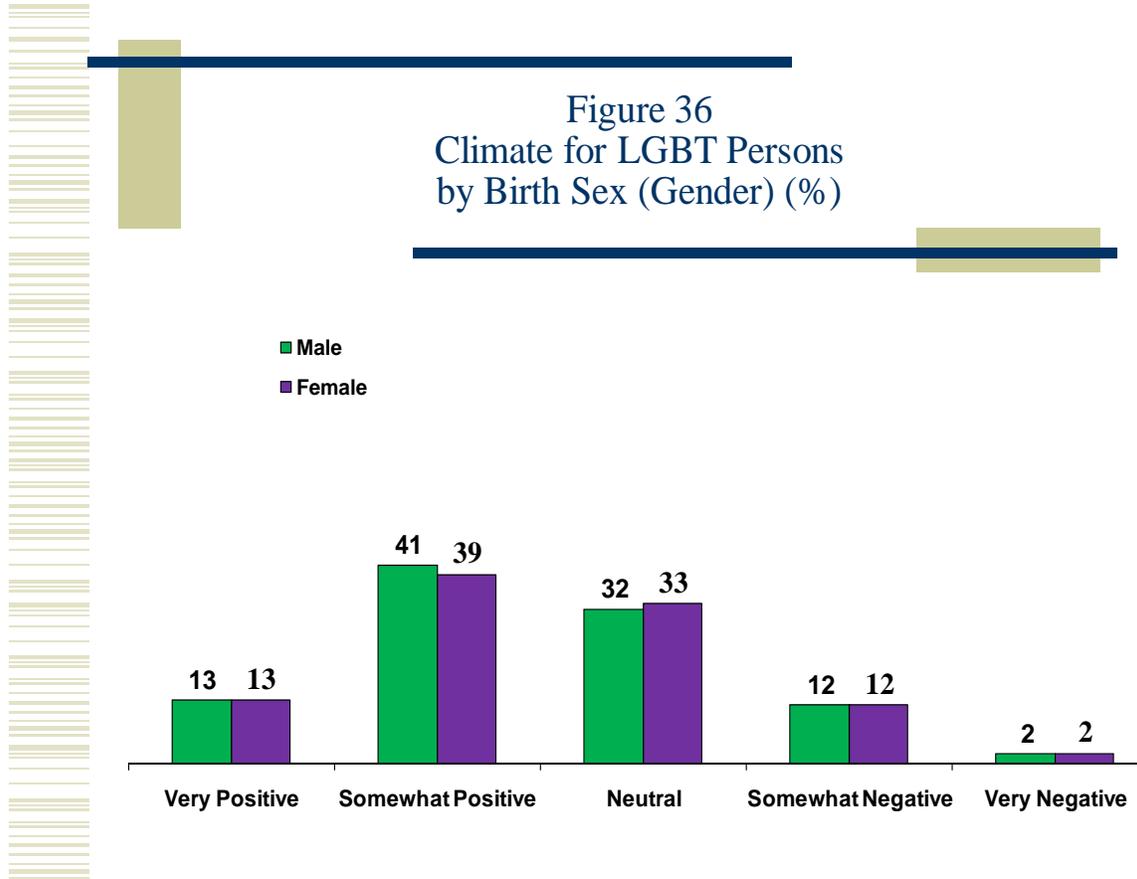
Figure 34
Climate for LGBT Persons
by Sexual Identity (%)



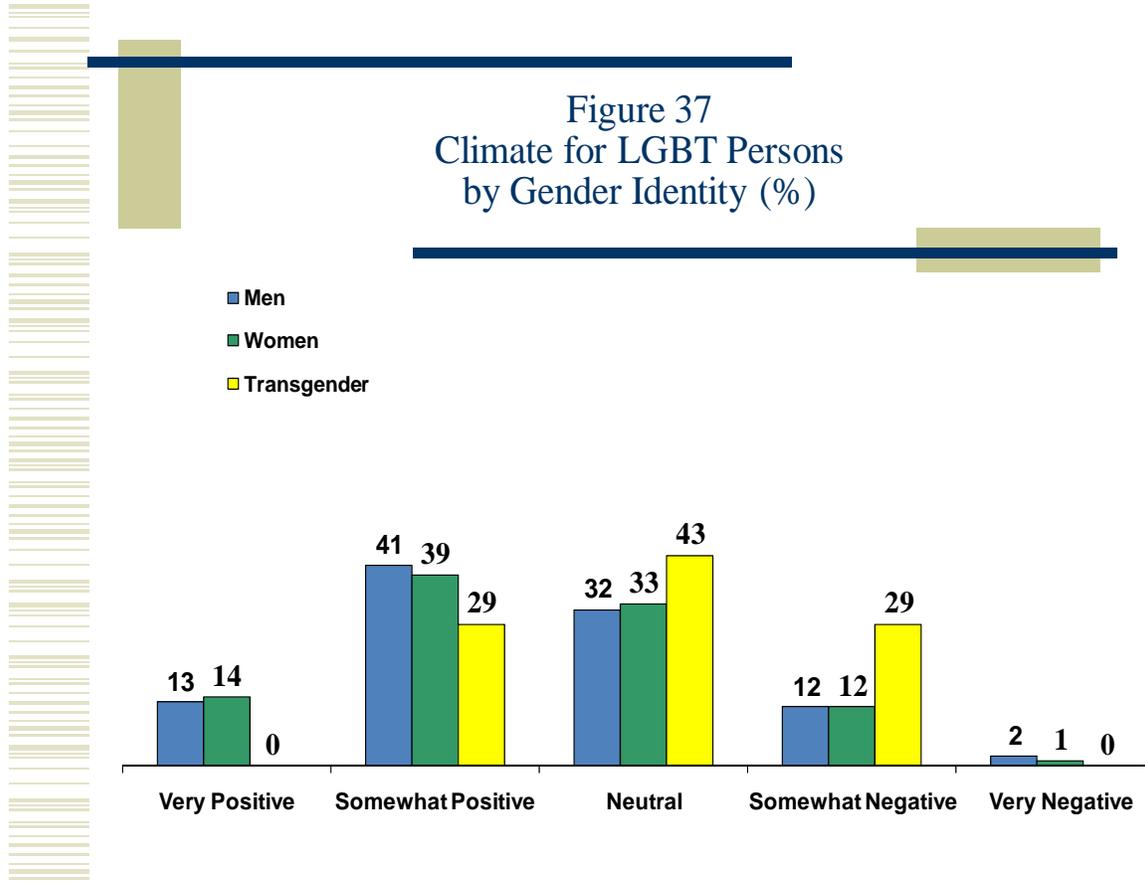
Fifty-six percent (n = 475) of White respondents and 43% (n = 81) of Respondents of Color believed the climate was very positive or positive for LGBT persons (Figure 35).



