CAMPUS CLIMATE: REGARDING SEXUAL ORIENTATION, GENDER IDENTITY, AND GENDER EXPRESSION

A Report Issued by the Provost's Committee on Lesbian, Gay, Bisexual, Transgender Life at the University of North Carolina at Chapel Hill

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EXECUTIVE SUMMARY

The first campus climate study to specifically assess people's experiences of harassment on the basis of sexual orientation, gender identity, or gender expression was conducted by the Lesbian, Gay, Bisexual, and Transgender (LGBT) Task Force that was appointed by Provost Shelton in 2001. Based on the results of that study, numerous recommendations were offered that have subsequently been implemented. In spring 2008, the Provost Committee on LGBT Life decided to conduct another campus climate study to assess the impact of policies, procedures, and resources that had been implemented since the 2001 study and to compile a list of recommendations to guide future efforts to create a maximally inclusive environment for people of all sexual orientations, gender identities, and gender expression.

Terri Phoenix, Ph.D., Provost Committee member and Director of the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center, was tasked with chairing this Campus Climate Working Group. In addition to people who were on the Provost Committee for LGBT Life, individuals affiliated with the University of North Carolina at Chapel Hill (UNC-CH) who had an interest in working on the climate study were eligible to serve. Dr. Phoenix issued a call for committee volunteers by networking with contacts from faculty, staff, graduate, professional, and undergraduate Lesbian, Gay, Bisexual, Transgender, Intersex, Queer Ally (LGBTIQA) organizations. The subcommittee included people who were undergraduate students, graduate/professional students, EPA and SPA staff, and faculty.

The findings reported herein are based on data collected through a 50 item survey that was constructed by the working group and administered via an online survey.[1] Survey development was informed by a literature review; consultation with national campus climate research experts; interviews with stakeholders; and the faculty, staff, undergraduate and graduate/professional student members of both the UNC-CH Provost Committee on LGBT Life and the Campus Climate Working Group.

The survey asked questions about four major categories:

1. participants' experiences on campus
2. perceptions of safety for LGBTQ-identified persons and their allies
3. knowledge and utilization of relevant campus resources
4. recommendations for further improvement in the campus climate

Respondents were directed to answer questions based on their experiences within the previous two years. The survey was designed for online data collection using surveymonkey.com.

Data collection began on March 16, 2009 and was closed on April 17, 2009. At the beginning of the third and fourth week of data collection, committee members and stakeholders were asked to circulate reminders via email, listserv, and announcements at programs or events. A total of 622 people accessed and partially completed the survey. Of those 416 (67%) completed the survey. The frequency results discussed in this executive report are drawn from the 416 respondents who completed the survey in its entirety. The nonparametric statistical analyses (Cramer's V & Contingency Coefficients) were executed using only data where the respondents had answered the necessary items included in the analysis. Additional explanation of differences among groups is given only when the likelihood of getting that result by chance alone is less than 5% ($p < .05$).

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[1] Paper copies, large print, and Braille versions of the survey were also available upon request and on display at the LGBTQ Center and the GLBTSA office. See *Appendix A* for the survey.

RESPONDENT DEMOGRAPHICS

University Affiliation	Frequency	Percent
Staff	144	34.6%
Undergraduate Student	78	18.8%
Faculty	41	9.9%
Graduate/Professional Student	38	9.1%
GA/TA	37	8.9%
Undergraduate Student Employee	26	6.3%
Grad/Prof Student & Staff	21	5.0%
Self-Identify	11	2.6%
Administrator	9	2.2%
Prefer not to disclose	4	1.0%
Faculty/Administrator	2	.5%
Adjunct Faculty	2	.5%
Item left blank/No response given	3	.7%
Total	416	100.0%

Respondents were asked to indicate their current affiliation with the university from a list of pre-set options. Respondents could select more than one option if they had multiple affiliations (e.g. _Graduate Student_ and _Staff Member_) and were given the option of writing in descriptors. All respondents indicated one or more affiliations with the university (_Table 1_) and were over age 18 years of age. Self-identifications included _Alumnus, EPA Professional, EPA nonfaculty, many roles, lecturer,_ and write in of multiple response options (e.g., _Over 50–eclectic lifestyle, occasional student, UNC alum_).

Demographic information was collected about gender identity, sexual orientation, and race/ethnicity. Participants had the option to select all that applied from a number of preset descriptors and/or they could choose to self-identify. Additionally, participants were asked if they were affiliated with a fraternity or sorority and if they had a disability. Respondents were told they could choose to answer some, none, or all of the demographic questions.

TABLE 2: GENDER IDENTITY

Gender Identity	Frequency	Percent
Female	275	66.1%
Male	106	25.5%
Genderqueer	9	2.2%
Prefer not to Disclose	6	1.4%
Self-Identified	5	1.2%
Intersex	3	.7%
Item left blank/No response given	3	.7%
Female Transgender	2	.5%
Female Genderqueer	2	.5%
Transgender Male	1	.2%
Genderqueer Transgender Male	1	.2%
Genderqueer Transgender	1	.2%
Transgender	1	.2%
Intersex Male	1	.2%
Total	416	100.0%

Respondents had the option to select from six response options to describe their gender identity. Many respondents selected more than one response option. _Table 2_ illustrates the response counts and percentages for gender identity. Responses in the self-identify category included things such as _Alien from Mars, Androgynous,_ and _Femme._

TABLE 3: SEXUAL ORIENTATION

Sexual Orientation	Frequency	Percent
Heterosexual	214	51.4%
Gay	43	10.3%
Lesbian	37	8.9%
Bisexual	33	7.9%
Selected two descriptors	22	5.3%
Queer	16	3.8%
Selected three descriptors	10	2.4%
Self-Identify	9	2.2%
Prefer not to disclose	7	1.7%
Item left blank/No response given	7	1.7%
Selected four or more descriptors	6	1.4%
Fluid	6	1.4%
Questioning	6	1.4%
Total	**416**	**100.0%**

Respondents had the option to select from eight response options to describe their sexual orientation. Many respondents selected more than one response option. *Table 3* illustrates the response counts and percentages for sexual orientation reflective of the multiple selections made by respondents. Responses in the self-identify category included *Pansexual, Bi/Asexual, same gender loving,* and *sexual*.

