# University of North Florida
## Campus Climate for Sexual Orientation and Gender Identity and Expression

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EXECUTIVE SUMMARY

In 2005, the Committee on Equity and Civility at the University of North Florida, chaired by Dr. Mauricio Gonzalez, Vice President for Student and International Affairs, conducted a campus-wide survey on the climate for lesbian, gay, bisexual and transgender students, faculty and staff. The survey, conducted in conjunction with the UNF Public Opinion Research Laboratory, asked respondents about the campus climate for LGBT students, faculty and staff, as well as experienced and observed bias against and harassment of LGBT people at the university.

In 2009, President John Delaney appointed the Commission on Diversity to replace the Committee on Equity and Civility. In 2010, under the leadership of Dr. Henry Thomas, the Commission created the Committee on LGBT Equity, chaired by Ryan Miller, coordinator of the LGBT Resource Center. With five years having passed since the original climate survey and a variety of markers of progress toward making the university more inclusive of LGBT individuals, the Committee on LGBT Equity decided that it was again time to take the pulse of the campus as it relates to sexual orientation, gender identity and gender expression.

In fall 2010, the Committee partnered with the Office of Institutional Research to administer a second campus climate survey that is the subject of this report. More than 18,000 students, faculty and staff received e-mail invitations to participate in the survey; 4,327 opened the survey and 3,063 completed it, yielding a response rate of 17 percent. The 2010 survey asked almost all of the same questions posed in the 2005 version. Of the survey respondents, 15 percent of student respondents identified their sexual orientation as lesbian, gay, bisexual, queer or questioning (LGBQ), or as something other than heterosexual. Among faculty and staff, 14 percent and 11 percent of respondents, respectively, identified their sexual orientation as LGBQ or other. Among all survey takers, 15 individuals identified as transgender or genderqueer.

When asked about their perceptions of and experiences with the UNF campus climate for sexual orientation, gender identity and gender expression:

- Across all groups (heterosexual and LGBQ people, as well as students and faculty/staff), a higher proportion of respondents rated the campus climate as accepting in 2010 compared to results from 2005.
- Nearly twice the proportion of LGBQ students rated the campus environment as either very accepting or somewhat accepting (64 percent in 2010, 35 percent in 2005).
- Heterosexual respondents considered the campus climate as more accepting than their LGBQ counterparts.
- Respondents said that prejudice was most likely against transgender persons, followed by gay men then lesbians, and least likely against bisexuals.
- While harassment and bias experienced by students appeared to be less frequent in 2010 than 2005, faculty and staff reported experiencing or witnessing more types of harassment than they did in 2005. The proportion of LGBQ faculty and staff reporting verbal harassment, sexual harassment, threats, employment problems and refusal of friends/colleagues to associate with you all increased from 2005 to 2010.
- Forty-nine percent of LGBQ students reported experiencing bias or harassment based on sexual orientation, down slightly from 54 percent who reported such incidents in 2005, as
shown in Table A. In the 2010 survey, 63 percent of LGBQ faculty and staff reported such incidents, up slightly from 61 percent in 2005.

Table A
Percent of UNF LGBT Students and Faculty/Staff
Who Reported Experiencing Incidents of Bias or Harassment
Based on Sexual Orientation, 2005 and 2010 Surveys

<table>
<thead>
<tr>
<th>Types of bias or harassment experienced</th>
<th>2010: % of LGBQ faculty and staff</th>
<th>2010: % of LGBQ students</th>
<th>2010: % of transgender students, faculty and staff</th>
<th>2005: % of LGBT faculty and staff</th>
<th>2005: % of LGBT students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal harassment</td>
<td>16%</td>
<td>11%</td>
<td>13%</td>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>Physical assault</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>5%</td>
<td>2%</td>
<td>7%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>Threats</td>
<td>7%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Anti-gay graffiti</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>Anti-gay jokes</td>
<td>32%</td>
<td>26%</td>
<td>20%</td>
<td>43%</td>
<td>36%</td>
</tr>
<tr>
<td>Employment problems</td>
<td>8%</td>
<td>2%</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Pressure to keep silent</td>
<td>24%</td>
<td>17%</td>
<td>7%</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>Refusal of friends/colleagues to associate with you</td>
<td>13%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>Pressure to leave campus housing</td>
<td></td>
<td>2%</td>
<td>7%</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Vandalism/property destruction</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
<td></td>
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<tr>
<td>Denial of services</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure to change research, academic projects or work activities</td>
<td>5%</td>
<td>&lt;1%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferential treatment</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>3%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>37%</td>
<td>51%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional results:

- Though more than two-thirds of heterosexual students, faculty and staff (68 percent) reported that they did not witness any type of harassment on campus, only 46 percent of LGBQ students and 32 percent of LGBQ faculty/staff made the same claim.
- The most common on-campus locations of experienced or observed harassment were classrooms and classroom buildings, followed by the Green, then residence halls.
- Nearly 7 in 10 LGBQ faculty and staff believe LGBT identity would harm an employee’s chances of promotion, while only 2 in 10 heterosexual respondents agreed.
- While about 80 percent of non-LGBQ students, faculty and staff indicated their belief that UNF gives enough attention to LGBT concerns, only 44 percent of LGBQ students and 41 percent of LGBQ faculty and staff agreed.
- Most survey takers across all groups — nearly 7 in 10 (68 percent) — reported awareness of the LGBT Resource Center, with very high awareness among faculty and staff (83 percent) and LGBQ students (84 percent).
• More than two-thirds of faculty/staff and LGBQ students agreed or strongly agreed that they found the programs and activities provided by the center to be helpful.
• Survey participants shared a variety of comments and suggestions in open-ended response fields throughout the survey; response excerpts are included in the full survey results.

Based on the survey results, the Committee on LGBT Equity offers recommendations to the university for the purpose of improving the campus climate toward LGBT individuals:

**POLICY RECOMMENDATIONS**
• Include gender identity and expression in the university non-discrimination policy. (Also recommended in 2006.)
• Develop and implement a formal procedure for reporting LGBT-related bias/harassment incidents.
• Formally assess the campus climate for gender and sexual orientation at least once every five years.
• Create, examine and revise housing policies to ensure that LGBT students are treated equitably and their unique needs recognized. (Also recommended in 2006.)
• Create an accessible, simple process for students, faculty and staff to change their name and gender identity on university records and documents.
• Provide domestic partner health benefits to employees and students.
• In the absence of pre-tax domestic partner health benefits, gross up employee wages to compensate for the additional tax burden of the health insurance stipend.
• Provide insurance coverage to employees and students that includes hormone replacement therapy for those who are transitioning from one gender to another.
• Recruit LGBT students to the university.
• Recruit LGBT faculty and staff. (Also recommended in 2006.)
• Fully integrate LGBT equity concerns within the Office of Equal Opportunity Programs. (Also recommended in 2006.)

**CURRICULAR RECOMMENDATIONS**
• Encourage the inclusion of LGBT content throughout the curricula. (Also recommended in 2006.)
• Create an LGBT studies certificate program, minor and/or major program of study.
• Highlight courses that include significant LGBT content.

**CAMPUS RESOURCE RECOMMENDATIONS**
• Fully fund and staff the LGBT Resource Center to effectively carry out its mission and implement selected recommendations in this report.
• Increase the number of faculty and staff participating in Safe Space training and expand the Safe Space Affiliates network.
• Include LGBT resources and information in all student, faculty and staff orientation and welcome programs.
• Expand the number of gender-neutral, single-occupancy restrooms/facilities throughout campus.
• Create and enhance LGBT-inclusive and LGBT-specific counseling/support groups.
• Ensure that health services/testing are inclusive of LGBT concerns.
• Increase institutional support for Pride Club and other LGBT-related student organizations.
• Develop mentorship programs for LGBT students. (Also recommended in 2006.)
• Encourage LGBT faculty and staff to begin their own group/association. (Also recommended in 2006.)
• Encourage the creation of an LGBT alumni group recognized by the UNF Alumni Association.
• Create scholarships for students who are involved in and supportive of the LGBT community on campus.

DIVERSE STUDENT POPULATION RECOMMENDATIONS
• Create and enhance resources for students of color who identify as LGBT.
• Create and enhance resources for students with disabilities who identify as LGBT.
• Create and enhance resources for international students who identify as LGBT.
• Create and enhance resources for religious/non-religious students who identify as LGBT.
• Create and enhance resources for student athletes who identify as LGBT.
• Create and enhance resources for student veterans and active duty military who identify as LGBT.
• Create and enhance resources for graduate students who identify as LGBT.
• Create and enhance resources for students who are members and prospective members of fraternities and sororities who identify as LGBT.
INTRODUCTION

“The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities and societies. We value:

- the pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom;
- ethical conduct;
- community engagement;
- diversity;
- responsibility to the natural environment; and
- mutual respect and civility.”

This report is guided by the University of North Florida’s core values, which informed the administration of the 2010 Campus Climate Survey and the resulting analysis and recommendations for change offered herein. This report is also grounded within the vision and mission statements of the university, “to become an institution of choice for a diverse and talented student body” and to “maintain an unreserved commitment to student success within a diverse, supportive campus culture.”

Immense progress has been made toward equity for LGBT individuals on campus. Many of the recommendations issued in the January 2006 report, “UNF’s Campus Climate for Lesbian, Gay, Bisexual, and Transgender/Transsexual Students, Faculty, and Staff” have been fully or partially adopted, including:

- Sexual orientation included in the UNF non-discrimination policy
- A full-time staff member hired to direct an on-campus LGBT resource office
- Domestic partner benefits for faculty/staff (including a health insurance stipend)

2Ibid.
• Safe Space training program for faculty and staff

Despite this progress, inequities in policy and practice still exist at UNF, as elaborated on within the pages of this report. Proposed solutions to these systemic problems are listed in the Executive Summary of this report and in the Recommendations section. While institutional leadership beginning with the president is key toward making the campus more equitable, all stakeholders — students, faculty, staff, alumni, parents, community partners and others invested in UNF — create and maintain the campus climate each day through words and actions. It is incumbent upon each of us, not simply the president or the LGBT Resource Center, to ensure that the university attracts and retains talented students, faculty and staff, including LGBT individuals.