Fifty-four percent (n = 194) of male respondents and 52% (n = 358) of female respondents thought the climate at MSU was very positive or positive for LGBT persons (Figure 36).



None of the transgender respondents thought the climate at MSU was very positive for LGBT persons (Figure 37).



Interestingly, higher percentages of LGBQ staff and administrators thought the climate was very positive/positive for LGBT persons than did heterosexual staff and administrators (Table 30).

Table 30.
Climate for LGBT Persons by Sexual Identity and Primary Status

	Identity	Very Positive/ Positive		Neutral		Negative/ Very Negative	
		n	%	n	%	n	%
LGBQ	Students	104	47.7	66	30.3	44	20.2
	Faculty	25	42.4	20	33.9	14	23.7
	Staff	35	62.5	15	26.8	6	10.7
	Administrators	8	61.5	4	30.8	1	7.7
Heterosexual	Students	206	53.5	132	34.3	37	9.6
	Faculty	58	44.6	44	33.8	19	14.6
	Staff	87	55.8	45	28.8	17	10.9
	Administrators	12	48.0	9	36.0	3	12.0

The survey asked student respondents the degree to which they agreed with the statements in the left-hand column of Table 31, most of which focus on students' perceptions of specific aspects of the classroom climate. The majority of students felt valued by faculty (76%, n = 446) and other students (63%, n = 369), and felt faculty (72%, n = 421) and staff (60%, n = 351) were genuinely concerned for their welfare. Less than half felt other students (45%, n = 262) and administrators (43%, n = 248) were genuinely concerned for their welfare. Less than half of the student respondents thought faculty pre-judged them based on their LGBTQ identity background (13%, n = 78), perceived tensions in classroom discussions regarding LGBTQ topics (37%, n = 218), and believed the campus climate encouraged open discussion of LGBTQ topics (42%, n = 246).

Table 31.
Student Respondents' Perceptions of the Classroom

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom	155	26.4	291	49.6	95	16.2	39	6.6	4	0.7
I feel valued by other students in the classroom	99	16.9	270	46.1	157	26.8	46	7.8	8	1.4
I think faculty are genuinely concerned with my welfare	122	20.9	299	51.1	97	16.6	52	8.9	13	2.2
I think other students are genuinely concerned with my welfare	67	11.5	195	33.4	199	34.1	92	15.8	26	4.5
I think that staff are genuinely concerned with my welfare	100	17.2	251	43.1	147	25.2	54	9.3	19	3.3
I think administrators are genuinely concerned with my welfare	59	10.1	189	32.4	146	25.0	108	18.5	69	11.8
I think faculty pre-judge my abilities based on my LBGQTQ identity/background	15	2.6	63	10.8	104	17.9	192	33.0	157	27.0
I perceive tensions in classroom discussions regarding LBGQTQ topics	53	9.1	165	28.3	114	19.6	129	22.1	66	11.3
I believe the campus climate encourages free and open discussion of LBGQTQ topics	46	7.9	200	34.2	172	29.5	117	20.0	33	5.7

Note: Table includes only responses from those individuals who indicated they were students in Question 19 (n = 604).

Faculty were asked to rate a similar series of statements (Table 32) and they felt valued by their colleagues in their departments (80%, n = 149) and by students in the classroom (77%, n = 139). Forty-seven percent (n = 87) of faculty felt administrators were genuinely concerned with their

welfare. Eight percent (n = 13) thought other faculty pre-judged them based on their LGBTQ identity. Twenty-nine percent (n = 50) perceived tensions in the classroom discussions regarding LGBTQ topics, and 34% (n = 61) felt the campus climate encouraged open discussions of LGBTQ topics.

Table 32.
Faculty Respondents' Perceptions

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by colleagues in my department	75	40.1	74	39.6	16	8.6	11	5.9	11	5.9
I feel valued by students in the classroom	65	36.1	74	41.1	27	15.0	2	1.1	1	0.6
I think administrators are genuinely concerned with my welfare	30	16.1	57	30.6	57	30.6	23	12.4	18	9.7
I think other faculty pre-judge my abilities based on my LGBTQ identity/background	2	1.2	11	6.6	42	25.1	25	15.0	49	29.3
I perceive tensions in classroom discussions regarding LGBTQ topics	9	5.3	41	24.1	42	24.7	26	15.3	23	13.5
I believe the campus climate encourages free and open discussion of LGBTQ topics	10	5.6	51	28.5	50	27.9	38	21.2	14	7.8

Note: Table includes only responses from those individuals who indicated they were faculty in Question 19 (n = 190).

Likewise, staff also were asked to rate a similar series of statements (Table 33) and they felt valued by their colleagues in their departments (86%, n = 204), by faculty in their departments (59%, n = 138), by students (61%, n = 144), and by their direct supervisors (79%, n = 186). Seven percent (n = 16) thought other staff pre-judged them based on their LGBTQ identity. Twenty-four percent (n = 56) perceived tensions in their departments when LGBTQ issues were

discussed, and 49% (n = 115) felt the campus climate encouraged open discussions of LGBTQ topics.

Table 33. Staff Respondents' Perceptions

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by colleagues in my department	92	38.7	112	47.1	15	6.3	14	5.9	3	1.3
I feel valued by faculty in my department	62	26.5	76	32.5	27	11.5	17	7.3	3	1.3
I feel valued by students on campus	57	24.3	87	37.0	46	19.6	7	3.0	1	0.4
I feel valued by my direct superior	124	52.3	62	26.2	19	8.0	20	8.4	10	4.2
I think other staff pre-judge my abilities based on my LGBTQ identity/background	8	3.4	8	3.4	51	21.8	25	10.7	30	12.8
I perceive tensions in my department when LGBTQ issues are discussed	19	8.1	37	15.7	52	22.0	54	22.9	40	16.9
I believe the campus climate encourages free and open discussion of LGBTQ topics	37	15.7	78	33.1	70	29.7	36	15.3	8	3.4

Note: Table includes only responses from those individuals who indicated they were staff in Question 19 (n = 253).

Curricular Issues

When asked about certain perspectives included in the classes they have taught or taken, more than half of all faculty and student respondents said authors were never identified as LGBTQ (51%, n = 377) and the never had presentations by LGBTQ speakers (67%, n = 494) (Table 34). Forty-three percent (n = 320) said LGBTQ issues were sometimes included in class lectures. Thirty-six (n = 269) said classes were sometimes offered readings about LGBTQ issues, and 34% (n = 252) said classes offered readings about homophobia/heterosexism/genderism. Almost half (46%, n = 336) indicated that heterosexist language was always used in the classroom.

Table 34.
Faculty and Students: How Often Are The Following Perspectives Included in the Classes You've Taught /Taken?