TABLE 4: RACE/ETHNICITY *of* RESPONDENTS

Race/Ethnicity	Freq.	%	UNC-CH Population (%)
White or European American	345	82.9%	72.0%
Black or African American	25	6.0%	11.1%
Selected two descriptors	13	3.1%	NA
Asian or Asian American	10	2.4%	8.5%
Item left blank/No response given	7	1.7%	NA
Self-Identify	6	1.4%	4.1%(Analogous Other)
American Indian or Alaskan Native	3	.7%	0.6%
Hispanic or Latino/a	3	.7%	3.7%
Selected three descriptors	2	.5%	NA
Selected four or more descriptors	1	.2%	NA
Prefer not to disclose	1	.2%	NA
Total	**416**	**100.0%**	**100.0%**

Respondents had the option to select from seven response options to describe their race/ethnicity. Many respondents selected more than one response option. *Table 4* illustrates the response counts and percentages for race/ethnicity reflective of the multiple selections made by respondents. Responses in the self-identify category included things such as *Alien from Mars, Jewish, Greek-American, White, Who in the world uses European American, White, or ½ white, ¼ American Indian, ¼ Spanish. Table 4* also shows the comparison of respondents in this study to the racial/ethnic make-up of the UNC-CH campus population as reported in the Diversity Plan Report 2008–2009 (not all categories used in this study are reflected in the Diversity Plan Report).

Most respondents stated they were not a member of a fraternity or sorority (94.4%) and did not have a disability (93.9%). Some respondents identified as belonging to a fraternity or sorority (5.1%) and had a disability (4.9%).

SUMMARY *of* RESULTS

Chi Square, Phi, and/or Contingency Coefficient analyses were run to assess whether any differences by demographic or other categories were statistically significant. Demographic categories were collapsed to ensure adequate numbers of responses across all categories for analysis (*Appendix B*).

University affiliation was collapsed into five categories. Those who selected a single response option only were left in the selected category. Those who selected multiple options were placed into a collapsed category according to their primary affiliation (e.g., respondents who selected both *Undergraduate* and *Employee* were categorized as *Undergraduate*). Those who self-identified or selected multiple options but for which no primary category was apparent (e.g., respondents who selected *Graduate Student* and *Staff*) were all placed into a single category.

For the gender identity category, respondents who selected only male were categorized as *Male* and those who selected only female were categorized as *Female*. People who selected *Transgender*, *Genderqueer*, *Intersex*, or multiple response options including any of these categories (e.g., *Transgender* & *Male*, *Intersex* & *Female*), were collapsed into the category *Trans-Genderqueer-Intersex* (referred to hereafter as *Transgender*).

Sexual orientation was collapsed into five categories. Those respondents who self-identified, who identified as *Fluid*, *Queer*, or *Questioning*, or who identified by multiple categories, were placed into a single category. Those who self-identified as *Bisexual* or *Pansexual* were placed into a single category. The *Heterosexual* category included those who selected that option as well as people who self-identified as *Straight*. Some self-identify responses were not collapsed for purposes of analysis (i.e., *Alien from Mars*).

Race/ethnicity was collapsed into three categories: *White/European American*, *People of Color*, and *Multiracial*. The *Multiracial* category consisted of those who selected more than one response option or who identified as *Multiracial*. *White/European American* consisted of those who selected only that option or who self-identified as *European Mutt*. *People of Color* category included only those who selected a single option from the following categories: *Black/African American*, *Asian or Asian American*, *American Indian/Alaskan Native*, or *Hispanic/Latino(a)*.

CONCEALED SUPPORT *for* LGBTQ RIGHTS

Respondents were statistically significantly more likely to report concealing support for LGBTQ rights for fear of intimidation from supervisors (21.6%) than from colleagues (15.2%).

Those who identified as *Male* or *LGBTQ* were more likely to conceal their support for LGBTQ rights from supervisors for fear of intimidation as compared to heterosexual and female respondents. Only 16% of heterosexual respondents reported concealing support as compared to 29% of LGBQ respondents. Trans-identified and intersex respondents were more than twice as likely (54%) to report having concealed support for LGBTQ rights than respondents who identified as only *Male* or only *Female* (20%).

Faculty and respondents who identified as *Heterosexual* were significantly less likely to report concealing their support from colleagues (7.1% and 7.9% respectively). In contrast, those who identified as *LGBQ* (24.5%), *Undergraduates* (20.4%), and those who had multiple affiliations (e.g., *Graduate Student* & *Staff* or *Faculty* & *Administrator*; 26.3%) were more likely to report concealing their support from colleagues.

VERBAL HARASSMENT & FEAR *for* PHYSICAL SAFETY

Respondents reported fearing verbal harassment and physical safety due to sexual orientation and gender identity.

Due to sexual orientation:

12.9% of participants reported experiencing verbal harassment.

12.6% of participants reported fearing for their physical safety.

Due to gender identity/gender expression:

16.5% of participants reported experiencing verbal harassment.

16.0% of participants reported fearing for their physical safety.

Image of a vandalized safe zone sign that was posted on a residence hall door; The word homo is written in black across the sign and the sign was cut into small pieces and left on the floor outside the resident's door. Image: LGBTQ Center.

LGBQ respondents were 19 times more likely to report experiencing verbal harassment and fearing for their physical safety due to sexual orientation than heterosexual respondents. Of those who identified as *Heterosexual,* 1.4% reported verbal harassment and 1.9% reported fearing for their physical safety due to their sexual orientation. Of those who identified as *LGBQ,* 27.5% reported verbal harassment and 25.5% reported fearing for their physical safety due to their sexual orientation. There were also statistically significant differences in verbal harassment and fear for physical safety due to sexual orientation by gender identity. Respondents in the *Transgender, Intersex,* and *Genderqueer* category more often reported experiencing verbal harassment (31.8%) and fear for physical safety (36.4%) as compared to those who identified only as *Male* (20.2% and 24% respectively) or only as *Female* (9.1% and 6.5% respectively)(*Table 6*).

TABLE 5: VERBAL HARASSMENT & FEAR *for* PHYSICAL SAFETY *by* SEXUAL ORIENTATION

Question	Heterosexual	LGBQ
Have experienced verbal harassment due to my sexual orientation	1.4%	27.5%
Feared for physical safety due to my sexual orientation	1.9%	25.5%
Experienced verbal harassment due to gender identity/gender expression	13.1%	21.7%
Feared for physical safety because of my gender identity/gender expression	13.6%	20.1%

Those identified as *Heterosexual* were also significantly less likely to report having experienced verbal harassment (13.1%) or fearing for their physical safety (13.6%) due to their gender identity or gender expression. This is in contrast to LGBQ respondents of whom 26% reported verbal harassment and 24% reported fearing for their physical safety due to their gender identity or gender expression. When analyzed by respondent sexual orientation, the rates of verbal harassment due to and fearing for physical safety because of sexual orientation or gender identity/gender expression were lower than comparison data from the most recent national campus climate survey data (Rankin, Weber, Blumenfeld, & Frazer, 2010).