A recent national study shows that LGBT students are less likely to persist and graduate than heterosexual students (Rankin et al, 2010). Furthermore, LGBT students are more likely than their heterosexual peers to experience harassment and, as a result, engage in a variety of unhealthy behaviors (Rankin et al, 2010; Weber, 2008). Beyond recruitment, retention and persistence to graduation, this is a matter of our common humanity. In fall 2010, the nation’s attention was drawn to the wave of suicides among LGBT youth, including Rutgers University student Tyler Clementi who ended his life after his roommate recorded him having sex with another male in their residence hall room. Harassment is a serious issue that can result not just in lower grades or disconnection from campus activities, but in injury and death at the extreme.

Though this report shows that the University of North Florida has made progress since its opening and, markedly, since the last climate survey of this kind was undertaken in 2005, the work is far from finished. I invite each of you to become partners in fully realizing this university’s vision and mission by working toward equity and full inclusion.

I would like to thank the many students, faculty and staff who completed the survey and who lent support and assistance in the administration and analysis of the survey and in creation of this report, specifically Dr. Lynne Carroll, Dr. Lucy Croft, Dr. Nick de Villiers, Cheryl Gonzalez, Melissa Hirschman, Natalie Nguyen, Dwayne Peterson, Shelly Purser, Dr. Tom Serwatka, Dr. Henry Thomas, Tom Van Schoor, Dr. Richmond Wynn and Dr. Fen Yu, as well as the Commission on Diversity, Committee on LGBT Equity, LGBT Resource Center student staff members and the Office of Institutional Research.

Ryan A. Miller, Ed.M.
Chair, Committee on LGBT Equity
Coordinator, LGBT Resource Center
The following three tables examine selected LGBTQ-inclusive policies, services and programs at the University of North Florida, as well as those at the universities identified by UNF as peer and aspirational institutions (Table 1), at Florida State University System institutions (Table 2), and at campuses with full-time Staffed LGBT centers in the South/Southeast Region of the Consortium of Higher Education LGBT Resource Professionals (Table 3). The majority of institutions in each comparison group offer more of the 15 resources than the University of North Florida. Information on comparison institutions came from the institutions’ websites, LGBT centers (if applicable) and student affairs departments, and the LGBT-Friendly Campus Climate Index National Assessment Tool (http://www.campusclimateindex.org/).

### Table 1
**Selected LGBTQ Services at Peer/Aspirational Institutions**

<table>
<thead>
<tr>
<th>Peer/Aspirational Institutions selected by the University of North Florida</th>
<th>U. of North Florida</th>
<th>Appalachian State</th>
<th>James Madison</th>
<th>Miami U. Ohio</th>
<th>Montclair</th>
<th>Portland State</th>
<th>College of New Jersey</th>
<th>Towson</th>
<th>U. of Maryland BC</th>
<th>UNC Charlotte</th>
<th>UNC Wilmington</th>
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</thead>
<tbody>
<tr>
<td>1. Full-time staffed LGBT resource center</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>2. Safe Space/Zone ally training program</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>3. LGBTQ studies certificate/minor/major</td>
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<tr>
<td>4. Sexual orientation in non-discrim. policy</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>5. Gender identity in non-discrim. policy</td>
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<tr>
<td>6. Domestic partner benefits for employees</td>
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<tr>
<td>7. Partner benefits in student insurance plan</td>
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<td>8. LGBTQ student recruitment efforts</td>
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<tr>
<td>9. Participation in LGBT admissions fairs</td>
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<tr>
<td>10. LGBTQ housing options/themes</td>
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<tr>
<td>11. Lavender Graduation</td>
<td>✔</td>
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<td>12. LGBTQ bias reporting procedure</td>
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<tr>
<td>13. Student name change procedures</td>
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<tr>
<td>14. LGBTQ alumni group/chapter</td>
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<tr>
<td>15. LGBTQ student scholarships</td>
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<tr>
<td><strong>Total services provided out of 15</strong></td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>10</td>
<td>11</td>
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<td>9</td>
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### Table 2
Selected LGBTQ Services at Florida State University System Institutions

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<tbody>
<tr>
<td>1. Full-time staffed LGBT resource center</td>
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<tr>
<td>2. Safe Space/Zone ally training program</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>3. LGBTQ studies certificate/minor/major</td>
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<td>4. Sexual orientation in non-discrim. policy</td>
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<td>5. Gender identity in non-discrim. policy</td>
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<tr>
<td>6. Domestic partner benefits for employees</td>
<td>✓</td>
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<td>7. Partner benefits in student insurance plan</td>
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<tr>
<td>8. LGBTQ student recruitment efforts</td>
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<td>10. LGBTQ housing options/themes</td>
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<td>11. Lavender Graduation</td>
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<td>12. LGBTQ bias reporting procedure</td>
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<td>13. Student name change procedures</td>
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<td>14. LGBTQ alumni group/chapter</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total services provided out of 15</strong></td>
<td>5 1 5 7 7 6 2 2 7 8</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Table 3
Selected LGBTQ Services at South/Southeast Campuses with LGBT Resource Centers*

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Full-time staffed LGBT resource center</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>2. Safe Space/Zone ally training program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. LGBTQ studies certificate/minor/major</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Sexual orientation in non-discrim. policy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Gender identity in non-discrim. policy</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Domestic partner benefits for employees</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7. Partner benefits in student insurance plan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. LGBTQ student recruitment efforts</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Participation in LGBT admissions fairs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. LGBTQ housing options/themes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11. Lavender Graduation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12. LGBTQ bias reporting procedure</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13. Student name change procedures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14. LGBTQ alumni group/chapter</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15. LGBTQ student scholarships</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Total services provided out of 15</strong></td>
<td>5</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

*Institutions in UNF Peer/Aspirational Institutions and Florida State University System Institutions excluded (James Madison U., U. of Florida, UNC Wilmington)
WORKING TERMINOLOGY

*Source:* State of LGBTQ Affairs at UT-Austin, October 2006

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

- **Ally:** A person who supports and honors sexual and gender diversity, acts accordingly to challenge homophobic and heterosexist remarks and behaviors, and is willing to explore and understand these forms of bias within themselves.
- **Biphobia:** Fear and hatred of, and/or discomfort with, people who identify as bisexual. May manifest itself in dismissing bisexuality as a genuine identity.
- **Bisexual:** A bisexual person is one who has significant attractions to both men and women.
- **Cisgender:** Someone whose gender identity and/or expression matches conventional societal standards of sex, gender, gender roles, and sex and gender binaries.
- **Closet:** Used as slang for the state of not publicizing one’s sexual identity, keeping it private, living an outwardly heterosexual life while identifying as lesbian, gay, bisexual, transgender, or queer in some way, or not being forthcoming about one’s identity.
- **Coming out:** To disclose one’s own sexual identity or gender identity. It can mean telling others or it can refer to the time when a person comes out to him/her/herself by discovering or admitting that their own sexual or gender identity is not what was previously assumed.
- **Crossdresser:** Someone who identifies with the sex they were assigned at birth but who transgresses gender expectations by dressing in accordance with another gender, either occasionally or on a regular basis. (Sometimes referred to as “transvestite,” an outdated and offensive term.)
- **Drag:** A person who performs a gender other than their own, sometimes for an audience.
- **FTM:** Literally “female to male,” a person assigned female sex and feminine gender at birth who is transitioning into a male identity and/or body. Also someone who identifies as FTM, a transperson, transman, or transsexual.
- **Gay:** A man who has significant emotional, romantic, or sexual attractions primarily to other men. At times, “gay” is used to refer to all people, regardless of sex or gender, who are not heterosexual. Lesbians and bisexuals may feel excluded from this term.
- **Gender:** The collection of traits, behaviors, and characteristics that is culturally associated with maleness or femaleness. Gender traits considered masculine or feminine can differ from culture to culture or in different historical periods.
- **Gender expression:** The external behaviors and characteristics (i.e. dress, mannerisms, social interactions, speech patterns, etc.) that a person displays in order to indicate their gender identity.
- **Gender identity:** A person’s internal self-awareness of being male or female, masculine or feminine, or something in between. Some individuals experience their gender identity as not conforming to their assigned physical sex and may identify as transgender.
- **Genderqueer:** A wide range of identities including people who simply identify as non-gender normative, neither male nor female, masculine nor feminine. People who transgress gender.
People who do not identify within the gender binary may use third-gender pronouns such as “ze” (instead of she/he) and “hir” (instead of her/his/her/him). Also gender non-conforming, gender variant, gender bender, androgynous, gender fucker, and bi-gendered.

- **Harry Benjamin Standards of Care**: Set of guidelines under which many transgender people obtain hormonal and/or surgical sex reassignment. Often criticized for the hurdles it constructs for people who wish to physiologically transition from one gender to another.

- **Heterosexism**: A system of oppression rooted in the assumption that heterosexuality is inherently normal and superior to any other sexuality and in the presumption that everyone is heterosexual.

- **Heterosexual privilege**: Social and political advantages that come with being or being perceived as heterosexual.

- **Heterosexual**: A heterosexual person is one who has significant emotional, romantic, and/or sexual attractions primarily to people of another sex. Heterosexual relationships are defined as male/female relationships.

- **Homophobia**: Fear and hatred of, and/or discomfort with, people who love and sexually desire members of the same sex. Homophobic reactions often lead to intolerance, bigotry, and violence against anyone not acting within heterosexual norms. Because most LGBTQ people are raised in the same society as heterosexuals, they learn the same beliefs, norms, and stereotypes prevalent in the dominant society, leading to a phenomenon known as “internalized homophobia.”

- **Homosexual**: The formal or clinical term that was coined in the field of psychology. The word has a history of pathology and is often associated with the proposition that same-sex attraction is a mental disorder. It is, therefore, not accepted by all.

- **Intersex**: Usually someone born either with indeterminable genitalia and/or reproductive organs, and/or chromosomal make up other than XX or XY. Intersex people may or may not identify as members of the transgender community. (Sometimes referred to as “hermaphrodite,” an outdated and offensive term.)