Perspective	Often		Sometimes		Once		Never	
	n	%	n	%	n	%	n	%
Authors identified as LGBTQ	62	8.3	226	30.3	80	10.7	377	50.6
Inclusion of LGBTQ issues in class lectures	97	13.0	320	42.8	90	12.0	240	32.1
Readings about LGBTQ issues	69	9.2	269	36.0	95	12.7	315	42.1
Presentations by LGBTQ guest speakers	32	4.3	131	17.6	86	11.6	494	66.5
Readings about homophobia/heterosexism/genderism	89	11.9	252	33.7	82	11.0	324	43.4
Non-heterosexist language (e.g., using same-sex couples in examples)	94	12.7	220	29.8	88	11.9	336	45.5

Note: Table includes only those respondents who indicated they were faculty or students in Question 19 (n = 794).

When asked how many openly LGBTQ professors, staff members, and students they knew, higher percentages of sexual minority respondents than heterosexual respondents knew more openly LGBTQ people on campus (Table 35).

Table 35.
How Many Openly LGBTQ Professors, Staff, and Students Do You Know on Campus?

Perspective	Know LGBTQ Professors or Staff				Know LGBTQ Students			
	All Respondents		LGBTQ Respondents		All Respondents		LGBTQ Respondents	
	n	%	n	%	n	%	n	%
None	329	31.5	79	22.8	165	15.8	35	10.1
1-2	320	30.7	100	28.9	182	17.4	37	10.7
3-5	204	19.6	79	22.8	271	26.0	65	18.7
6-8	87	8.3	31	9.0	136	13.0	46	13.3
9-11	41	3.9	20	5.8	71	6.8	35	10.1
12 or more	62	5.9	37	10.7	219	21.0	129	37.2

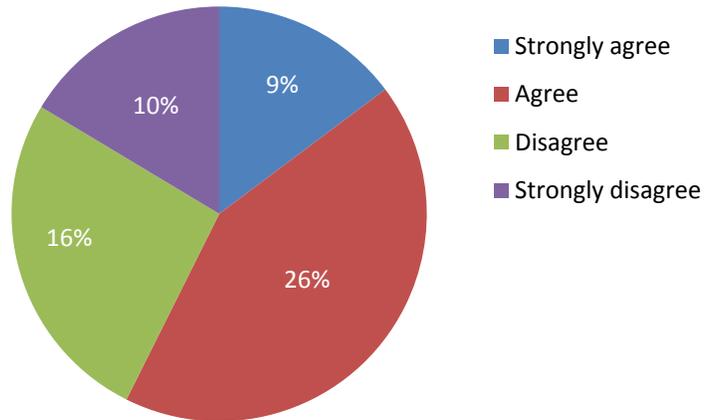
Table 36 indicates that respondents neither agreed nor disagreed as to whether MSU’s general education requirements represent the contributions of people who are LGBTQ. Figure 38 indicates that 35 percent (n = 272) thought their departmental curriculum/major requirements represented the contributions of LGBTQ people.

Table 36.
Faculty's and Students' Opinions About LGBTQ Curriculum and Concerns

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
MSU's general education requirements represent the contributions of people who are LBGTQ										
ISS	25	3.6	63	9.0	192	27.5	65	9.3	40	5.7
IAH	27	3.9	77	11.1	167	24.0	60	8.6	40	5.8
ISP	12	1.7	11	1.6	157	22.7	51	7.4	66	9.5
	12	1.7	12	1.7	156	22.6	49	7.1	69	10.0

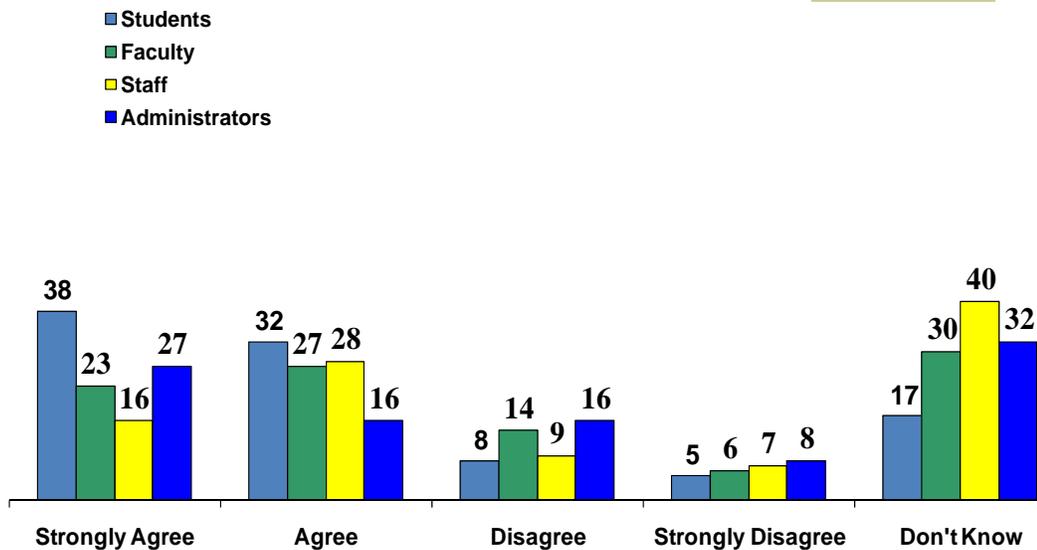
Note: Table includes only those who indicated they were faculty or students in Question 19 (n = 794).

Figure 38. My Department's Curriculum Represents LGBTQ People



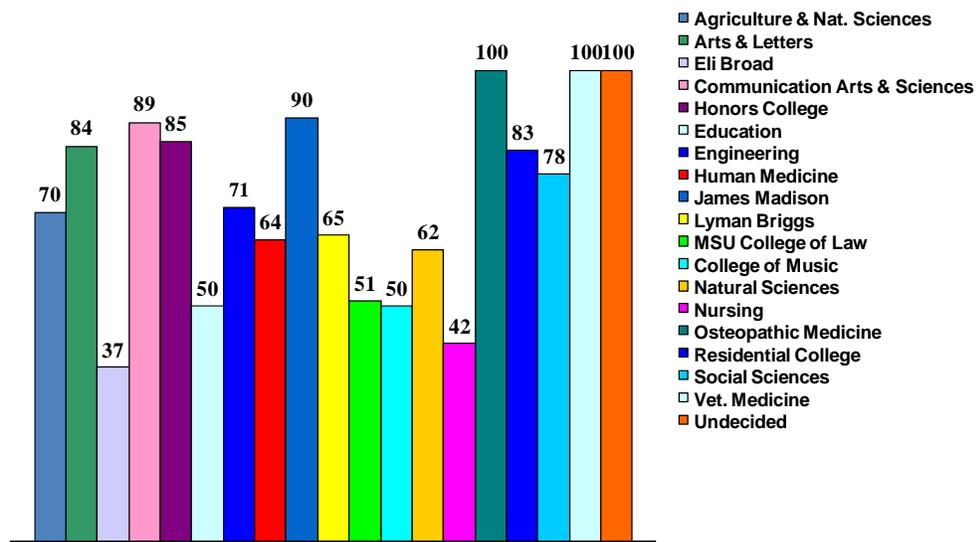
Question 63 asked respondents whether they thought MSU should offer an LGBTQ Studies Program (Table B51). Thirty percent (n = 313) strongly agreed; 30% (n = 308) agreed; 10% (n = 101) disagreed; and six percent (n = 58) strongly disagreed. When analyzed by primary status, a higher percentage of students (70%, n = 423) than faculty (50%, n = 95), staff (44%, n = 95), and administrators (43%, n = 16) thought MSU ought to offer an LGBTQ Studies Program (Figure 39).