Male respondents reported higher rates of experiencing verbal harassment (17.3%) and to fear for physical safety (15.4%) due to gender identity/gender expression than did female respondents (15.2% and 15.2% respectively).

**TABLE 6: VERBAL HARASSMENT & FEAR *for* PHYSICAL SAFETY *by* GENDER IDENTITY**

Question	Female	Male	Transgender, Genderqueer, or Intersex
Experienced verbal harassment due to sexual orientation	9.1%	20.2%	31.8%
Feared for physical safety because of my sexual orientation	6.5%	24.0%	36.4 %
Have experienced verbal harassment due to my gender identity/gender expression	9.1%	20.2%	36.4%
Feared for physical safety due to my gender identity/ gender expression	15.2%	15.4%	36.4%

Respondents in the *Transgender* category reported verbal harassment (31.8%) and fear for their physical safety (36.4%) due to their gender identity/gender expression at the highest rate. The rate of verbal harassment for this category is similar to the most recent national campus climate survey data (Rankin, et. al, 2010) but the percent of UNC-CH respondents who reported fearing for personal safety is lower than the rate reported at the national level (57.3%).

TABLE 7: LOCATION *of* HARASSMENT

Location	Frequency	Percent
Franklin Street	88	29.7%
The Pit	60	20.3%
Office/Department	55	18.6%
Residence Hall	35	11.8%
Student Recreation Center (SRC)	14	4.7%
Student Union	14	4.7%
The Library	4	1.4%

Almost 25% (24.6%) of respondents reported having experienced some form of harassment either due to sexual orientation, gender identity, gender expression, or taking a class primarily or partially devoted to issues of sexuality. Respondents were asked about the types of harassment, university affiliation of perpetrators of harassment, and locations of harassment they experienced or witnessed.
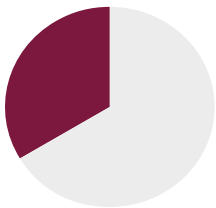
33.5% of respondents who had witnessed harassment said they had witnessed multiple forms of harassment (e.g., verbal and physical harassment, property destruction, discrimination).

University employees comprised 28.1% of responses given as to source of harassment respondents had experienced or witnessed.

38.8% of respondents who had experienced or witnessed harassment stated that they had experienced or witnessed these incidents in more than one location.

The most frequently identified locations in harassment reported were (*see Table 7*):

Franklin Street

The Pit

My university office, department, or place of employment

Residence hall

PERCEPTIONS *of* CAMPUS CLIMATE

Respondents were asked a number of questions designed to assess their perceptions (as opposed to their actual experiences) of the campus climate.

Respondents believed that men, women, and transgender or gender nonconforming people were *Likely* or *Very Likely* to be harassed due to sexual orientation or gender expression.

TABLE 8: PERCENTAGE *by* **SEXUAL ORIENTATION** *that* **CONCEALED SEXUAL ORIENTATION**

Sexual Orientation	TA/Administrator	Campus Health Practitioner	Supervisor	Peer or Colleague
Heterosexual	.5%	.9%	.5%	0%
LGBQ (Combined)	46.9%	15.2%	17.5%	41.0%

Respondents concealed sexual orientation from: an instructor, TA, administrator, or supervisor (20.9%)[2]; a campus health practitioner (7.0%); a supervisor (7.9%)[3] or a peer or colleague (18.5%). LGBQ respondents were statistically significantly more likely than heterosexual respondents to report concealment of sexual orientation from each of the categories (*Table 8*). Transgender, intersex, and genderqueer respondents were also statistically significantly more likely than male or female respondents to report concealment of sexual orientation from each of the categories (*Table 9*).

TABLE 9: PERCENTAGE *by* **GENDER IDENTITY** *that* **CONCEALED SEXUAL ORIENTATION**

Gender Identity	TA/Administrator	Campus Health Practitioner	Supervisor	Peer or Colleague
Female	.09%	5.1%	7.6%	15.6%
Male	.07%	6.9%	6.7%	23.1%
Transgender	54.5%	38.1%	23.8%	38.1%

TABLE 10: PERCENTAGE *by* **SEXUAL ORIENTATION** *that* **CONCEALED/ MODIFIED GENDER IDENTITY** *or* **GENDER EXPRESSION**

Sexual Orientation	TA/Administrator	Campus Health Practitioner	Supervisor	Peer or Colleague
Heterosexual	8.4%	4.7%	7.2%	3.3%
LGBQ (Combined)	13.8%	9.6%	.9%	6.4%

[2] Undergraduate students and people who reported multiple affiliations with the university were more likely to have reported concealing sexual orientation.

[3] Respondents who identified as having multiple roles within the university were most likely to report concealing sexual orientation (15.8%) as were graduate or professional students (11%).

[4] There were also statistically significant differences of concealed or modified gender identity/gender expression by university affiliation. *Graduate students* (33.3%), followed by *Undergraduates* (26.7%), and *Staff* or *Administrators* (26.7%), as compared to *Faculty* (6.7%).

Respondents concealed gender identity or modified their gender expression due to fear of negative consequences from: an instructor, TA, administrator, or a supervisor (10.8%); a campus health practitioner (6.7%); a supervisor (3.6%)[3], or from a peer or colleague (7.9%). LGBQ respondents were statistically significantly more likely than heterosexual respondents to report concealment of gender identity or modification of gender expression from an instructor, TA, administrator, supervisor, or a peer or colleague (*Table 10*). There were also statistically significant differences by gender identity (*Table 11*).

TABLE 11: PERCENTAGE *by* GENDER IDENTITY *that* CONCEALED/ MODIFIED GENDER IDENTITY *or* GENDER EXPRESSION

Gender Identity	TA or Administrator	Campus Health Practitioner	Supervisor	Peer or Colleague
Female	9.5%	4.8%	3.2%	5.1%
Male	6.9%	5.9%	4.3%	6.9%
Transgender	54.5%	33.3%	31.6%	57.1%

Of those who took or taught courses, 37.0% were concerned that talking about sexuality in their courses would result in reprisals from students, colleagues, professor/teaching assistant, department chair, or supervisor.