- **Lesbian**: A woman who has significant emotional, romantic, and/or sexual attractions primarily to other women.

- **LGBTQ**: An acronym for lesbian, gay, bisexual, transgender, queer, and/or questioning.

- **MTF**: Literally “male to female,” a person assigned male sex and masculine gender at birth who is transitioning into a female identity and/or body. Also someone who identifies as MTF, a transperson, transwoman, or transsexual.

- **Oppression**: The systematic, pervasive, routine, institutionalized mistreatment of individuals based on their membership in various groups (i.e. by race, gender, sexual orientation, religion, age, ethnicity, ability, immigration status, first language, national origin, etc.). Some examples of these oppressions are racism, sexism, heterosexism, religious intolerance/anti-Semitism, ageism, ethnocentrism, ableism.

- **Passing**: Living an outwardly heterosexual and/or gender normative life while identifying as LGBTQ. Passing may include not publicizing one’s sexual and/or gender identity, keeping it private, or not being forthcoming about one’s identity. It may occur on a temporary or ongoing basis and may vary depending on the situation.

- **Polyamorous**: One who desires, practices or accepts having more than one loving, intimate relationship at a time with the full knowledge and consent of everyone involved.

- **Queer**: Originally a derogatory slur, “queer” has recently been reclaimed by some to be an inclusive word for all those marginalized by heterosexism and/or discriminated against based on
gender norms. Queer is often used as a sexual, gender, and/or political identity, meaning non-normative. It is not accepted by all.

- **Sex**: The common, but imperfect, sorting of people as male or female, usually based on anatomy and/or chromosomes. Used as a legal distinction/marker.

- **Sexual orientation**: One’s emotional, romantic, and/or sexual attractions to others. A person may choose to identify as lesbian, gay, bisexual, heterosexual, or with some other identity.

- **Transgender**: An umbrella term for those individuals who transgress gender in some way, or whose gender identity does not match up with the physical sex they were assigned at birth, or someone who identifies as a member of the transgender community.

- **Transphobia**: Fear and hatred of, and/or discomfort with, people who transgress gender.

- **Transsexual**: A person whose intent is to live as a gender other than that assigned at birth. Transsexuals may identify under the transgender umbrella. Some transsexuals may engage in the processes of altering either primary or secondary sexual characteristics, through hormone treatment or surgery or both. Many transsexuals live full time in their chosen gender without any alteration to their physiology.

- **Two Spirit**: With origins in Native American cultures, “two spirit” refers to people who exhibit both masculine and feminine qualities. In many cultures, two spirit individuals are revered and honored.

- **Ze/hir**: People who do not identify within the gender binary may use third-gender pronouns such as “ze” (instead of she/he) and “hir” (instead of her/his/her/him). See “genderqueer” for more information.
UNF LGBT HISTORY

Selected events in UNF LGBT history during the past two decades:

- **1994**: Lesbian, Gay and Bisexual Student Union forms
- **2002**: LGBT Association changes its name to Pride Club
- **2003**: Pride Club lobbies to become a Student Government agency
- **2004**: Student Government president refuses to sign Senate-passed bill for event funding to Pride Club
- **2004**: Pride and supporters protest Student Government and administration for lack of LGBT resources, discrimination response, financial support
- **2005**: Campus climate survey reveals discrimination against LGBT students
- **2006**: Sexual orientation added to non-discrimination policy
- **2006**: UNF establishes a full-time staffed LGBT Resource Center, 1 of 2 in Florida
- **2006**: Domestic partner benefits added for employees (soft benefits on campus)
- **2008**: First “Gay? Fine By Me?” t-shirt campaign at UNF
- **2008**: First Lavender Graduation held on campus
- **2010**: Domestic partner health insurance stipends added to employee benefits
- **2011**: LGBT Resource Center marks its fifth year on campus

Regarding the 2004 Pride Club funding controversy:

“I am not discriminating…I am just taking a stand against homosexuality. I believe that somebody has to do it.”
-Jerry Watterson, UNF Student Government President, 10/28/04, Florida Times-Union

“The sentiment that I was trying to get across to [the reporter] was that, based on my religious beliefs, I disagree with homosexuality, and therefore I couldn’t sign the bill.”
-Jerry Watterson, UNF Student Government President, 11/10/04, Spinnaker

“Neither I or UNF will tolerate or accept discrimination of any kind, toward any person, for any reason. This includes discrimination based on sexual orientation. No one on our campus should be made to feel marginalized, excluded or threatened because of their sexual orientation.”
-John Delaney, UNF President, 11/16/04, e-mail to all students
SURVEY METHODOLOGY

In September 2010, e-mail invitations were sent to 18,429 members of the UNF community, including 15,785 students and 2,644 faculty and staff. These individuals were invited to participate in a 21-question online survey assessing perceptions of the campus climate as it relates to sexual orientation, gender identity and gender expression. (Please see Appendix 1 for the full survey instrument and invitation to participate.) By employing both quantitative and qualitative components, the survey utilized a mixed-methods approach (Johnson & Onwuegbuzie, 2004) to offer a more complete picture of the campus climate than would be available by using either method in isolation.

The survey was developed by the Committee on Lesbian, Gay, Bisexual and Transgender Equity, part of the presidentially appointed Commission on Diversity. The survey was reviewed by the UNF Institutional Review Board and was granted a waiver (#10-093). Twelve of the survey questions focused on experiences with campus climate, including experienced and observed instances of bias or harassment, as well as use and visibility of the LGBT Resource Center on campus. Seven of the 12 questions were identical or additions to questions asked in the 2005 campus climate survey. The remaining nine questions sought demographic information from participants.

The 3,063 individuals who completed the survey included 2,511 students, 185 faculty and 367 staff, for an overall response rate of 17 percent. The response rate among students was 16 percent and the response rate among faculty and staff was 21 percent. An additional 1,264 individuals started the survey and answered at least one question, but did not complete the survey. Responses from those who did not complete the survey are not included in this report’s analysis.

Participation in the survey was based on self-selection. Therefore, no margin error can be computed for the results contained in this report.

Demographic information collected in the survey included gender and race/ethnicity (see Table 4) and sexual orientation, age, disability status, international student status and on-campus residential student status (see Table 5). For the categories of gender and race/ethnicity, the percent of completed responses is displayed alongside the percent in the university totals.

Among student, faculty and staff respondents, females were overrepresented compared to their actual numbers in the university population. Females comprised two-thirds of student responses to the survey despite making up 56 percent of the student population. While a majority of faculty members (54 percent) are male, the majority of faculty respondents to the survey (55 percent) were female. Finally, among staff members, 65 percent of respondents were female despite making up 53 percent of the university staff. The survey also allowed respondents to identify their gender beyond male and female categories. These options included female-to-male transgender, genderqueer, intersex, male-to-female transgender and other (with a space to self-identify). In the survey, 12 students, two faculty members and one staff member selected one of the transgender options (any category other than male or female). Nine of the transgender respondents identified their sexual orientation as lesbian, gay or bisexual, and two did not identify their sexual orientation. Due to the low number of transgender respondents in the survey and to protect anonymity, most quantitative results in this report do not disaggregate their responses and caution should be used in interpreting these results. Given these low numbers, one area for future research would be exploring the
experiences of transgender students, faculty and staff, and perhaps utilizing methods other than a climate survey, such as interviews or focus groups.

In terms of race/ethnicity, student respondents closely reflect the racial/ethnic makeup of the overall student population. Faculty respondents also closely reflected overall racial/ethnic demographics of the UNF faculty, though people of color are slightly overrepresented in the survey and white faculty are slightly underrepresented (76 percent of faculty survey respondents were white, as opposed to 79 percent of the faculty total). Black staff members were underrepresented as 14 percent of staff survey takers while they constitute 21 percent of the university staff. White staff respondents were overrepresented as 77 percent of the category, while they only make up 68 percent of the staff population. On the survey, respondents could indicate more than one racial/ethnic identity, while in the university records, only race/ethnicity is listed.

Table 5 indicates that 15 percent of student respondents to the survey identified with a sexual orientation other than heterosexual. A higher proportion of male students identified themselves as gay (10 percent of males identified as gay, while 5 percent of females identified as lesbian/gay). However, a higher proportion of female students identified as bisexual (7 percent) than male students (4 percent). Among employees, 15 percent of female faculty, 13 percent of male staff, 10 percent of male faculty and 9 percent of female staff identified with a sexual orientation other than heterosexual. Greater proportions of faculty and staff identified as heterosexual than did students.

It cannot be determined whether the number of lesbian, gay, bisexual, transgender and queer respondents to the survey reflects the true number of self-identified LGBTQ faculty and staff at the university. As explained in the 2006 report: "Despite the repeating pattern, because of respondents’ self-selection the data in this survey cannot be assumed to document the rate of same-sex attraction within the UNF community. While this may be a representative sample, a strong argument can be made that gays, lesbians, and bisexuals would be more inclined to complete a survey on issues that defined how LGBT individuals were treated on campus than would their heterosexual peers, leading to LGBT over-representation. It is also possible that even on an anonymous survey, LGBT individuals would continue to be reluctant to reveal their sexual orientation, leading to under representation or incomplete and inaccurate self-identification. Under representation might be more likely to occur among employees. It is also likely that a number of students who will eventually identify as gay, lesbian, or bisexual now identify themselves as heterosexual. This would be less likely among faculty and staff because of their respective ages.”

Table 5 also shows the age breakdown among survey respondents. Female student respondents appear to be slightly younger than male student respondents: Seventy-five percent of female respondents were age 18-24, while 65 percent of male respondents were age 18-24. The table also lists the number of self-identified people with disabilities who completed survey, making up 2 percent of student respondents and 5 percent of faculty/staff respondents. Almost three percent of student respondents indicated they were international students and 22 percent of students indicated that they reside in on-campus housing.