Figure 39
MSU Should Offer LGBTQ Studies Program
by Primary Status (%)



Among students, most of the respondents from the 19 colleges thought MSU ought to offer an LGBTQ Studies Program (Figure 40). Fifty percent or fewer of the student respondents from the following majors thought that MSU ought to offer and LGBTQ Studies Program: Eli Broad College of Business (37%), Education (50%), College of Music (50%), and Nursing (42%).

Figure 40
 Agree/Strongly Agree that MSU Should Offer LGBTQ Studies Program by Student Major (%)



Among undergraduate students, 70% (n = 50) of first-year students, 78% (n = 55) of second-year students, 67% (n = 69) of third-year students, and 77% (n = 71) of fourth-year students agreed/strongly agreed that MSU ought to offer an LGBTQ Studies Program. Likewise, 81% (n = 39) of master’s degree students agreed/strongly agreed, as did 67% (n = 86) of doctoral students and 55% (n = 37) of professional degree students.

Campus Responses

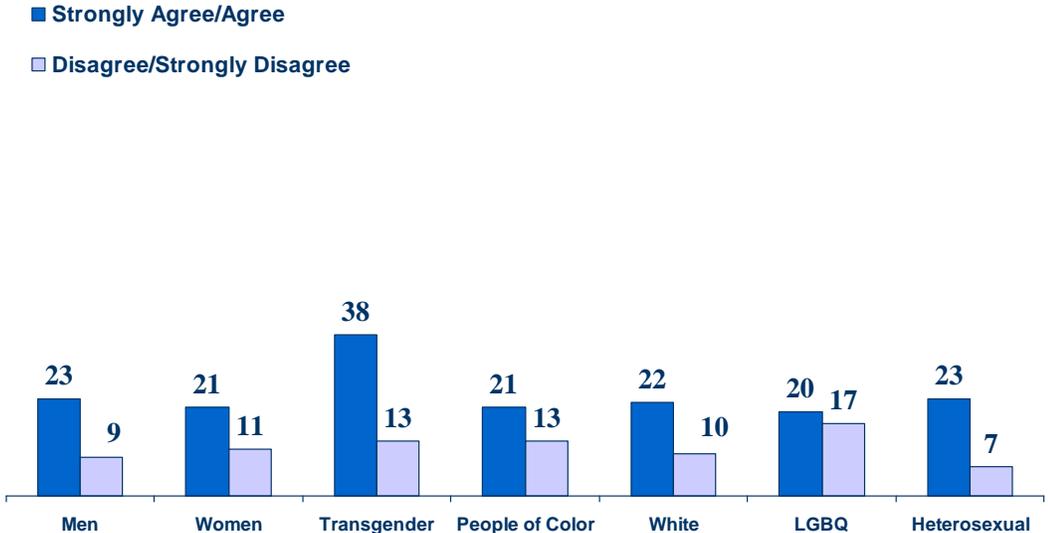
The survey queried respondents as to the degree to which they felt MSU responded to incidents of LGBTQ harassment and discrimination. The vast majority of respondents did not know how MSU responded to incidents of LGBTQ harassment (68%, n = 703) or discrimination (68%, n = 704) (Table 37).

Table 37. Opinions about LGBTQ Harassment and Discrimination

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
MSU effectively responds to incidents of LGBTQ harassment	41	4.0	185	17.8	80	7.7	28	2.7	703	67.8
MSU effectively responds to incidents of LGBTQ discrimination	40	3.9	170	16.4	90	8.7	34	3.3	704	67.8

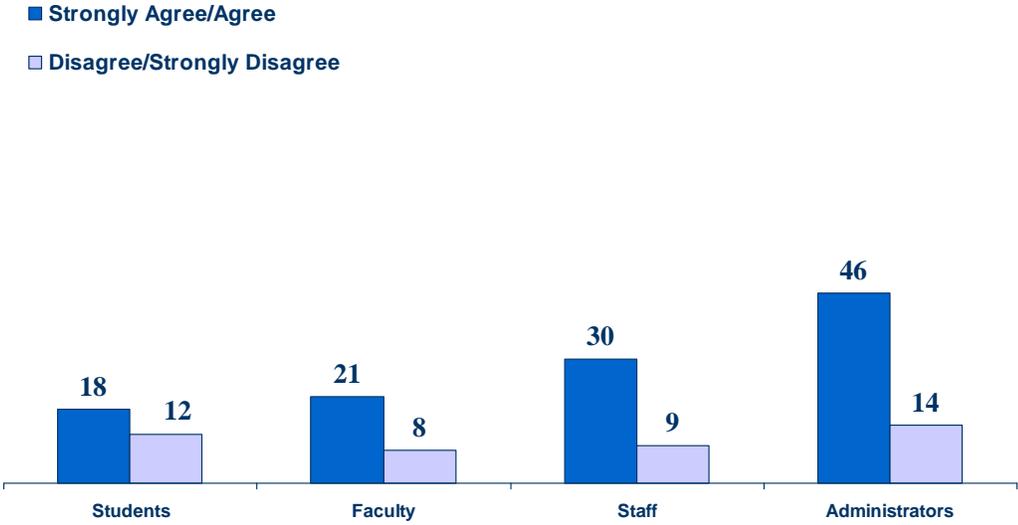
Figure 41 illustrates that 38% (n = 3) of transgender respondents agreed/strongly agreed that MSU effectively responds to incidents of LGBTQ harassment. About one-fifth of all other groups agreed/strongly agreed.

Figure 41
MSU Effectively Responds to LGBTQ Harassment (%)



A higher percentage of administrators agreed/strongly agreed that MSU effectively responds to incidents of LGBTQ harassment (Figure 42).