13.6% of respondents would not take a course primarily or partly devoted to issues of sexuality for "fear of negative responses" from peers, family, advisor, or other person.

Respondents had concerns about negative impacts on employment, promotion, and tenure if they taught courses related to sexuality (4.4%), published academic work on sexuality (12.9%), or served on committees/worked with campus groups related to sexuality (8.1%). Additionally, respondents stated that they were *Uncertain* about whether there would be negative impacts on employment, promotion, and tenure if they taught courses related to sexuality (7.4%), published academic work on sexuality (28.2%), or served on committees/worked with campus groups related to sexuality (24.1%). Uncertainty is concerning because it has the potential to be as large a deterrent to involvement in these pursuits as certainty about there being negative impacts.

27.9% of respondents *Disagreed* or *Strongly Disagreed* with the statement "The university has adequately addressed issues related to sexual orientation." There were statistically significant differences in responses by sexual orientation, gender identity, and racial/ethnic identity respondents. Categories of respondents most likely to have responded *Disagree* or *Strongly Disagree* were *Multiracial* (31.8%), *Lesbian* (60.5%), *Queer/Questioning* (52.8), and *Transgender* (50.0%). Only 13.1% of heterosexual respondents *Disagreed* or *Strongly Disagreed* as compared to 46.4% of respondents in the combined LGBQ categories.

34.9% of respondents indicated the university had not adequately addressed issues related to gender identity. There were statistically significant differences by gender identity and sexual orientation. 68.2% of transgender respondents *Disagreed* or *Strongly Disagreed* as compared to female (34.5%) or male (31.7%) respondents. 53.6% of LGBQ respondents *Disagreed* or *Strongly Disagreed* as compared to 20.5% of heterosexual respondents.

9.2% of respondents thought the university had not worked to establish and support a curriculum in sexuality/ gender studies. There were statistically significant differences by gender identity and sexual orientation. 23.7% of transgender respondents *Disagreed* or *Strongly Disagreed* as compared to female (20.8%) or male (16.2%) respondents. 20.2% of LGBQ respondents *Disagreed* or *Strongly Disagreed* as compared to 4.2% of heterosexual respondents.

20.2% of respondents thought the university had not adequately publicized LGBTQ-related resources and organizations. There were statistically significant differences by gender identity and sexual orientation. 45.5% of transgender respondents *Disagreed* or *Strongly Disagreed* as compared to female (20.8%) or male (16.2%) respondents. 31.7% of LGBQ respondents *Disagreed* or *Strongly Disagreed* as compared to 11.7% of heterosexual respondents.

SUGGESTIONS *for* ADDITIONAL RESOURCES *&* POLICIES

Respondents were asked "What additional resources and/or policies should be created?" The qualitative responses were analyzed using an open coding process common in qualitative data analysis. Two analysts coded data independently then met to come to consensus on final themes. Each recommendation or suggestion given by respondents was assigned to one of the following 12 thematic categories.

Thematic Category	% of Total	Response Count
Don't know/No ideas	25.1%	115
Better/more publicity/access to info	12.3%	56
Question not answered	12.0%	55
No additional resources needed	9.8%	45
Additional/mandated trainings/education	9.4%	43
Benefits/resources for faculty/staff (e.g. DP benefits)	8.9%	41
Other	6.1%	28
Improved harassment/discrimination policies/reporting	5.0%	23
More gender-inclusive/-trans resources/policies	4.4%	20
Change climate	3.7%	17
More resources for graduate students	2.2%	10
More resources re: privilege/oppression/ intersecting identities	1.1%	5

n=458

The most commonly occurring response was in the theme of *Don't know/No ideas*. There could be multiple explanations for meanings within this theme. This question appeared late in the survey (*Question #44*) so some respondents may have been anxious to finish the survey and thus did not take additional time to construct responses. Alternately, respondents may know there are additional resources or policy changes needed to improve campus climate but not know what resources or policies would be most efficacious. This explanation would suggest the need to conduct additional qualitative research to assess specific issues people are encountering and then work with experts in LGBTIQA communities to develop appropriate resources and/or policies. Another explanation could be that respondents believe there is so much needed to improve campus climate that they were not able to identify the best approach with which to begin.

Improved publicity about and access to resources was the highest mentioned specific suggestion for resources. There were survey items that listed university resources/policies and asked if:

- (a) people had heard of the resource/policy
- (b) they utilized the resource/policy

People who knew of resources/policies tended to report utilizing them, however a large percentage of respondents reported being unaware of many resources/policies that were listed.

Benefits equity and resources for faculty and staff were suggested by 8.9% of respondents. Qualitative responses that addressed this theme included comments such as "Every LGBT staff member at this institution is discriminated against in benefits. I'm so tired of the university blaming the state. It is time to do something. It even affects hiring." This respondent is referring to the fact that while employees in heterosexual marriages can pay to add their spouse to their health insurance, employees in same sex marriages, civil unions, or domestic partnerships cannot. This is a concern for recruitment and retention given that 13 of our 15 peer institutions offer full benefits equity (*Appendix C*).

Lack of benefits equity for same sex couples who are married, in civil unions, or in domestic partnerships also impacts benefits related to children. Employees who are non-biological parents (and who thus have no legal recognition as parents), or who are not the primary adoptive parent (same sex couples cannot adopt jointly in North Carolina), cannot pay to add their children to their health insurance policy. Similarly, other employee child care or child related programs are not equivalently accessible by non-biological parents in same sex partnerships.

Transgender individuals also are treated differently under existing insurance policy because some medical treatments unique to them are excluded specifically because they are transgender. For example, while female-identified people who were assigned female at birth can have hormone replacement therapy covered under their insurance, estrogen therapy is excluded from coverage for female identified people who were assigned male at birth. The very same medical treatment (i.e., hormone therapy, lab work) is covered under insurance for some employees but not others.

Respondents also suggested formalizing and publicizing procedures for reporting incidents of harassment when they occur. Anecdotal evidence is insufficient to accurately assess the extent to which harassment and discrimination is occurring. It is imperative also to have consequences for perpetrators of harassment and discrimination and to have a means of reporting that does not make those who report vulnerable to further harassment for having done so. Perhaps some of the incidents of harassment and discrimination could be mitigated or eliminated with additional training and education for all faculty and staff. There are numerous educational programs and opportunities available but without encouragement or requirement of participation in these programs by the Provost, Academic Deans, Department Heads, and Supervisors, many people who need this education may not seek it out on their own initiative. This could be either because people are unaware of areas where they lack cultural competency (and thus need additional professional development opportunities) or because they feel such educational programs are somehow contrary to their personal beliefs.