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34 UNF’s Campus Climate for Lesbian, Gay, Bisexual, and Transgender/Transsexual Students, Faculty, and Staff,” January 2006.
## Table 4
### 2010: Respondents by Affiliation, Gender, and Race/Ethnicity

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of respondents</th>
<th>Students</th>
<th>Percent of completed responses</th>
<th>Percent found in the university totals</th>
<th>Faculty</th>
<th>Percent of completed responses</th>
<th>Percent found in the university totals</th>
<th>Staff</th>
<th>Percent of completed responses</th>
<th>Percent found in the university totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students</td>
<td></td>
<td></td>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Gender</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Male</td>
<td>829</td>
<td></td>
<td>33%</td>
<td>44%</td>
<td>83</td>
<td>44%</td>
<td>54%</td>
<td>130</td>
<td>35%</td>
<td>47%</td>
</tr>
<tr>
<td>Female</td>
<td>1694</td>
<td></td>
<td>67%</td>
<td>56%</td>
<td>102</td>
<td>55%</td>
<td>46%</td>
<td>246</td>
<td>65%</td>
<td>53%</td>
</tr>
<tr>
<td>Transgender*</td>
<td>12</td>
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<td>&lt;1%</td>
<td>**</td>
<td>2</td>
<td>1%</td>
<td>**</td>
<td>1</td>
<td>&lt;1%</td>
<td>**</td>
</tr>
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<td>American Indian</td>
<td>33</td>
<td></td>
<td>1%</td>
<td>&lt;1%</td>
<td>2</td>
<td>1%</td>
<td>1%</td>
<td>9</td>
<td>2%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>White</td>
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<td>76%</td>
<td>74%</td>
<td>145</td>
<td>76%</td>
<td>79%</td>
<td>292</td>
<td>77%</td>
<td>68%</td>
</tr>
<tr>
<td>Black</td>
<td>272</td>
<td></td>
<td>11%</td>
<td>10%</td>
<td>15</td>
<td>8%</td>
<td>5%</td>
<td>54</td>
<td>14%</td>
<td>21%</td>
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<tr>
<td>Hispanic</td>
<td>213</td>
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<td>8%</td>
<td>7%</td>
<td>11</td>
<td>6%</td>
<td>3%</td>
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<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>142</td>
<td></td>
<td>6%</td>
<td>5%</td>
<td>6</td>
<td>3%</td>
<td>5%</td>
<td>5</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>107</td>
<td></td>
<td>4%</td>
<td>4%</td>
<td>10</td>
<td>5%</td>
<td>7%</td>
<td>7</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>No response</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

* Transgender includes female-to-male transgender, genderqueer, intersex and male-to-female transgender.

** University records only include male and female categories for gender.

*** Survey respondents could identify themselves as more than one racial category. Therefore, percentages may add to more than 100 percent.
Table 5
2010: Respondents by Affiliation, Gender, Self-Identified Sexual Orientation, Age, Disability Status, International Status and Residence

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Students</th>
<th>Males</th>
<th>Percent of female responses</th>
<th>Number of respondents</th>
<th>Females</th>
<th>Faculty</th>
<th>Males</th>
<th>Percent of male responses</th>
<th>Number of respondents</th>
<th>Females</th>
<th>Staff</th>
<th>Males</th>
<th>Percent of male responses</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>1431</td>
<td>85%</td>
<td>685</td>
<td>84%</td>
<td>86</td>
<td>85%</td>
<td>74</td>
<td>90%</td>
<td></td>
<td>219</td>
<td>91%</td>
<td>108</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesbian/Gay</td>
<td>77</td>
<td>5%</td>
<td>79</td>
<td>10%</td>
<td>10</td>
<td>10%</td>
<td>6</td>
<td>7%</td>
<td></td>
<td>10</td>
<td>4%</td>
<td>10</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bisexual</td>
<td>122</td>
<td>7%</td>
<td>32</td>
<td>4%</td>
<td>5</td>
<td>5%</td>
<td>2</td>
<td>2%</td>
<td></td>
<td>9</td>
<td>4%</td>
<td>3</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queer*</td>
<td>11</td>
<td>&lt;1%</td>
<td>5</td>
<td>&lt;1%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>&lt;1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>34</td>
<td>2%</td>
<td>19</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
<td>2</td>
<td>&lt;1%</td>
<td>2</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>&lt;1%</td>
<td>8</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td></td>
<td>3</td>
<td>1%</td>
<td>3</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 18-24</td>
<td>1272</td>
<td>75%</td>
<td>541</td>
<td>65%</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td></td>
<td>14</td>
<td>6%</td>
<td>7</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 25-34</td>
<td>275</td>
<td>16%</td>
<td>194</td>
<td>23%</td>
<td>14</td>
<td>14%</td>
<td>7</td>
<td>8%</td>
<td></td>
<td>64</td>
<td>26%</td>
<td>34</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 35-44</td>
<td>85</td>
<td>5%</td>
<td>57</td>
<td>7%</td>
<td>21</td>
<td>21%</td>
<td>24</td>
<td>29%</td>
<td></td>
<td>49</td>
<td>20%</td>
<td>21</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 45-54</td>
<td>47</td>
<td>3%</td>
<td>25</td>
<td>3%</td>
<td>17</td>
<td>17%</td>
<td>17</td>
<td>21%</td>
<td></td>
<td>61</td>
<td>25%</td>
<td>40</td>
<td>31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 55-64</td>
<td>12</td>
<td>&lt;1%</td>
<td>10</td>
<td>1%</td>
<td>40</td>
<td>40%</td>
<td>20</td>
<td>24%</td>
<td></td>
<td>56</td>
<td>23%</td>
<td>23</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 65+</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td></td>
<td>6</td>
<td>6%</td>
<td>13</td>
<td>16%</td>
<td></td>
<td>1</td>
<td>&lt;1%</td>
<td>3</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People with disabilities</td>
<td>24</td>
<td>1%</td>
<td>31</td>
<td>4%</td>
<td>7</td>
<td>7%</td>
<td>4</td>
<td>5%</td>
<td></td>
<td>13</td>
<td>5%</td>
<td>4</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students</td>
<td>40</td>
<td>2%</td>
<td>23</td>
<td>3%</td>
<td>4</td>
<td>5%</td>
<td>4</td>
<td>5%</td>
<td></td>
<td>3</td>
<td>5%</td>
<td>4</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-campus residents</td>
<td>382</td>
<td>23%</td>
<td>168</td>
<td>20%</td>
<td>13</td>
<td>16</td>
<td>13</td>
<td>16%</td>
<td></td>
<td>13</td>
<td>5%</td>
<td>4</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SURVEY RESULTS

As in the 2006 report, “UNF’s Campus Climate for Lesbian, Gay, Bisexual, and Transgender/Transsexual Students, Faculty and Staff,” based on the 2005 climate survey, this report examines three central questions still relevant five years later:

- How do LGBT students, faculty and staff rate the UNF campus on acceptance, safety and addressing concerns related to sexual orientation, gender identity and gender expression?
- Do LGBT individuals report confronting bias and harassment on the UNF campus?
- Are there differences in the way heterosexual and cisgender respondents perceive the UNF campus in comparison to their LGBT peers?

Again, as in 2005, heterosexual respondents were more likely to check “Do not know” in response to survey questions or, on occasion, to issue no response. Thus, in presenting findings in this report, most tables list overall percentage of responses (including those who responded “Do not know” to a particular question) as well as the percentages based on respondents with opinions. The narrative discussion of the data focuses on the percentages of respondents who offered opinions.

Additionally, since each question asked in the 2005 survey administered was also asked in the 2010 survey, this report includes a variety of data from the 2005 survey administration to facilitate comparisons across years. The title of each table is preceded with either 2005 or 2010, to denote which survey results are displayed in the table. (Several new questions were added for 2010, so not all questions will have a 2005 comparison.) The majority of UNF students either graduate or otherwise leave campus within five years, so it is expected that a very small number of students who completed the 2005 survey would have been given the opportunity to complete the 2010 version. Many faculty and staff, due to their longevity at the institution, may have completed the survey in both years.

The results also highlight differences in opinion among heterosexual and LGBQ (lesbian, gay, bisexual, queer, questioning and other) respondents, given the three central questions listed above, as well as differences in opinion among students and faculty/staff.

OVERALL CAMPUS ENVIRONMENT

The first question asked respondents, “How would you describe the overall campus environment for gay, lesbian, bisexual and transgender people at UNF?” and were given six response options: very accepting, somewhat accepting, neutral, somewhat unaccepting, very unaccepting and do not know. Tables 6 and 7 display the student responses in 2010 and 2005, respectively, to this question, disaggregated by sexual orientation. Tables 8 and 9 display faculty/staff responses in 2010 and 2005, respectively, also disaggregated by sexual orientation.

Across all groups (heterosexual and LGBQ people, as well as students and faculty/staff), a higher proportion of respondents rated the campus climate as accepting in 2010 compared to results five

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4Someone whose gender identity and/or expression matches conventional societal standards of sex, gender, gender roles, and sex and gender binaries. Put another way, someone who is not transgender. See “Working Terminology” in the introduction of this report for additional terms.
years previous. Nearly twice the proportion of LGBTQ students rated the campus environment as either very accepting or somewhat accepting (64 percent in 2010, 35 percent in 2005). Additionally, a much smaller portion of LGBTQ students considered the campus somewhat or very unaccepting (13 percent in 2010 versus 41 percent in 2005). These general patterns also applied faculty/staff respondents, as nearly two-thirds of LGBTQ faculty and staff (64 percent) and three-quarters of heterosexual faculty and staff (76 percent) rated the campus climate as very or somewhat accepting.

As in 2005, heterosexual respondents in both the student and faculty/staff categories considered the campus climate as more accepting than their LGBTQ counterparts. However, around a quarter of heterosexual respondents (23 percent of students, 28 percent of faculty/staff) selected the “do not know” option for this question, while much smaller proportions of LGBTQ respondents did.