Figure 42
MSU Effectively Responds to LGBTQ Harassment (%)



Figures 43 and 44 indicate that low percentages of respondents (and respondent groups) felt that MSU effectively responds to incidents of LGBTQ discrimination. Again, the reader should remember that the majority of respondents “didn’t know” whether MSU’s responses were effective.

Figure 43
MSU Effectively Responds to
LGBTQ Discrimination (%)

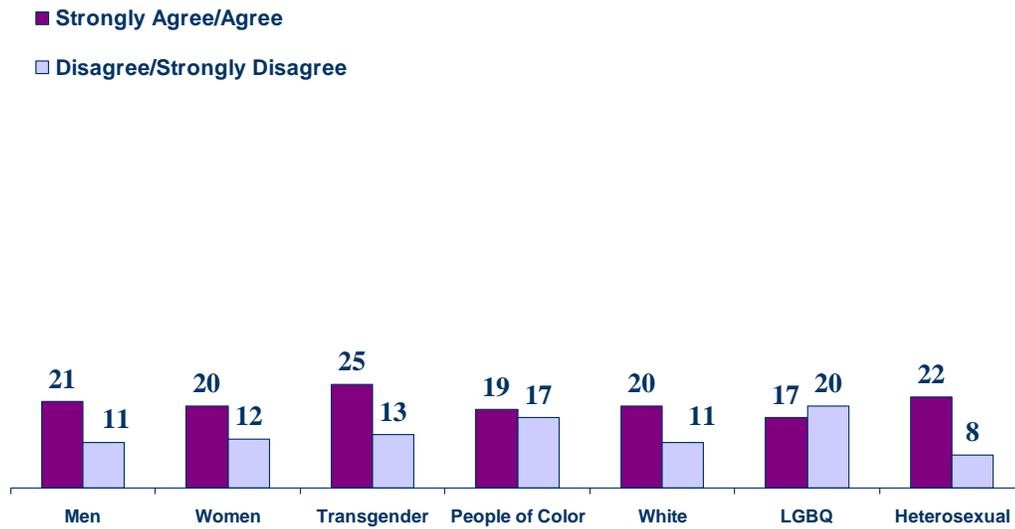


Figure 44
MSU Effectively Responds to
LGBTQ Discrimination (%)

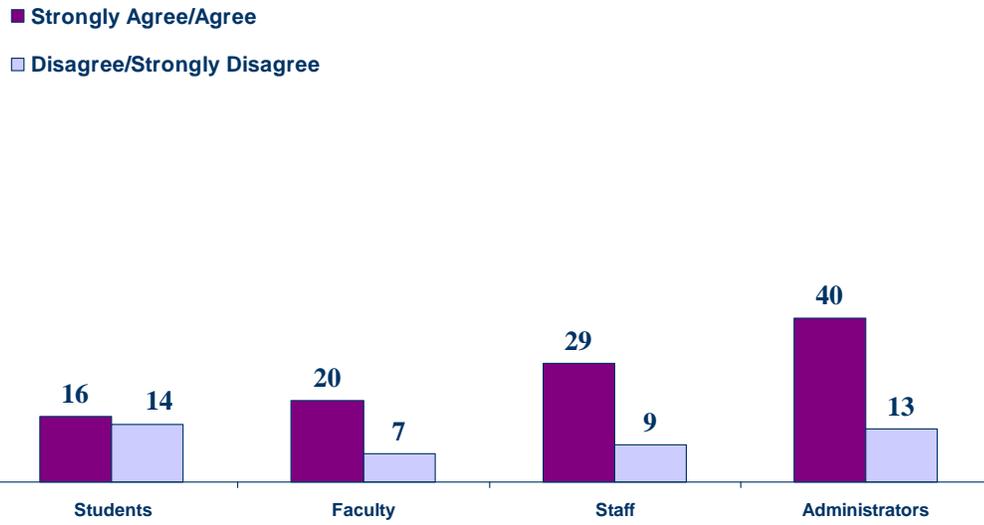


Table 38 suggests that most faculty and staff respondents don't know whether MSU provides equal benefits and services for LGBTQ faculty/staff and their partners and heterosexual faculty/staff and their partners.

Table 38.
Faculty and Staff Opinions about Whether MSU Provides Equal Benefits and Services for LGBTQ Faculty/Staff and Their Partners and Heterosexual Faculty/Staff and Their Partners

Benefits/Services	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Child-care services	57	13.6	76	18.2	13	3.1	7	1.7	265	63.4
Dental	81	19.5	100	24.0	30	7.2	16	3.8	189	45.4
Employee discounts	81	19.7	84	20.4	20	4.9	11	2.7	215	52.3
Health care benefits	82	19.7	106	25.4	37	8.9	19	4.6	173	41.5
Partner hiring assistance	45	10.8	60	14.5	27	6.5	18	4.3	265	63.9
Relocation/Travel assistance	45	10.8	60	14.5	21	5.1	12	2.9	277	66.7
Retiree health care benefits	53	12.9	55	13.4	31	7.6	21	5.1	250	61.0
Sick or bereavement leave	60	14.5	70	16.9	26	6.3	24	5.8	233	56.4
Supplemental life insurance	54	13.0	62	14.9	26	6.3	16	3.9	257	61.9
Survivor benefits for the partner in the event of the employee's death	49	11.9	49	11.9	29	7.0	19	4.6	267	64.6
Tuition waiver for partner/dependents	52	12.6	45	10.9	29	7.0	18	4.4	268	65.0
Use of campus facilities/privileges (e.g., library, recreational facilities)	75	18.3	85	20.7	16	3.9	11	2.7	223	54.4

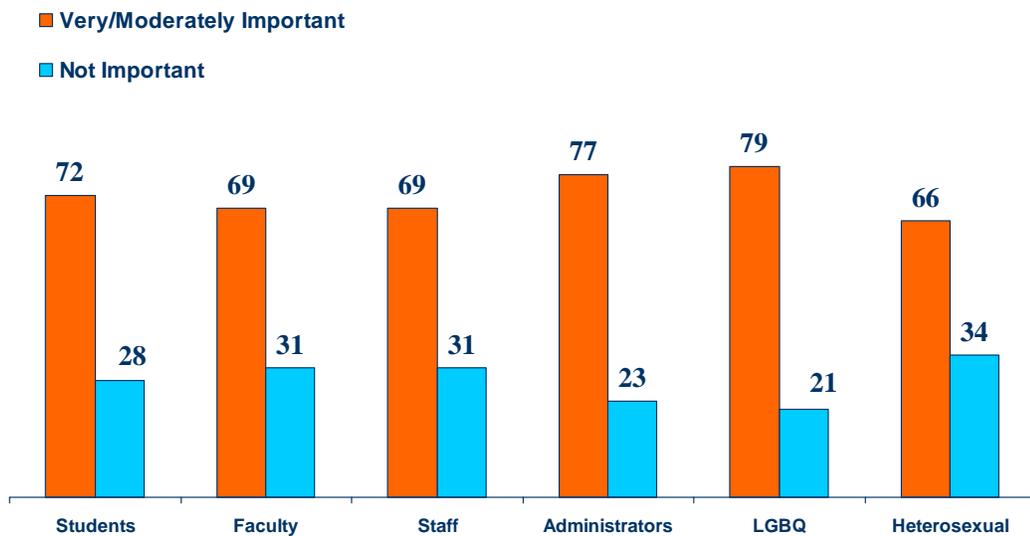
Respondents were asked to rank the importance of 33 LGBTQ support activities, events, and organizations at MSU. Table 39 demonstrates that most respondents thought all of the activities, events, and organizations were important (i.e., respondents marked “very important” or “moderately important”). Almost 30% of respondents thought LGBTQ graduation events, LGBTQ lending library, LGBTQ-related financial scholarships, and LGBTQ-themed housing were “not important.”