DISCUSSION

The results from this climate study indicate that the investment of university resources (i.e., allocation of personnel, money, space) to address climate concerns regarding sexual orientation, gender identity, and gender expression have had positive impacts in the overall campus climate of UNC-CH as compared to research reports of national university samples. As noted earlier, the percentage of respondents in this study who reported experiencing verbal harassment or fearing for their physical safety due to sexual orientation, gender identity, or gender expression is lower than reported by Rankin et. al (2010).

There are numerous university resources, policies, and practices that are evidenced in this report as being improved as compared to the previous UNC-CH climate report. For example, almost half of respondents (48%) *Strongly Agree* or *Agree* that the university has worked to establish and support a curriculum in sexuality/gender studies (40.6% were *Uncertain* and 9.2% *Disagree* or *Strongly Disagree*). Just over half of respondents (52.2%) *Strongly Agree* or *Agree* that the university has adequately publicized the LGBT resources and organizations on campus. When the previous report was issued there was neither a Sexuality Studies minor nor an LGBT Resource Center. The fact that both now exist as well as that approximately half of survey respondents report satisfaction with these efforts is a statement to the positive impacts of university investment of resources.

Another positive from these data is that just over a third of respondents (36.3%) *Strongly Agree* or *Agreed* that university senior administrators are openly and publicly supportive of the issues faced by LGBT students, faculty, and staff (41.1% were *Uncertain* and 20.7% *Disagree* or *Strongly Disagree*). Certainly there is room for improvement in those numbers but again, this data evidences the positive impacts of visible and vocal support from senior administrators of the Program in Sexuality Studies, the LGBTQ Center, and for advocacy to create equity for all employees to purchase health insurance for their spouse/partner.

The data indicate a number of striking concerns regarding climate issues that still remain to be addressed. These will be identified briefly here but the reader is encouraged to review the full report for a more in-depth discussion of the supporting evidence.

EXPERIENCE OF CLIMATE DIFFERS BY IDENTITIES

The most notable finding and concern is that there are statistically significant differences in experiences on campus and perceptions of campus climate based on a number of categories. People who held identities that were not targeted by others' assumptions of sexual orientation, gender identity, or gender expression had more positive campus experiences. They were less likely to report experiencing verbal harassment, concealing aspects of who they are, or fearing for their physical safety. For many of these questions the percentages of overall respondents who report these experiences are low (under 15%). However, when one more closely examines the data by demographic categories, it quickly becomes evident that different people are having very different experiences. In general, people who are LGBQ-identified are far more likely to have negative experiences on campus or negative perceptions of the campus climate as compared to people who self-identified as *Heterosexual*.

Similarly, people who self-identified as *Transgender*, *Genderqueer*, or *Intersex* have more negative experiences on campus and more negative perceptions of campus than do people whose assigned sex at birth matches their gender identity (i.e., those who are cisgender). There are likely differences in the experiences of nongenderqueer cisgender people based on the degree to which they are conforming or non-conforming to societal expectations of gender, however this survey failed to adequately assess this dimension of identity. Nevertheless, the point remains that people who would more likely be targets for harassment and discrimination based on their gender identity, gender expression, or sexual orientation did report more negative experiences and perceptions. It would be a mistake to only look at the overall frequency data and determine that no additional work is needed. The voices of LGBTIQ-identified people and their allies must continue to be intentionally sought out by university administration to guide continued university efforts to improve campus climate.

For some questions there were differences in experiences and perceptions based on respondents' affiliation(s) with the university. Respondents were asked about the extent to which they had concealed sexual orientation or concealed/modified gender identity or gender expression. Graduate/professional students and undergraduate students reported statistically significantly higher rates of concealing, modifying, or feeling pressured to be silent with respect to sexual orientation, gender identity, gender expression, or support of LGBTQ communities. Since students are a population of people for whom the university expresses the greatest concern, one would expect that they would be least likely to feel concern about being open about their identities/beliefs or their support of LGBTQ communities. This is a group that has, comparably speaking, the least power on campus and the least clear means of reporting harassment on the basis of sexual orientation, gender identity, and gender expression.

Lastly, there were on some measures differences in experience or perception based on racial/ethnic identities. The clearest example of this was with respect to the question about the degree to which respondents agreed that the university had adequately addressed issues of sexual orientation. People who self-identified as *multi-racial* were statistically most likely to have a negative response to this item. One of the limitations of identity based resource provision is that people have multiple social identities. If resources for different racial/ethnic groups are provided by separate centers or through identity-based programs, where does someone who identifies as multi-racial find resources or communities relevant to their experiences? Also, if resources about LGBTQ identities and communities are not made visible in all resource centers that serve racial/ethnic communities, then LGBTQ people of color may not have equivalent access to LGBT resources (whether those resources are for themselves, friends, or family members).

UNIVERSITY EMPLOYEES ARE HIGHEST CATEGORY OF PERPETRATORS

According to respondents, 28.1% of people who were the source of harassment on the basis of sexual orientation, gender identity, or gender expression were university employees (i.e., staff, faculty, adjunct faculty, administrators, or instructors). University employees are charged with adhering to and enforcing the university's policy on harassment and discrimination. As such they should be the lowest percentage of sources of harassment or discrimination rather than the highest.

SITES OF HARASSMENT

A third general area of concern is regarding the locations identified as the three most frequently occurring sites of harassment. As a reminder, the top three locations were *Franklin Street, the Pit,* and respondents' *office, department, or place of employment.*

Franklin Street received the highest percentage of responses identifying it as a site of harassment. Since Franklin Street is a prime recreation, shopping, and entertainment destination for UNC-CH students, staff, and faculty, additional efforts are needed to partner with Chapel Hill Police and Chapel Hill businesses to address this concern.

The Pit was the 2nd most common site of harassment and this location has consistently been raised as a site of concern by the LGBTQ Center, the Provost Committee on LGBT Life, Sexuality Studies Faculty, and student organizations. Qualitative comments were very indicative of the negative impact of some of the incidents that occurred in this space. A couple of examples from the data may be useful:

"When I pass the 'pit preachers' who are condemning homosexuality in public on campus, I feel verbally harassed as a queer person. I suddenly feel embarrassed about my short hair and personal appearance, like I 'stick out.' I know that the pit preachers are wrong, but I avoid the pit because they make me extremely nervous as an out queer woman."