### Table 6
2010: Student Responses to Overall Campus Environment for LGBT People

<table>
<thead>
<tr>
<th>Campus environment is</th>
<th>Heterosexual Students N=2124</th>
<th>LGBQ Students N=387</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>Overall %</td>
</tr>
<tr>
<td>Very accepting</td>
<td>601</td>
<td>28%</td>
</tr>
<tr>
<td>Somewhat accepting</td>
<td>577</td>
<td>27%</td>
</tr>
<tr>
<td>Neutral</td>
<td>356</td>
<td>17%</td>
</tr>
<tr>
<td>Somewhat unaccepting</td>
<td>74</td>
<td>4%</td>
</tr>
<tr>
<td>Very unaccepting</td>
<td>19</td>
<td>1%</td>
</tr>
<tr>
<td>Do not know</td>
<td>490</td>
<td>23%</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

### Table 7
2005: Student Responses to Overall Campus Environment for LGBT People

<table>
<thead>
<tr>
<th>Campus environment is</th>
<th>Heterosexual Students N=1914</th>
<th>LGBQ Students N=220</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>Overall %</td>
</tr>
<tr>
<td>Very accepting</td>
<td>301</td>
<td>16%</td>
</tr>
<tr>
<td>Somewhat accepting</td>
<td>364</td>
<td>19%</td>
</tr>
<tr>
<td>Neutral</td>
<td>395</td>
<td>21%</td>
</tr>
<tr>
<td>Somewhat unaccepting</td>
<td>142</td>
<td>7%</td>
</tr>
<tr>
<td>Very unaccepting</td>
<td>40</td>
<td>2%</td>
</tr>
<tr>
<td>Do not know</td>
<td>670</td>
<td>35%</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
The second survey question asked respondents to consider how likely various groups in the LGBT community (bisexual persons, gay men, lesbians, transgender persons) specifically, rather than as a whole, were to experience prejudice based on sexual orientation or gender identity/expression on campus. Responses to this question are displayed in Table 10. This question was new to the 2010 survey administration. Among both students and faculty/staff, greater proportions of LGBQ people indicated that prejudice against all groups (bisexuals, gay men, lesbians, transgender people) was somewhat or very likely than did heterosexuals. LGBQ faculty and staff were most likely to indicate that believed prejudice was likely against all four groups, while heterosexual students were least likely to indicate that they perceived prejudice likely against any of the groups in question.

All groups of survey respondents (students and faculty/staff, heterosexual and LGBQ) indicated that prejudice was most likely against transgender persons, followed by gay men then lesbians, and least likely against bisexuals. This reflects the same finding in Rankin’s national study (2003). Eighty-eight percent of LGBQ faculty and staff, 81 percent of LGBQ students and 60 percent of transgender students, faculty and staff responded that prejudice against transgender people on campus was somewhat or very likely.
Table 10
2010: Likely Prejudice Against LGBT People on Campus

<table>
<thead>
<tr>
<th>Perceived likelihood of prejudice</th>
<th>Heterosexual Students</th>
<th>LGBQ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=2124</td>
<td>#</td>
</tr>
<tr>
<td>Against bisexual persons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unlikely</td>
<td>455</td>
<td>21%</td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>505</td>
<td>24%</td>
</tr>
<tr>
<td>Neutral</td>
<td>406</td>
<td>19%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>286</td>
<td>14%</td>
</tr>
<tr>
<td>Very likely</td>
<td>62</td>
<td>3%</td>
</tr>
<tr>
<td>Do not know</td>
<td>402</td>
<td>19%</td>
</tr>
<tr>
<td>Against gay men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unlikely</td>
<td>288</td>
<td>14%</td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>397</td>
<td>19%</td>
</tr>
<tr>
<td>Neutral</td>
<td>325</td>
<td>15%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>495</td>
<td>23%</td>
</tr>
<tr>
<td>Very likely</td>
<td>223</td>
<td>11%</td>
</tr>
<tr>
<td>Do not know</td>
<td>388</td>
<td>18%</td>
</tr>
<tr>
<td>Against lesbians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unlikely</td>
<td>361</td>
<td>17%</td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>486</td>
<td>23%</td>
</tr>
<tr>
<td>Neutral</td>
<td>381</td>
<td>18%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>411</td>
<td>19%</td>
</tr>
<tr>
<td>Very likely</td>
<td>86</td>
<td>4%</td>
</tr>
<tr>
<td>Do not know</td>
<td>389</td>
<td>18%</td>
</tr>
<tr>
<td>Against transgender persons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unlikely</td>
<td>183</td>
<td>9%</td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>236</td>
<td>11%</td>
</tr>
<tr>
<td>Neutral</td>
<td>299</td>
<td>14%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>450</td>
<td>21%</td>
</tr>
<tr>
<td>Very likely</td>
<td>490</td>
<td>23%</td>
</tr>
<tr>
<td>Do not know</td>
<td>452</td>
<td>21%</td>
</tr>
</tbody>
</table>
The third question on the survey asked: “Since you first arrived at UNF, would you say that treatment of lesbian, gay, bisexual, and transgender people has become better, worse, about the same, or do not know?” Tables 11 and 12 display student responses to this question in 2010 and 2005, respectively. Across both years, the majority of students indicated that treatment remained the same. In 2010, a greater proportion of students indicated that they perceived the environment for LGBT people had improved.

In contrast to student opinion, a majority of both LGBQ (53 percent) and heterosexual (60 percent) faculty and staff indicated that treatment of LGBT people had improved. In the previous survey administration in 2005, a majority of faculty and staff said treatment was the same, and only 13 percent of LGBQ faculty and staff had indicated that the climate had improved.

Amount of time at UNF is most obvious potential reason for difference in opinion, with the vast majority of students having started their time on campus in the previous several years (including first-year students who began in August 2010 and completed the survey in October 2010), thus giving a smaller window of time for comparison than faculty and staff who may have been on campus for many years.

### Table 11
**2010: Student Response to Change in Treatment of LGBT Individuals**

<table>
<thead>
<tr>
<th>Has the environment changed</th>
<th>Heterosexual Students N=2124</th>
<th>LGBQ Students N=387</th>
<th>Total Students N=2511</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Overall %</td>
<td>% with opinions</td>
<td>#</td>
</tr>
<tr>
<td>Better</td>
<td>294</td>
<td>14%</td>
<td>28%</td>
</tr>
<tr>
<td>Remained the same</td>
<td>740</td>
<td>35%</td>
<td>71%</td>
</tr>
<tr>
<td>Worse</td>
<td>15</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Do not know</td>
<td>1066</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>9</td>
<td>&lt;1%</td>
<td></td>
</tr>
</tbody>
</table>

### Table 12
**2005: Student Response to Change in Treatment of LGBT Individuals**

<table>
<thead>
<tr>
<th>Has the environment changed</th>
<th>Heterosexual Students N=1914</th>
<th>LGBQ Students N=220</th>
<th>Total Students N=2172</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Overall %</td>
<td>% with opinions</td>
<td>#</td>
</tr>
<tr>
<td>Better</td>
<td>195</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>Remained the same</td>
<td>603</td>
<td>32%</td>
<td>72%</td>
</tr>
<tr>
<td>Worse</td>
<td>44</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Do not know</td>
<td>1,066</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>&lt;1%</td>
<td></td>
</tr>
</tbody>
</table>
The fourth question on the climate survey asked respondents to indicate the types of bias or harassment they had personally experienced based on actual or perceived sexual orientation or gender identity/expression. Fourteen types of bias were listed and respondents could select as many as they wished. Additional options allowed respondents to mark “none of the above” or to specify another type of bias or harassment that was not listed. (Categories added for the 2010 survey included vandalism/property destruction; denial of services; pressure to change research, academic projects or work activities; preferential treatment; and other.) Finally, participants were asked to describe any incidents they personally experienced.

The results for LGBQ students and faculty/staff are presented in Table 15 (2010 survey) and Table 16 (2005 survey). Nearly half (49 percent) of LGBQ students reported experiencing at least one incident of bias or harassment, down slightly from 54 percent in 2005. Nearly two-thirds (63 percent) of LGBQ faculty/staff reported at least one incident. In general, as shown in Table 15, gay male students, faculty and staff and queer-identified students reported incidents of harassment in higher proportions than other members of the LGBT community on the survey.
In both 2010 and 2005, among both students and faculty/staff, the incidents listed overall more frequently than others were anti-gay jokes, pressure to keep silent, verbal harassment and refusal of friends/colleagues to associate with you. Aside from these four categories, no other type of harassment was reported by more than 3 percent of the LGBQ student respondents. Among LGBQ students, smaller proportions reported instances of each type of bias or harassment as compared to the 2005 survey. At least one LGBQ student and faculty/staff member reported experiencing each type of harassment listed in the survey, except physical assault with zero responses.

Among transgender student, faculty and staff respondents to the survey, the most commonly reported incident experienced was anti-LGBT jokes (20 percent), followed by verbal harassment (13 percent) and pressure to keep silent, refusal of friends/colleagues to associate with them and pressure to leave campus housing (7 percent each). Sixty percent of transgender respondents said they had not experienced harassment or bias on campus; the only other subgroup more likely to report not experiencing harassment was questioning students (70 percent). However, caution should be used in interpreting results from transgender respondents to the survey given the low number of responses (15 of 3,063).

While harassment and bias experienced by students appeared to be less frequent in 2010 than 2005, faculty and staff reported more instances than they did in 2005. The proportion of LGBQ faculty and staff reporting verbal harassment, sexual harassment, threats, employment problems and refusal of friends/colleagues to associate with you all increased from the 2005 to 2010 survey administrations. (In 2005, no faculty/staff respondents reported experiencing threats or sexual harassment, up to 7 percent and 5 percent in 2010, respectively.)