Table 39.
Respondents' Opinions on the Importance of LGBTQ Support Activities, Events, or Organizations

	Very important		Moderately important		Not important	
	n	%	n	%	n	%
Bisexual/Fluid group	268	33.8	385	48.5	140	17.7
Career programs focusing on LGBTQ issues	379	46.0	328	39.8	117	14.2
Educational LGBTQ workshops including Safe Zone	536	64.5	225	27.1	70	8.4
LGBTQ alumni events	268	32.7	365	44.6	186	22.7
LGBTQ community service opportunities	340	41.5	356	43.4	124	15.1
LGBTQ counseling/support groups	641	76.3	153	18.2	46	5.5
LGBTQ faculty and staff group	433	52.2	298	35.9	99	11.9
LGBTQ-focused sexuality workshops	360	44.7	313	38.8	133	16.5
LGBTQ-focused health and wellness education workshops	471	57.2	268	32.5	85	10.3
LGBTQ-focused leadership training	338	41.7	310	38.3	162	20.0
LGBTQ-focused websites	366	45.0	317	39.0	130	16.0
LGBTQ-focused listservs	307	38.0	345	42.8	155	19.2
LGBTQ graduation events (e.g., Lavender graduation)	226	28.2	342	42.6	234	29.2
LGBTQ graduate student group	426	52.1	298	36.4	94	11.5
LGBTQ groups affiliated with professions	359	44.7	325	40.5	119	14.8
LGBTQ international student group	381	47.3	302	37.5	123	15.3
LGBTQ lending library	232	28.9	344	42.8	227	28.3
LGBTQ Mentor Program	439	53.5	284	34.6	97	11.8
LGBTQ peer educators	408	50.4	288	35.6	113	14.0
LGBTQ People of Color groups	413	51.2	264	32.7	130	16.1
LGBTQ-related financial scholarships	310	38.7	257	32.0	235	29.3
LGBTQ research opportunities	378	46.6	281	34.6	152	18.7
LGBTQ-themed educational lectures	407	50.4	291	36.0	110	13.6
LGBTQ-themed housing	270	33.5	298	37.0	237	29.4
LGBTQ-themed social events	390	48.4	306	38.0	109	13.5
LGBTQ-themed events in the residence halls	365	45.5	298	37.1	140	17.4
LGBTQ sub-committee for student health	359	44.8	312	39.0	130	16.2
LGBTQ undergraduate student group(s)	499	61.5	233	28.7	79	9.7
On-line Coming Out Support Group	512	63.1	220	27.1	80	9.9
Political/Social Awareness events	500	61.1	235	28.7	83	10.1
Programming for Allies	437	53.5	274	33.5	106	13.0
Topical discussions on LGBTQ-related issues	449	54.6	288	35.0	85	10.3
Transgender group	457	56.8	250	31.1	98	12.2

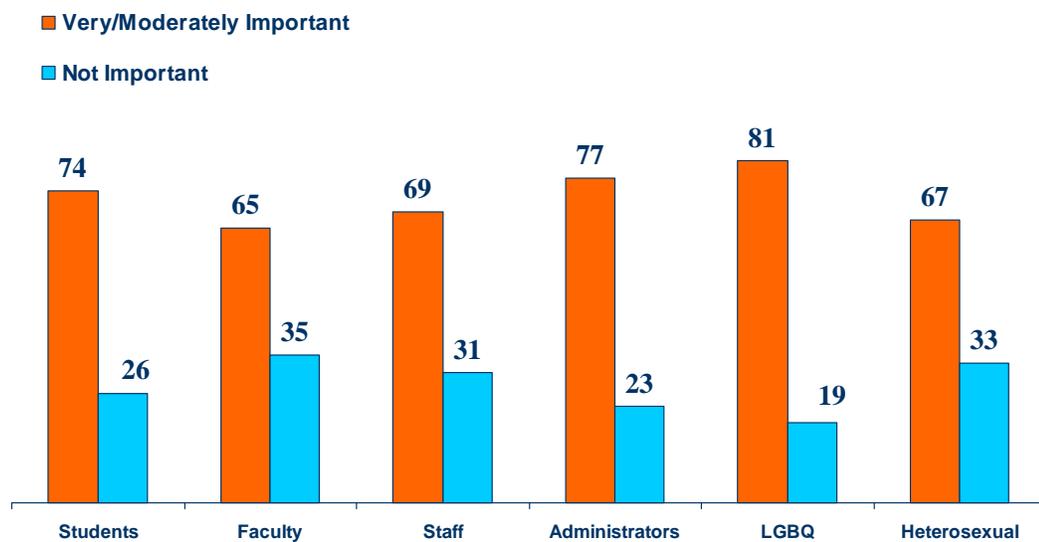
When analyzed by primary status, a higher percentage of administrators (77%, n = 29) than students (72%, n = 435), faculty (69%, n = 131) and staff (69%, n = 148) thought LGBTQ graduation events were important (Figure 43). Figure 45 also demonstrates that 13% more sexual minorities (79%, n = 274) than heterosexual respondents (66%, n = 461) felt that LGBTQ graduation events were important.

Figure 45
Importance of LGBTQ Graduation Events by
Primary Status & Sexual Identity (%)



Results were very similar for the item that inquired about the importance of an LGBTQ lending library. Higher percentages of administrators (77%, n = 29) and students (74%, n = 447) than staff (69%, n = 148) and faculty (65%, n = 124) felt a lending library was important (Figure 46). Eighty-one percent (n = 281) of sexual minority respondents and 67% (n = 468) of heterosexual respondents thought an LGBTQ lending library was important.