"The so-called 'pit preachers' harass gay students all the time by telling them they are going to hell and ridiculing them in front of others–I have contacted various offices, including the vice chancellor's office, to complain about this, and I'm told nothing can be done because it is a matter of free speech. It is, in my opinion, hate speech and contributes to a hateful and antagonistic environment."

Though University Counsel and Administration has consistently stated that this area is public and has long been considered a "free speech" area, this report suggests that there is a disconnect between policy statements and the expressed commitment to diversity as compared with the behavior that is occurring in such a high-traffic area of campus.

Finally with respect to the location of harassment on campus, the fact that respondents' *place of employment* was listed as the 3rd most common site of harassment is of great concern and necessitates prompt action. This is especially true in light of the fact that the university has a clear policy regarding harassment and discrimination on the basis of sexual orientation, gender identity, and gender expression.

CONCERNS ABOUT REPORTING HARASSMENT AND/OR HOLDING PERPETRATORS ACCOUNTABLE

Respondents reported experiencing and witnessing incidents of harassment as well as concerns about employment discrimination on the basis of sexual orientation, gender identity, or gender expression. While the university has a policy prohibiting harassment and discrimination on these factors, there is not a clear and well-publicized procedure for reporting such incidents. There is also the perception (if not the actuality) that there are no procedures for disciplining people who perpetrate harassment or who discriminate against people on these factors. If people do not know procedures for reporting these incidents or if they believe that reporting them will have no positive effect (i.e., that complaints will be effectively addressed and they will not experience negative consequences for filing complaints), these incidents will continue to be under-reported. If the university administration assumes that lack of reported incidents means that such incidents are not occurring, this is a mistake and perpetuates conditions that negatively impact campus climate.

CONTINUED INEQUALITY OF BENEFITS FOR LGBTQ EMPLOYEES

LGBTQ Employees (as well as many of their allies) are cognizant and are negatively affected by the inequities in terms of employment benefits. This is a serious issue in terms of recruitment and retention for obvious reasons. In challenging economic times, employee salaries are stagnant and are low comparable to peer institutions. If the benefits package is also less competitive it makes it very difficult to recruit talented, highly recruited employees to the university or to retain those who have high marketability. Additionally, it is a concern for the moral and thus the productivity of those employees who remain at the university.

This is not only a serious issue for recruitment and retention of employees but also has ramifications for recruitment of undergraduate, graduate, and professional students. Increasingly, students are considering LGBTQ-affirming campus policies (e.g., inclusive nondiscrimination statements and equitable benefits) and the extent to which there are openly LGBTQ-identified faculty as indicators of inclusive campus climates. Universities who evidence LGBTQ-affirming campus policies and who have a visible LGBTQ staff/faculty presence are evaluated as being more inclusive and welcoming campuses, and thus are more desirable.

SUMMARY RECOMMENDATIONS

A number of general recommendations are offered to address the concerns identified above and to maintain policies, practices, and services that have been identified as having positive impacts on campus climate related to LGBTIQ and allied communities. The specifics of implementation of these recommendations should be developed in partnership with LGBTIQ-focused committees and communities. The university should rely on those who have expertise and experience in LGBTIQ-affirming policy development, implementation, and assessment as well those who have expertise and experience in education or training on cultural competency, legislation, and resources vis-à-vis LGBTIQ communities. As with the results, the recommendations are presented here in summary form and are more thoroughly discussed in the full report:

- Emphasis by the Chancellor and other University administrators to Board of Trustees, General Administration, and the UNC System Administration on the necessity of providing benefits equity with respect to health insurance for UNC employees with same sex spouses and dependents. Currently 13 of our 15 peer institutions offer full equity in terms of health insurance benefits (*Appendix C*).

- Increase education of supervisors, department heads, and academic deans about the prevalence of harassment based on sexual orientation, gender identity, and/or gender expression; hold supervisors, department heads, and academic deans accountable for addressing harassment when reported to them.

- Mandate the inclusion of LGBTQ cultural competency education in new faculty and staff trainings and orientations. Ensure that the curriculum and staff providing education are created with LGBTQ community stakeholder involvement and delivered by culturally competent educators/facilitators. Encourage participation in educational programs such as Safe Zone as part of Departmental Diversity Plans.

- Increase awareness that the policy on nondiscrimination includes sexual orientation, gender identity, and gender expression.

- Develop and publicize a procedure for reporting harassment or discrimination due to sexual orientation, gender identity, and gender expression. Create protocols and disciplinary procedures for violations based on these identity categories.

- Include optional items on sexual orientation and (inclusive) gender identity in demographic data collected by the university. The LGBTQ Center has specific recommendations available that can guide faculty and staff engaged in research and assessment.

- Include in all future university campus climate surveys specific questions to assess the incidence and prevalence of harassment on the basis of sexual orientation, gender identity, and gender expression.

- Create partnerships between the university, Chapel Hill Police, and Public Safety to address safety concerns related to sexual orientation, gender identity, and gender expression on Franklin Street and the areas immediately bordering campus.

- Create, publicize, and enforce a facility use policy that addresses concerns about harassment and safety in the Pit. Provide a method for people to report violation of this policy.

- Support through funding, staffing, and publicity of the departments and programs that provide LGBTQ-related resources and/or academic instruction on topics related to sexuality, gender identity, and/or gender expression.

- Continue to create, expand, and publicize the availability of gender non-specific restroom and locker/changing room facilities on campus.

- Create and publicize options for opt-in gender non-specific housing assignment on campus. Now that all first year students are required to live on campus, lack of gender non-specific housing could be a deterrent to recruitment. Additionally, many scholarships require recipients to live on campus to remain eligible to receive funding.

Much progress has been made by the University of North Carolina at Chapel Hill toward full inclusion of and equity for people of all sexual orientations, gender identities, and gender expressions. The investment of fiscal, personnel, and space resources has paid dividends in people's perceptions of the degree to which UNC-CH is a welcoming and affirming campus.

In this climate study data there are still too many reports of harassment, property damage, threats to physical safety and pressure to conceal or modify sexual orientation, gender identity, and gender expression. Additionally, this report identified concerns about taking or teaching courses primarily devoted to sexuality, publishing academic work on sexuality, and serving on committees or working with campus groups addressing issues related to sexuality. These concerns are clearly directly related to the primary mission of the university and as such require continued and increased attention.

References:

Rankin, S., Weber, G., Blumenfeld, W. Frazer, S. (2010). *State of Higher Education for Lesbian, Gay, Bisexual & Transgender People*. Campus Pride. Charlotte, NC.