Across all types of harassment on the survey, LGBQ faculty/staff reported these incidents in greater proportion than LGBQ students did. It is important to note that one’s time on campus (i.e. a student who has been enrolled for one semester versus a faculty member who has been on campus 10 years) may impact whether one has experienced bias or harassment, as there is no time restriction placed in the wording of the question.
<table>
<thead>
<tr>
<th>Types of bias or harassment experienced</th>
<th>LGBQ Faculty/Staff</th>
<th>LGBQ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gay males N=18</td>
<td>Lesbians N=18</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Verbal harassment</td>
<td>5</td>
<td>28%</td>
</tr>
<tr>
<td>Physical assault</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Treats</td>
<td>3</td>
<td>17%</td>
</tr>
<tr>
<td>Graffiti</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Jokes</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>Employment problems</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Pressure to keep silent</td>
<td>5</td>
<td>28%</td>
</tr>
<tr>
<td>Refusal of friends/colleagues to associate with you</td>
<td>3</td>
<td>17%</td>
</tr>
<tr>
<td>Pressure to leave campus housing</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Vandalism/property destruction</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Denial of services</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Pressure to change research, academic projects or work activities</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Preferential treatment</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>
Participants were asked to describe the incidents that they experienced. Respondents reported verbal harassment that took on several different forms.

- Frequent comments were made about the itinerant “Preachers on the Green”:
  - “He called me a lesbian whore for wearing pants.”
  - “Having to listen to preachers on the green yell about how I was going to hell for multiple reasons.”
- Sometimes it occurred when in public with a partner, with or without displaying any kind of affection:
  - “While walking with my boyfriend, referred to as ‘fucking fags.’”
  - “My girlfriend and I were verbally harassed while holding hands on several occasions. We were also the subject of snarky comments and jokes. Generally the comments were from men and were of a sexual nature.”
  - “I was walking with my date to go out and we were whispered about and hollered at.”
- Students were called names: “I have been told disgusting jokes and been called clever names like ‘carpet muncher.’” “A car driving by swerved toward me calling me a ‘fag.'”
- Respondents shared harassing remarks such as “You just haven’t found the right man yet,” and “You’re just confused.”
- Harassment sometimes focused on gender expression and expectations of masculinity and femininity: “I carry a tote bag to my classes and I’ve been told to ‘man up’ and that I walk like a girl.”
- Harassment occurred in class: “Guys in this English class I had wouldn’t sit next to me or talk to me because I was open and they were uncomfortable with themselves. When the professor wasn’t in the room they said all sorts of things.”
- Respondents reported use of the term “that’s so gay” or the word “gay” to take on a negative meaning: “Many students in the general population refer to things as ‘gay’ in place of the word ‘lame.’ I’m not gay but I just wish that this term were replaced because the way people use it makes it seem like being gay is a bad thing. It’s just kind of rude and intolerant.”
- Students report that faculty did not intervene against jokes or harassment, even when they within earshot: “One student said those homos need to get off their ass and get a job. This was an accounting course. The instructor made no comment to defer the situation.”
- Harassment was directed toward faculty by students: “Students can take their aggression out on verbal attacks on faculty members, sometimes using vulgar language.”
- Harassment also occurred in employment settings on campus: “I have had a fellow employee tell colleagues at conferences that my successes at UNF have been because I have slept with straight same sex administrators.”
- Respondents reported overhearing anti-LGBT names or jokes that made an impact, even if the harassment was not specifically directed to them:
  - “Group assignments where a student makes an ‘off color’ joke about a person being a ‘fag.’ While it was not directed towards me I felt it was inappropriate.”
  - “One time I was in the library studying when the area I was in was suddenly invaded by about 15 frat boys, all very loudly and openly expressing their hatred for faggots and homos and fuckin' butt-fuckers, etc.”
- Non-LGBT people who advocated for equal treatment reported being called names: “As an advocate for the fair treatment of LGBT people as a whole, I have often been called names
such as lesbian or dyke even as a straight female when I have advocated for gay rights in classes.”

- Occasionally, harassment was from one LGBT person to another, including biphobic remarks from gay men and lesbians: “The lesbian classmate kept making jokes that bisexuals were ‘just greedy.’”
- Conversations frequently included language that assumes heterosexuality: “daily conversation among students, faculty and staff frequently contain insensitive comments and the expectation that everyone is heterosexual.”
- Several comments about verbal harassment appeared to be more sexist in nature than homophobic, which warrants additional study and action on campus.

Names that students report being called on campus include:
- Bull dyke
- Carpet muncher
- Fag/faggot
- Homo
- Man-hating dyke
- Queer
- Slut
- Whore

**Anti-LGBT jokes** were one of the most commonly reported incidents in the survey. Respondents reported overhearing or being subjected to homophobic jokes by other students, and sometimes by faculty and staff, in the classroom, in residence halls, in hallways and lobbies, and during breaks. Participant comments included:

- “Just about everyday last year someone would tell me I was a lesbian or make a joke about it.”
- “I've heard jokes about LGBT people and it makes me worry about sharing my orientation with others.”
- “Inappropriate jokes and comments by faculty with and without students present.”
- “Many times people have made sexual jokes about my sexual orientation.”
- “People make jokes about LGBTQ without keeping in mind that there may be LGBTQ persons present.”
- “There is a lot of jokes because people don't feel they take them seriously. They think jokes are harmless.”
- “I hear offensive gay jokes from boys at the bar in the Boathouse at UNF.”
- Several respondents reported jokes to be so frequent as to be expected, to not warrant a reaction or to not be taken seriously:
  - “Groups of guys make jokes as I walk by on a regular basis. But it does not bother me, I am well aware of their ignorance. The only emotion it invokes is pity.”
  - “People joke about me being gay all the time, but they're just jokes. I don't take them to heart.”
  - “People joke around about other people's orientation, although it is usually not harassment.”
Several respondents spoke of **sexual harassment**, usually in the form of sexual comments or unwelcome advances:

- “Sexual comments by men, nothing too demeaning, but by definition it is sexual harassment.”
- “Back in 2003 while working at the Osprey Cafe, I was sexually harassed by a dishwasher who made comments to me concerning being with me and another female.”

Faculty and staff respondents described a variety of **employment difficulties and bias** directed at them from administrators and students, or caused by UNF policies:

- “At department meeting [I] was told that advocating for LGBT issues was too radical and ‘far thinking’ for this community.”
- “I was explicitly asked by UNF faculty to change my research agenda as a result of the fact that I wished to focus on ‘gay’ issues.”
- “I've had one or two students make comments in my ISQ's and false. For example, stating that I go on ‘lesbian rants’ in lecture — not true, nor have I ever discussed my sexual orientation during class or with a student.”
- “Negative ‘Rate My Professor’ comments about having a ‘gay agenda’ and being ‘obviously’ gay.”
- “Internal grant funding was denied because reviewer felt that ‘straight identified students’ would not take a course that directly discussed LGBT topics.”
- “Due to an earring associated with my sexual orientation, I was told by my supervisor that I should consider accommodating the ‘traditional’ values at the institution as to avoid damaging my credibility.”
- “I cannot cover my domestic partner with my health insurance and, because I have a child, I do not qualify for the stipend to help pay for her health insurance. I realize to correct this, the Florida Legislature would have to make changes to current statutes. I would love to see UNF push for such a change to eliminate this inequality in benefits.”
- “I am employed by UNF and so is my partner but we do not qualify for the same benefits as state employees who are married and the requirements for certified domestic partnerships are often difficult and not required by married employees.”

Respondents described experiencing **pressure to keep silent**:

- “Pressured to remain silent if I wanted to work for Student Government.”
- “Pressure to not complain about treatment of LGBT students and staff.”
- “The topic of the class was discrimination. The class agreed that racial issues were legitimate to discuss as were gender struggles, but it was made clear that GLTB concerns were unimportant.”
- “In classes that discuss sexuality, I often feel afraid to speak because of the prejudices that many of my peers hold.”
- “I feel like students and faculty refer to ‘gay people’ as if there are none in the room.”
- “It's common to go through the common areas and hear people saying things like ‘That's so gay!’ or ‘Quit being such a fag!’ These things are damaging and lead to you just wanting to hide the fact that you're LGBT.”
Survey participants shared examples of friends and colleagues refusing to associate with LGBT people:

- “One time a friend of mine in the dorm moved her bed to another dorm room because of her prejudice. She never said it, but it was clear that she felt uncomfortable or inconvenienced by my sexual orientation.”
- “I was in a group project and when some of the members found out I was gay they requested they be removed from my group. Since that time I have not shared my orientation in a classroom.”
- “I’ve had friends who, once I told them I was gay, they stopped speaking to me.”

Students described difficulties in fraternities and sororities and experiences with LGBT members of Greek letter organizations:

- “Being in a fraternity and being openly gay isn’t an easy task. It took time for the other guys to get used to the fact that I was gay. I had to teach them that not every gay man will try and hit on you just because you’re a guy.”
- “I’m rushing for a fraternity however, and I feel pressure to keep silent about being gay until after the pledge process is over.”
- “Girls in my sorority thought I was a lesbian so a few of my ‘friends’ started rumors and quit talking to me.”
- “I was in a fraternity and we would joke about kids that were homosexual. It ends up one of our brothers was homosexual the entire time and he was keeping it to himself as to be accepted by the fraternity. We only joke behind kid’s back, I would never say anything like that to a homosexual’s face.”
- “I was in a fraternity at the time of my freshman year and witnessed brothers of mine making fun of the gay men that were in our fraternity explicitly so that everyone pretty much could hear their derogatory statements.”

Problems in campus housing were discussed by respondents:

- “In 2006, roommates harassed me to the point where I had to move out.”
- “While living in the Fountains last year, my roommates frequently used degrading terms such as ‘fag’ ‘queer’ etc. and there were posters put up in our house kitchen that said ‘faggots’ with pink army tanks. My area coordinator was notified but it only seemed to keep people from being as open about their negative behavior, it didn't get rid of the problem.”
- “The roommate I was first assigned with was aware that I was gay and had a problem with it. However, my problem was not with him, it was with UNF Housing being aware of my problem and seeming so-so about the subject and telling me that I might have to end up with that roommate anyway.”

Several survey respondents indicated that they had experienced harassment but did not report it to any campus official. “In all but a few cases, they went unreported,” one explained.

Some respondents utilized the open-ended spaces on the survey to make anti-LGBT remarks, claim discrimination as heterosexuals, and even threaten LGBT people:

- “I am not a faggot but I would do the above [list of 15 types of harassment] to gays and lesbians.”
• “I had a lesbian professor who was very pushy about presenting her lifestyle as ideal, and would talk about her significant other all of the time in class. While I treat all people with respect, I strongly disagree with the gay lifestyle and do not want it pushed in my face as acceptable.”