Figure 46
Importance of LGBTQ Lending Library by
Primary Status & Sexual Identity (%)



Figures 47 and 48 indicate the trend outlined in the previous two tables holds for the degree to which respondents felt LGBTQ-related financial scholarships and LGBTQ-themed housing were important.

Figure 47
Importance of LGBTQ Financial Scholarships by
Primary Status & Sexual Identity (%)

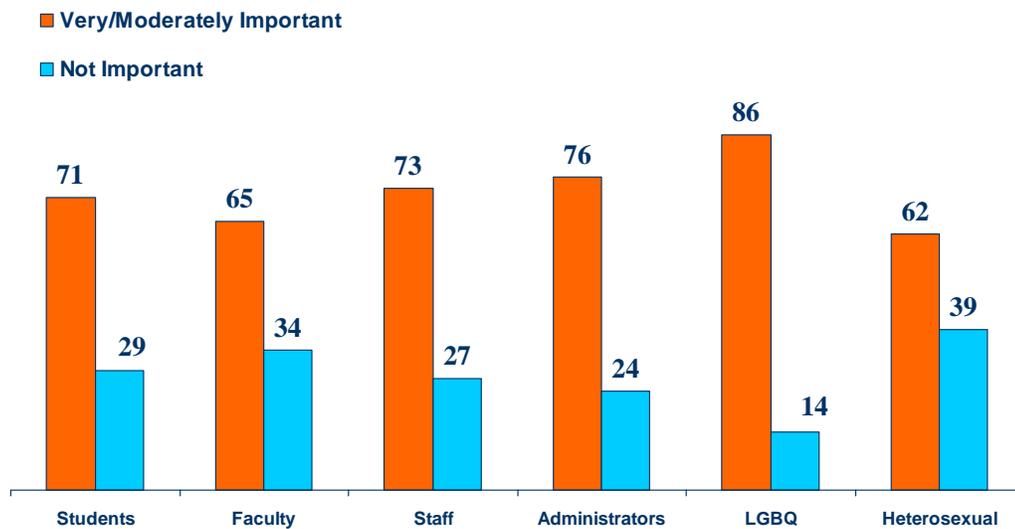
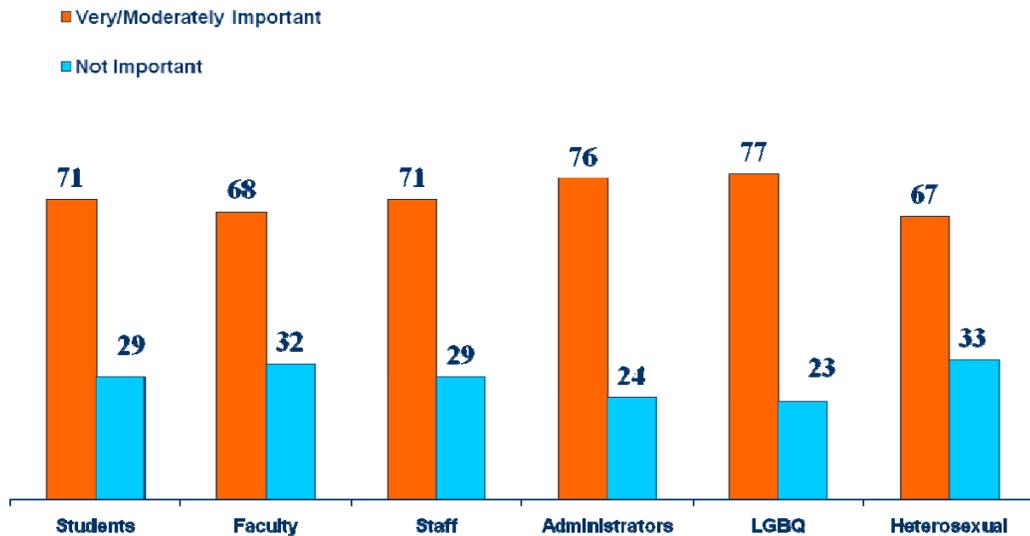


Figure 48
 Importance of LGBTQ-themed Housing by
 Primary Status & Sexual Identity (%)



Sixty percent (n = 603) of all respondents read e-mails regarding MSU LGBTQ or Allies-focused events or programs in the past year; however more than 60% of all respondents did not participate in any LGBTQ or allies-focused activity or use LGBTQ or allies-focused resources named in Table 40 in the past year. Splits by sexual identity indicate that higher percentages of sexual minority respondents than heterosexual respondents used said resources. Additionally, students were more likely to have used the resources than were employees.

Table 40.
Use of LGBTQ Resources in the Past Year

Issues	Never		1-2 times		3-5 times		6-9 times		10 or more times	
	n	%	n	%	n	%	n	%	n	%
Attended a meeting of an LGBTQ organization on campus	667	66.4	152	15.1	55	5.5	23	2.3	64	6.4
LGBQ	147	43.0	69	20.2	41	12.0	20	5.8	58	17.0
Heterosexual	518	78.6	82	12.4	14	2.1	3	0.5	6	0.9
Students	361	62.5	90	15.6	37	6.4	18	3.1	57	9.9
Employees	305	72.1	62	14.7	18	4.3	5	1.2	7	1.7
Attended an LGBTQ or Allies-focused event or program	605	60.3	222	22.1	84	8.4	19	1.9	33	3.3
LGBQ	136	40.0	94	27.6	55	16.2	17	5.0	30	8.8
Heterosexual	466	70.5	128	19.4	29	4.4	2	0.3	3	0.5
Students	331	57.1	134	23.1	57	9.8	12	2.1	30	5.2
Employees	274	65.1	88	20.9	27	6.4	7	1.7	3	0.7
Made telephone, instant message, or e-mail contact with MSU LGBTQ resource center staff	749	74.9	96	9.6	50	5.0	20	2.0	43	4.3
LGBQ	198	58.4	54	15.9	37	10.9	13	3.8	30	8.8
Heterosexual	548	83.3	42	6.4	13	2.0	7	1.1	13	2.0
Students	454	79.4	44	7.7	26	4.5	9	1.6	21	3.7
Employees	295	69.4	52	12.2	24	5.6	11	2.6	22	5.2
Read e-mails regarding MSU LGBTQ or Allies-focused events or programs	364	36.3	197	19.6	134	13.4	85	8.5	187	18.6
LGBQ	77	22.6	42	12.4	53	15.6	46	13.5	117	34.4
Heterosexual	286	43.3	153	23.2	81	12.3	39	5.9	70	10.6
Students	211	36.6	116	20.1	67	11.6	46	8.0	122	21.2
Employees	153	36.1	81	19.1	67	15.8	38	9.0	65	15.3
Requested resources/referrals from MSU LGBTQ Student Services	789	78.8	113	11.3	30	3.0	9	0.9	13	1.3
LGBQ	228	67.3	63	18.6	20	5.9	7	2.1	8	2.4
Heterosexual	559	84.7	50	7.6	10	1.5	2	0.3	5	0.8
Students	470	81.6	62	10.8	14	2.4	5	0.9	8	1.4
Employees	319	75.6	51	12.1	16	3.8	4	0.9	5	1.2
Visited the MSU LGBTQ Resource Center web site	655	65.1	158	15.7	84	8.3	36	3.6	35	3.5
LGBQ	144	42.1	72	21.1	61	17.8	28	8.2	30	8.8
Heterosexual	508	76.9	86	13.0	23	3.5	8	1.2	5	0.8
Students	378	65.3	91	15.7	49	8.5	24	4.1	22	3.8
Employees	276	65.1	67	15.8	35	8.3	12	2.8	13	3.1
Visited the MSU LGBTQ Resource Center	805	80.1	84	8.4	31	3.1	10	1.0	30	3.0
LGBQ	220	64.1	60	17.5	22	6.4	4	1.2	27	7.9
Heterosexual	582	88.3	24	3.6	9	1.4	6	0.9	3	0.5
Students	465	80.0	57	9.8	19	3.3	6	1.0	17	2.9
Employees	340	80.8	27	6.4	12	2.9	4	1.0	13	3.1