APPENDIX A:
CAMPUS CLIMATE SURVEY

Part One:
CAMPUS EXPERIENCES

For purposes of this survey, the terms sexual orientation, gender identity, gender expression and colleague should be understood as defined below:

SEXUAL ORIENTATION is the inclination or capacity to develop intimate emotional and sexual relationships with people of the same gender (lesbian, gay), a different gender (heterosexual), or any gender (bisexual/omnisexual).

GENDER IDENTITY is the psychological sense of one's gender (for example male, female, intersex, genderqueer, transgender).

GENDER EXPRESSION is the ways in which one expresses one's gender identity in terms of behavior, appearance, speech, and movement.

COLLEAGUE is a fellow student, staff, or faculty member who does not supervise you for employment or course grading purposes.

This section asks you about your experiences at UNC-Chapel Hill during the past 2 years.

Within the past 2 years, I have:

01 Concealed my support for gay, lesbian, bisexual, transgender, and/or intersex rights for fear of intimidation from a colleague?
Yes
No

02 Concealed my support for gay, lesbian, bisexual, transgender, and/or intersex rights for fear of intimidation from a supervisor?
Yes
No

03 Feared for my physical safety because of my sexual orientation (actual or as perceived by others).
Yes
No

04 Feared for my physical safety because of my gender identity or gender expression.
Yes
No

05 Been harassed for being in the "wrong" bathroom or locker room.
Yes
No

06 Been verbally harassed due to my sexual orientation (actual or as perceived by others).
Yes
No

07 Been verbally harassed due to my gender identity/gender expression
Yes
No

08 When I took/taught a course primarily or partly devoted to issues of sexuality I experienced harassment from (mark all that apply):
I have never taken such a course
I did not experience any harassment when I took such a course
My peers
My family
My advisor
A university administrator
Other

09 Have witnessed the following:
- *Someone being verbally harassed due to their sexual orientation (actual or as perceived by others)*
- *Someone being physically harassed due to their sexual orientation (actual or as perceived by others)*
- *Someone being discriminated against due to their sexual orientation (actual or as perceived by others)*
- *Someone being verbally harassed due to their gender identity or gender expression*
- *Someone being physically harassed due to their gender identity or gender expression*
- *Someone being discriminated against due to their gender identity or gender expression*

If you experienced harassment, answer questions 5–9. If not, proceed to question 13.

10   In what form was the harassment? (Mark all that apply)
     Derogatory remarks
     Property Damage
     Threats to expose your sexual orientation/gender identity
     Pressure to be silent about your sexual orientation/gender identity
     Other (write in box)

11   Where did this harassment occur? (Mark all that apply)
     Residence Hall
     Classroom
     Library
     Student Recreation Facility
     The Pit
     Student Union
     Franklin Street/Downtown Area
     My university office, department, or place of employment
     Other (write in box)

12   Who was the source of the harassment (Mark all that apply)
     Student Faculty
     Administrator Staff
     Colleague Teaching Assistant (TA)
     Campus Police HR facilitator
     Supervisor/Employer Don't Know
     Resident Advisor (RA) Community Member
     Other (write in box)

13   Avoided disclosing my sexual orientation to an instructor,
     TA, administrator, supervisor, or peer due to fear of negative
     consequences, harassment, or discrimination
     Yes
     No

14   Avoided disclosing my gender identity to or modified my
     gender expression with an instructor, TA, administrator,
     supervisor, or peer due to fear of negative consequences,
     harassment, or discrimination
     Yes
     No

15   Refrained from the following behaviors with a same gendered
     partner for fear of intimidation or harassment?
     Not Applicable
     Holding Hands
     Kissing
     Hugging
     Cuddling
     Other (write in box)

16   Refrained from disclosing my sexual orientation to a campus
     health practitioner for fear of harassment or intimidation?
     Yes
     No

17   Refrained from disclosing my gender identity to a campus
     health practitioner for fear of harassment or intimidation?
     Yes
     No

18   If so, to whom and in what department did you refrain from
     disclosing? (Mark all that apply)
     Phone operator
     Staff member
     Nurse
     Doctor
     Counselor
     Other information you'd like to provide (write in box)
     Unknown
     Department (write in box)

19   Concealed my sexual orientation to avoid intimidation from a
     peer or colleague?
     Yes
     No

20   Concealed or modified my gender identity or gender
     expression to avoid intimidation from a peer or colleague?
     Yes
     No

21   Concealed my sexual orientation to avoid intimidation from a
     supervisor?
     Yes
     No

22   Concealed or modified my gender identity or gender
     expression to avoid intimidation from a supervisor?
     Yes
     No

23   Believe I was denied University/College employment,
     promotion, or tenure due to my sexual orientation.
     Yes
     Maybe
     No

24   Believe I was denied University/College employment,
     promotion, or tenure due to my gender identity or gender
     expression.
     Yes
     Maybe
     No

Part Two:
PERCEPTIONS ABOUT CAMPUS CLIMATE

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

25 I stay away from areas of campus where gay, lesbian, bisexual, and/or transgender persons congregate for fear of being labeled.
Always
Frequently
Sometimes
Rarely
Never

26 I have not or would not take a course primarily or partly devoted to issues of sexuality because (mark all that apply)?
I am not interested in the subject
It wouldn't fit with my schedule
I fear negative reactions from your peers
I fear negative reactions from your family
I fear negative reactions from an advisor or other university administrator
Other (write in box)

27 Men are harassed on campus due to their sexual orientation (actual or as perceived by others).
Very Unlikely
Unlikely
Uncertain
Likely
Very Likely

28 Men are harassed on campus due to gender identity or gender expression
Very Unlikely
Unlikely
Uncertain
Likely
Very Likely

29 Women are harassed on campus due to their sexual orientation (actual or as perceived by others).
Very unlikely
Unlikely
Uncertain
Likely
Very likely

30 Women are harassed on campus due to their gender identity or gender expression.
Very unlikely
Unlikely
Uncertain
Likely
Very Likely

31 Transgender and gender non-conforming persons are harassed on campus due to their gender identity or gender expression
Very unlikely
Unlikely
Uncertain
Likely
Very Likely

32 I am concerned that if I talk about sexuality in my courses I will experience reprisals from (mark all that apply):
Nobody—I feel free to discuss issues about sexuality in my courses.
Not applicable to me
Colleagues
Students
Department Chair or supervisor
Professor or TA
Others (write in box)

33 I am concerned that if I teach courses on sexuality it will negatively affect my chances of tenure, promotion, or employment.
I do not teach classes
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree

34 I am concerned that if I publish academic work on sexuality it will negatively affect my chances of tenure, promotion, or employment.
I am not interested in publishing academic work on sexuality
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree

35 I am concerned that serving on committees or working with campus groups related to sexuality issues will negatively affect my chances of tenure, promotion, or employment.
Not applicable
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree

Part Three:
CAMPUS RESPONSIVENESS *to the* NEEDS & CONCERNS *of* LESBIAN, GAY, BISEXUAL TRANSGENDER STUDENTS, STAFF, & FACULTY

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

36   The University adequately addresses issues related to sexual orientation.
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
Prefer not to respond

37   The University adequately addresses issues related to gender identity and gender expression.
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
Prefer not to respond

38   The University has worked to establish and support a curriculum in sexuality/gender studies
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
Prefer not to respond

39   The University senior administrators are openly and publicly supportive of the issues faced by lesbian, gay, bisexual, and transgender students, faculty, and staff.
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
Prefer not to respond

40   The University has a rapid response system in place to respond to instances of discrimination of the basis of sexual orientation, gender identity, and gender expression.
Yes
No
Do not know

41   The University has adequately publicized the lesbian, gay, bisexual, transgender resources and organizations on campus.
Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
Prefer not to respond

42   I have heard of or accessed LGBTQ resources through the following departments and organizations on campus (mark all that apply):

Department/Organization	Heard of	Accessed
Campus Health Services		
Counseling and Wellness Services		
Colors (formerly United, GLBT-SA subgroup)		
Carolina Women's Center		
Dean of Students Office		
Equal Employment Office		
GLBT-SA (Gay, Lesbian, Bisexual, Transgender-Straight Alliance)		
Health Sciences LGBT Caucus		
LGBTQ Center		
Office of Diversity & Multicultural Affairs		
Q Group		
Lambda (GLBT-SA magazine)		
Lambda Law Students Association		
Program in Sexuality Studies		
Safe Zone Allies Program		
University Ombuds Office		
Women Loving Women (GLBT-SA subgroup)		
Other (please write in)		

43   If you have heard of but not used any of the above resources please tell us about anything that deterred you from using them.

44   What additional resources and polices should be created to better address the needs and concerns. [Please write your response in the space provided]

Part Four:
DEMOGRAPHICS

45   What is your gender identity (select all that apply)?
Female
Male
Intersex
Transgender
Genderqueer
Prefer not to disclose
Self-Identify [write in box]

46   What is your sexual orientation (select all that apply)?
Heterosexual
Lesbian
Gay
Bisexual
Fluid
Questioning
Prefer not to disclose
Self-Identify [write in box]

47   What is your race/ethnicity (select all that apply)?
Black or African American
American Indian or Alaska Native
Asian
Hispanic or Latino/a
Native Hawaiian or Other Pacific Islander
White
Self-Identify [Write in response box]

48   Mark all that describe your affiliation with the University

Undergraduate Student	*Faculty*
Undergraduate Student Employee	*Adjunct Faculty*
Graduate/Professional Student	*Staff*
Graduate Assistant/Teaching Assistant	*Administrator*
Community Member	*Prefer not to disclose*
Self-Identify [write in box]	

49   If you are a student, what is your current cumulative GPA?

50   Are you a member of a fraternity or sorority?
Yes
No
Prefer not to disclose

5.   Do you have a disability?
Yes
No
Prefer not to disclose

Thank you for your participation.

APPENDIX B: COLLAPSED DEMOGRAPHIC CATEGORIES

University Affiliation (Collapsed for Analysis)	Freq.	%	Total # per Category at UNC-CH (% that Responded to Survey)
Staff or Administrator	151	36.3%	8,632 (1.7)
Undergraduate	104	25.0%	17,895 (.6)
Graduate or Professional	74	17.8%	10,672 (.7)
Faculty or Adjunct Faculty	42	10.1%	3,450 (1.2)
Self Identify, People for whom primary category could not be determined (e.g., Grad/Prof & Staff, Faculty & Admin)	38	9.1%	NA
Item left blank/No response given	7	1.7%	NA
Total	416	100.0%	

Gender Identity (Collapsed for Analysis)	Freq.	%
Female	278	66.8%
Male	106	25.5%
Trans-GQ-Int	22	5.3%
Total	406	97.6%
Item left blank/No response given	10	2.4%
Total	416	100.0%

Sexual Orientation(Collapsed for Analysis)	Freq.	%
Hetero	216	51.9%
Fluid-Queer-Questioning & multiple selections	72	17.3%
Gay	43	10.3%
Lesbian	38	9.1%
Bisexual-Pansexual	31	7.5%
Total	400	96.2%
Item left blank/No response given	16	3.8%
Total	416	100.0%

Race/Ethnicity (Collapsed for Analysis)	Freq.	%
White or European American	345	82.9%
POC	41	9.9%
Multiracial	22	5.3%
Total	408	98.1%
Item left blank/No response given	8	1.9%
Total	416	100.0%

APPENDIX C:
BENEFITS EQUITY AT UNC-CH
PEER INSTITUTIONS

Institutions selected in 2006 by the General Administration of the University of North Carolina System as official peers for UNC-Chapel Hill. [Last accessed May 24, 2010; Available at http://oira.unc.edu/institutional-effectiveness/institutional-performance-measures/unc-system-defined-peer-group.html]

Institution	Health Benefits*
University of Pennsylvania	Comprehensive
University of California-Berkeley	Comprehensive
University of California-Los Angeles	Comprehensive
Duke University	Comprehensive
Emory University	Comprehensive
University of Pittsburgh	Comprehensive
Johns Hopkins University	Comprehensive
University of Southern California	Comprehensive
University of Texas-Austin	No
University of Virginia	No
University of Florida	Comprehensive
University of Washington-Seattle	Comprehensive
University of Illinois-Urbana-Champaign	Comprehensive
University of Wisconsin-Madison	Comprehensive
University of Michigan-Ann Arbor	Comprehensive

*Comprehensive = medical, dental, vision for employees with same sex partner is the same as benefits offered to legally married heterosexual couples

North Carolina institutions with benefits equity: Davidson College, Duke University (1995), Elon University (2003), Guilford College, Salem College (2001), Wake Forest University (2000), and Warren Wilson College (2001).

CAMPUS CLIMATE:
REGARDING SEXUAL
ORIENTATION,
GENDER IDENTITY,
AND GENDER
EXPRESSION