• “There is too much acceptance of open homosexuality!! It is an act of anti-creation, and if we all were gay, then the world would end because no one could procreate, which makes it wrong!!”

• “This survey is garbage.”

• “As an avowed, out of the closet, married male patriarch, and a conservative Christian who is wont to exercise freedom of association, speech, and religion rights to openly condemn, not individuals, but the practice of homosexual acts, and the pursuit of alternative gender orientation, I have experienced pressure to keep silent, verbal harassment and ridicule on the UNF Campus as a student and a former employee.”

**OBSERVED INCIDENTS OF BIAS OR HARASSMENT**

The fifth question on the climate survey asked respondents to indicate the types of bias or harassment they had witnessed, rather than experienced, based on actual or perceived sexual orientation or gender identity/expression. Participants were also asked to describe any incidents they witnessed. The results are displayed in Table 16.

Similarly to the fourth question on harassment experienced by LGBQ people, the most common types of bias that were witnessed across all groups were anti-gay jokes, verbal harassment and pressure to keep silent. Among students, refusal of friends/colleagues to associate with an LGBQ person and preferential treatment were also common responses. Among faculty and staff, witnessing anti-gay graffiti and employment problems were relatively common compared to other categories of harassment/bias.

LGBQ people reported witnessing more types of incidents than did heterosexuals in the survey. Further, while more than two-thirds of heterosexual students, faculty and staff (68 percent) reported that they did not witness any type of harassment, only 46 percent of LGBQ students and 32 percent of LGBQ faculty/staff made the same claim. This question, especially, highlights differences in how LGBQ people and non-LGBQ people view the campus climate. Presumably, both groups would witness the same incidents. However, differences in salience (LGBQ people may be more sensitive to picking up on anti-gay jokes or graffiti, for example) may explain some of the differences. Social circles and networks that are confined to either LGBQ or non-LGBQ people may also account for some differences.
Respondents were asked to describe the incidents they witnessed. As in the question about harassment that had been experienced by respondents, **anti-LGBT jokes** were among the most common incidents witnessed:

- “A professor made a disparaging remark (in an attempt to be humorous) regarding a transgender person they supposedly saw in an off-campus store.”
- “A joke was made about the LGBT events at the Student Union.”
- “Students openly making fun of other LGBT students.”

<table>
<thead>
<tr>
<th>Types of bias or harassment observed</th>
<th>Heterosexual Students</th>
<th>LGBQ Students</th>
<th>Heterosexual Faculty/Staff</th>
<th>LGBQ Faculty/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=2124</td>
<td>N=387</td>
<td>N=489</td>
<td>N=62</td>
</tr>
<tr>
<td>Verbal harassment</td>
<td>178</td>
<td>8%</td>
<td>89</td>
<td>23%</td>
</tr>
<tr>
<td>Physical assault</td>
<td>3</td>
<td>&lt;1%</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>30</td>
<td>1%</td>
<td>14</td>
<td>4%</td>
</tr>
<tr>
<td>Threats</td>
<td>21</td>
<td>1%</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Graffiti</td>
<td>17</td>
<td>1%</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>Jokes</td>
<td>410</td>
<td>19%</td>
<td>140</td>
<td>36%</td>
</tr>
<tr>
<td>Employment problems</td>
<td>13</td>
<td>&lt;1%</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Pressure to keep silent</td>
<td>74</td>
<td>4%</td>
<td>50</td>
<td>13%</td>
</tr>
<tr>
<td>Refusal of friends/colleagues to associate with you</td>
<td>49</td>
<td>2%</td>
<td>34</td>
<td>9%</td>
</tr>
<tr>
<td>Pressure to leave campus housing</td>
<td>12</td>
<td>&lt;1%</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Vandalism/property destruction</td>
<td>11</td>
<td>&lt;1%</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>Denial of services</td>
<td>4</td>
<td>&lt;1%</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Pressure to change research, academic projects or work activities</td>
<td>8</td>
<td>&lt;1%</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Preferential treatment</td>
<td>44</td>
<td>2%</td>
<td>19</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>&lt;1%</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1436</td>
<td>68%</td>
<td>176</td>
<td>46%</td>
</tr>
</tbody>
</table>
• “Jokes about sexual orientation are so common, it's hard to describe a single incident.”
• “During LGBT events on the green I have heard people making jokes about those participating.”

Verbal harassment was also witnessed by many respondents:
• “I have heard people call others faggot or queer as they walk near someone they assume is homosexual.”
• “I have witnessed an incident between students in one of my classes and immediately put a stop to it and indicated that type of language was unacceptable in my course.”
• “I've seen students teased because they were perceived as gay by their coworkers and classmates. There was an instance where someone messed with another student's facebook account and changed his information as a joke.”
• “Resident Assistants being called derogatory names by housing residents.”
• “That guy on the green (Brother whoever) that yells at everybody was harassing some openly gay people.”
• “When students are asked to participate in academic events that relate to gender and/or sexual orientation, LGBT students often have to deal with verbal harassment and jokes from other students.”
• “One faculty member referring to a staff member a ‘faggot.’”
• “I’ve also been present at departmental meetings wherein UNF faculty have used sexual slurs to refer to those who they assume are of a sexual minority.”

Respondents described witnessing pressure to keep silent:
• “I've overheard jokes about other UNF faculty, and some of my colleagues regularly lament their need to remain silent about their orientation.”
• “It seems that campus wide this dialogue is not handled well and that there is still a lot of fear, silence and awkward in its treatment of LGBT community. I experienced greater awareness in Iowa in 1993 than I do here in Jacksonville.”
• “Students are some times steered away from certain research topics.”
• “People being afraid to express their sexual orientation during class.”
• “A friend of mine is afraid to be seen with his boyfriend in public because he is pledging and is under the impression he will not be accepted.”
• “There is a constant pressure to keep quiet in this climate because it seems that anyone could be prejudiced including professors sometimes.”

A variety of incidents were observed in campus housing:
• “Several friends who are homosexual have been mistreated in the dorms with people yelling at them or having stuff thrown into their dorm rooms, etc.”
• “One of my friends told me he changed roommates because his current roommate was gay.”
• “I am an RA on campus and have had to deal with roommate conflicts based completely around one roommate's sexual orientation and it has ultimately sometimes led to a room change.”
• “Friends have told me of incidents that happened to them while living in housing, including threats after people found out their orientation.”
• “I’ve worked with students who wanted to change their housing assignment because they perceived their roommate to be gay and the housing office quickly accommodated these students with little to no educational conversation.”
• “In the residence halls, the guys who lived next door to a gay boy would bang on his door and shout his name.”

Respondents described observing vandalism:
• “I have also seen defacing of a safe space sticker.”
• “A teacher had a ‘safe space’ sign on their door. A student had written GAY on it.”
• “Vandalism to a car of a gay student.”
• “A car had profanity written all over it in Garage 38.”
• “Burning of gay flag.”

Once again, respondents shared anti-LGBT remarks and examples of homophobia they participate in rather than homophobic incidents they had witnessed:
• “I shake my head when I see them. I don't dislike the person it's moreso not condoning their choice of a lifestyle.”
• “The fact that UNF openly supports the LGBT lifestyle is sickening and wrong. Do not get me wrong, I don't hate LGBT people. I hate their sin.”
• “Yea me punching a gay man in the head.”
• “Gay jokes are funny, so what? The ones that aren't intended to be cruel, obviously.”

The sixth and seventh survey questions, new to the 2010 survey administration, asked respondents to disclose the location and source of bias or harassment that they had experienced or observed. The reported locations of harassment are displayed in Table 17 and the sources of harassment are listed in Table 18. Compared to LGBQ respondents, about twice the proportion of heterosexual respondents indicated observing harassment at none of the locations as listed or from none of the sources listed.

The most common location of experienced or observed harassment among all groups was off-campus in Jacksonville. Forty-four percent of LGBQ students reported harassment off-campus while 39 percent of LGBQ faculty/staff did. While addressing the climate for LGBT people in Jacksonville is beyond the scope of this survey, the UNF campus exists in a mutual relationship with the city, and efforts and partnerships can be formed that will improve experiences for all people in the city, on and off campus. Further, administrators and faculty should be aware that the climate of Jacksonville and policies that exist in the city can greatly impact the ability of the institution to recruit and retain talented students, faculty and staff from underrepresented groups, including LGBT people.

The most common on-campus locations of experienced or observed harassment were classrooms and classroom buildings, followed by the Green, then by residence halls, apartments and homes. These findings are mirrored in a recent national study of LGBT students, faculty and staff that found classes and other public spaces on campus as the most common locations of harassment (Rankin et al, 2010). Simply in proportion to where students spend their time, there may be more opportunity to witness bias incidents in classrooms, academic buildings and residence halls where a great deal of time is spent. (It should also be noted that harassment in apartment buildings and other
housing may take place off campus, but still impacts the lives of LGBTQ people on campus.) The Green is often the site of the roving “Preachers on the Green,” and many students commented that they have witnessed these individuals expressing homophobia. Additionally, 10 percent of LGBTQ students reported harassment in the Student Union, the location of the LGBT Resource Center and the site of many of the center’s events. Harassment in the library and in recreational facilities was relatively less common among survey takers.