Future Directions

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

Michigan State University initiated this campus climate assessment. The results reported here can be used to identify specific strategies for addressing the challenges facing the community and support positive initiatives on campus. Specifically, the comments provided by respondents (Appendix B) suggest ways in which the University could improve the climate for LGBTQ people. The themes, which emerged from the comments, include the following:

- Visible representation and action from University administration
- Require General Education courses that are inclusive of LGBTQ issues
- Inclusion of more LGBTQ-related topics and LGBTQ people in curriculum and instruction
- Professional development for students, faculty, civil service staff, and other employees
- More LGBTQ-related events, programs, organizations, outreach, and support groups
- More visible and inclusive partner benefits plans

The recommended next steps include sharing the results with campus constituent groups (e.g. administrators, students, faculty, staff, and underrepresented groups). Together, these groups can work to build on current successful initiatives and create/support new strategies to continue to improve the climate for LGBTQ people on campus.

References

- Austin, A. (1990). "Faculty cultures, faculty values." In W.G. Tierney. (Ed.). *Assessing Academic Climates and Cultures*. San Francisco: Jossey-Bass, Inc.
- Bauer, K. (1998). Campus climate: Understanding the critical components of today's colleges and universities. *New Directions for Institutional Research*, no.98. San Francisco: Jossey-Bass.
- Berrill, K. (1992). Anti-gay violence and victimization in the United States: A overview. In G. Herek & K. Berrill (Eds.), *Hate crimes: Confronting violence against lesbians and gay men*, (pp. 19-45). Newbury Park, CA: Sage Publications
- Boyer, E. (1990). *Campus life: In search of community*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.
- Bradford, J., Ryan, C., Rothblum, E. (1994). National lesbian health care survey: Implications for mental health care. *Journal of Consulting and Clinical Psychology*. Arlington: 62 (2), p. 228-234.
- D'Augelli, A. (1992). Lesbian and gay male undergraduates' experiences of harassment and fear on campus. *Journal of Interpersonal Violence*. 7(3):383-395.
- Herek, G. (1994). Heterosexism, hate crimes, and the law. In M. Costanzo and S. Oskamp, Eds. *Violence and the Law*. Newberry Park, CA: Sage. 121-142.
- Herek, G. (1995). Psychological heterosexism in the United States. In A. R. D'Augelli and C.J. Paterson (Eds.). *Lesbian, Gay and Bisexual Identities Across the Lifespan*. New York: Oxford University Press.
- Hersheberger, S. L., and D'Augelli, A. R. (1995). The impact of victimization on the mental health and suicidality of lesbian, gay and bisexual youth." *Developmental Psychology*. 31:65-74.
- Janoff-Bulman R, Frieze IH. (1983). A Theoretical Perspective for Understanding Reactions to Victimization. *Journal of Social Issues*. Vol 39(2): 1 - 17.
- Kuh, G. & Whitt, E.J. (1988). The invisible tapestry: Culture in American colleges and universities. *ASHE-ERIC Higher Education Report No. 1*. Washington, D.C.: Association for the Study of Higher Education.
- Markowitz, L. (1998). Invisible violence. *All in the Family*, 15-21.
- Mustanski, B. (2001). Getting wired: Exploiting the Internet for the collection of valid sexuality data. *The Journal of Sex Research*, 38(4) 292-302. New York: New York.

Norris, F.H. and Kaniasty, K. (1991). The psychological experience of crime: A test of the mediating role of beliefs in explaining the distress of victims. *Journal of Social and Clinical Psychology*. 10:239-261.

Pascarella, E. (1980). "Student-faculty Informal Contact and College Outcomes." *Review of Educational Research*. 50: 545-595.

Pascarella, E. (1985). "College Environmental Influences on Learning and Cognitive Development: A Critical Review and Synthesis." In J.S. Smart. (Ed.). *Higher Education: Handbook of Theory and Research*. vol. 1. New York: Agathon.

Peterson, M. & Spencer, M. (1990). Understanding academic culture and climate, in W. Tierney (Ed.), *Assessing academic climates and cultures*. San Francisco, California: Jossey-Bass, Inc.

Rankin, S. (forthcoming). Campus Climate for Sexual Minority Students: Challenges and Best Practices, In J. Jackson & M. Terrell (Eds.), *Toward Administrative Reawakening: Creating and Maintaining Safe College Campuses*. Herndon, Virginia: Stylus Publications

Rankin, S. and R. Reason. (2005). Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups. *Journal of College Student Development*, 46(1): 43-61.

Rankin, S. (2003). Campus Climate for Lesbian, Gay, Bisexual & Transgender People: A Legal Perspective. *Focus on Law Studies*. Fall 2003, Volume XIX, Number 1.

Rankin, S. (2003). *Campus Climate for LGBTQ People: A National Perspective*. New York, New York: NGLTF Policy Institute.

Savin-Williams, R.C. and Cohen, M. N. (1996). (Eds.). *The lives of lesbians, gays and bisexuals: Children to adults*. Fort Worth, TX: Harcourt Brace.

Slater, B. (1993). Violence against lesbians and gay male college students. *Journal of College Student Psychotherapy*. 8(1/2):177-202.

Tierney, W.G. (Ed.). (1990). *Assessing academic climates and cultures*. San Francisco, California: Jossey-Bass, Inc.

Tierney, W. G., & Dilley, P. (1998). "Constructing knowledge: Educational research and gay and lesbian studies." In W. F. Pinar (Ed.), *Queer Theory in Education*. Mahwah, NJ: Lawrence Erlbaum.