As for the source of experienced or observed harassment, the most common response among both students and faculty/staff and among both LGBTQ and non-LGBTQ people, was that harassment originated from students. Forty-four percent of LGBTQ students, faculty and staff reported harassment from students. Student harassment from faculty and staff was relatively less common (between 1 and 4 percent), but should still be noted and taken seriously as faculty and staff do a great deal, consciously or not, to establish the campus climate for all. LGBTQ faculty and staff reported the highest proportion of harassment experienced or observed originating from faculty (18 percent) and staff (27 percent).

| Location of Experienced or Observed Harassment or Bias | Heterosexual Students N=2124 | | | LGBQ Students N=387 | | | Heterosexual Faculty/Staff N=489 | | | LGBQ Faculty/Staff N=62 |
|-------------------------------------------------------|-------------------------------|---|---|-------------------------------|---|---|-------------------------------|---|---|
| Residence hall, apartment, home                       | 92 4% | 56 15% | 6 1% | 1 2% |
| Classrooms, classroom buildings                       | 120 6% | 69 18% | 26 5% | 14 23% |
| Campus library                                        | 20 <1% | 8 2% | 2 <1% | 1 2% |
| Student Union                                         | 58 3% | 38 10% | 11 2% | 4 7% |
| Campus recreational, athletic facilities              | 24 1% | 15 4% | 7 1% | 4 7% |
| The Green                                             | 108 5% | 63 16% | 18 4% | 10 16% |
| Other locations on campus                             | 32 2% | 12 3% | 15 3% | 6 10% |
| Off campus in Jacksonville                            | 573 27% | 172 44% | 82 17% | 24 39% |
| None                                                  | 1270 60% | 127 33% | 339 69% | 22 36% |
### Table 18

<table>
<thead>
<tr>
<th>Source of experienced or observed harassment or bias</th>
<th>Heterosexual Students</th>
<th>LGBQ Students</th>
<th>Heterosexual Faculty/Staff</th>
<th>LGBQ Faculty/Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=2124</td>
<td>N=387</td>
<td>N=489</td>
<td>N=62</td>
</tr>
<tr>
<td>From students</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>365</td>
<td>17%</td>
<td>170</td>
<td>44%</td>
</tr>
<tr>
<td>From faculty</td>
<td>23</td>
<td>1%</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>From staff</td>
<td>15</td>
<td>&lt;1%</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>From others</td>
<td>90</td>
<td>4%</td>
<td>35</td>
<td>9%</td>
</tr>
<tr>
<td>None</td>
<td>1559</td>
<td>73%</td>
<td>163</td>
<td>42%</td>
</tr>
</tbody>
</table>

PERCEIVED ON-CAMPUS SAFETY

Respondents were asked: “Do you believe that harassment on campus is serious enough to cause gay, lesbian, bisexual or transgender students/faculty/staff to fear for their safety?” As displayed in Table 19, 6 percent of heterosexual students and 15 percent of LGBQ students believed there was cause to fear for safety. Among faculty and staff, displayed in Table 21, 9 percent of heterosexuals and 23 percent of LGQBB people believed there was cause to fear. Among all four groups, compared to the results of the 2005 survey displayed in Tables 20 and 22, the proportion of those believing there is cause for LGBT people to fear for their safety on campus has declined, though this belief is still higher among LGBQ survey respondents.

### Table 19

<table>
<thead>
<tr>
<th>Cause for LGBT people to fear for safety</th>
<th>Heterosexual Students</th>
<th>LGBQ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=2124</td>
<td>N=387</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>Overall %</td>
</tr>
<tr>
<td>Yes</td>
<td>93</td>
<td>4%</td>
</tr>
<tr>
<td>No</td>
<td>1440</td>
<td>68%</td>
</tr>
<tr>
<td>Do not know</td>
<td>561</td>
<td>26%</td>
</tr>
<tr>
<td>No response</td>
<td>30</td>
<td>1%</td>
</tr>
</tbody>
</table>
### Table 20
2005: Cause for LGBT People to Fear for Safety – Student Opinion

<table>
<thead>
<tr>
<th>Cause for LGBT people to fear for safety</th>
<th>Heterosexual Students N = 1914</th>
<th>LGBT Students N = 220</th>
</tr>
</thead>
<tbody>
<tr>
<td># Overall % with opinions</td>
<td># Overall % with opinions</td>
<td># Overall % with opinions</td>
</tr>
<tr>
<td>Yes</td>
<td>124 6% 10%</td>
<td>58 26% 41%</td>
</tr>
<tr>
<td>No</td>
<td>1137 59% 90%</td>
<td>84 38% 59%</td>
</tr>
<tr>
<td>No opinion</td>
<td>649 34%</td>
<td>77 35%</td>
</tr>
<tr>
<td>No response</td>
<td>4 &gt;1%</td>
<td>1 &gt;1%</td>
</tr>
</tbody>
</table>

### Table 21
2010: Cause for LGBT People to Fear for Safety – Faculty/Staff Opinion

<table>
<thead>
<tr>
<th>Cause for LGBT people to fear for safety</th>
<th>Heterosexual Faculty/Staff N=489</th>
<th>LGBQ Faculty/Staff N=62</th>
<th>Total Faculty and Staff N=551</th>
</tr>
</thead>
<tbody>
<tr>
<td># Overall % with opinions</td>
<td># Overall % with opinions</td>
<td># Overall % with opinions</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>27 6% 9%</td>
<td>8 13% 23%</td>
<td>35 6% 11%</td>
</tr>
<tr>
<td>No</td>
<td>264 54% 91%</td>
<td>27 44% 77%</td>
<td>291 53% 89%</td>
</tr>
<tr>
<td>Do not know</td>
<td>193 40%</td>
<td>25 40%</td>
<td>218 40%</td>
</tr>
<tr>
<td>No response</td>
<td>5 1%</td>
<td>2 3%</td>
<td>7 1%</td>
</tr>
</tbody>
</table>

### Table 22
2005: Cause for LGBT People to Fear for Safety – Faculty/Staff Opinion

<table>
<thead>
<tr>
<th>Cause for LGBT people to fear for safety</th>
<th>Heterosexual Faculty/Staff N = 415</th>
<th>LGBT Faculty/Staff N = 28</th>
<th>Total Faculty and Staff N = 456</th>
</tr>
</thead>
<tbody>
<tr>
<td># Overall % with opinions</td>
<td># Overall % with opinions</td>
<td># Overall % with opinions</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>27 7% 11%</td>
<td>7 25% 41%</td>
<td>34 7% 13%</td>
</tr>
<tr>
<td>No</td>
<td>217 52% 89%</td>
<td>10 36% 59%</td>
<td>233 51% 87%</td>
</tr>
<tr>
<td>No opinion</td>
<td>170 41%</td>
<td>11 39%</td>
<td>188 41%</td>
</tr>
<tr>
<td>No response</td>
<td>1 &gt;1%</td>
<td>0 0%</td>
<td>1 &gt;1%</td>
</tr>
</tbody>
</table>
FACULTY AND STAFF ADVANCEMENT

The survey asked respondents if they believed that being openly LGBT would harm a faculty or staff member’s chances of promotion at UNF. Table 23 shows the results from the 2010 survey, contrasted with Table 24 and the 2005 results. This question illustrated perhaps the sharpest divisions between the perceptions of LGBQ and non-LGBQ faculty and staff. Nearly 7 in 10 LGBQ respondents believe LGBT identity would lessen an employee’s promotion chances, while only 2 in 10 heterosexual respondents agreed. These differences were mirrored in the 2005 survey, however, both groups’ belief that promotion chances would be hurt by being openly LGBT fell by 10 percent.

<table>
<thead>
<tr>
<th>Table 23</th>
<th>2010: Faculty/Staff Member Opportunities for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being LGBT would hurt a faculty or staff member’s chance for promotion</td>
<td>Heterosexual Faculty/Staff</td>
</tr>
<tr>
<td>#</td>
<td>Overall %</td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
</tr>
<tr>
<td>Yes</td>
<td>59</td>
</tr>
<tr>
<td>No</td>
<td>233</td>
</tr>
<tr>
<td>No opinion</td>
<td>192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 24</th>
<th>2005: Faculty/Staff Member Opportunities for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual orientation hurt a faculty or staff member’s chance for promotion</td>
<td>Heterosexual Faculty/Staff</td>
</tr>
<tr>
<td>#</td>
<td>Overall %</td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
</tr>
<tr>
<td>Yes</td>
<td>87</td>
</tr>
<tr>
<td>No</td>
<td>199</td>
</tr>
<tr>
<td>No opinion</td>
<td>129</td>
</tr>
</tbody>
</table>

ATTENTION TO LGBT ISSUES

Respondents were asked if they believe UNF gives enough attention to gay, lesbian, bisexual and transgender students’ issues. Tables 25 and 26 display the full results for student and faculty/staff responses, respectively. Among transgender respondents to the survey, 40 percent said UNF does not give enough attention to LGBT student issues.
**Table 25**  
2010: Level of Attention Given to LGBT Issues – Student Opinions

<table>
<thead>
<tr>
<th>Level of attention to LGBT issues</th>
<th>Heterosexual Students N=2124</th>
<th>LGBQ Students N=387</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Overall %</td>
<td>% with opinions</td>
</tr>
<tr>
<td>Enough</td>
<td>968</td>
<td>46%</td>
</tr>
<tr>
<td>Too little attention</td>
<td>260</td>
<td>12%</td>
</tr>
<tr>
<td>No opinion</td>
<td>858</td>
<td>40%</td>
</tr>
<tr>
<td>No response</td>
<td>38</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Table 26**  
2010: Level of Attention Given to LGBT Issues – Faculty/Staff Opinions

<table>
<thead>
<tr>
<th>Level of attention to LGBT issues</th>
<th>Heterosexual Faculty/Staff N=489</th>
<th>LGBQ Faculty/Staff N=62</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Overall %</td>
<td>% with opinions</td>
</tr>
<tr>
<td>Enough</td>
<td>232</td>
<td>47%</td>
</tr>
<tr>
<td>Too little attention</td>
<td>58</td>
<td>12%</td>
</tr>
<tr>
<td>No opinion</td>
<td>193</td>
<td>40%</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>1%</td>
</tr>
</tbody>
</table>

**USE OF LGBT RESOURCE CENTER**

Since the 2005 campus climate survey, the university established a full-time staffed LGBT Resource Center in 2006, which moved to the Student Union upon the building’s completion in 2009. Three questions on the 2010 survey asked whether respondents were aware of the center, whether they used any services or attended activities sponsored by the center, and whether they found the center’s offerings helpful. Tables 27 and 28 offer the results to these questions.

A strong majority of survey takers across all groups — nearly 7 in 10 (68 percent) — reported awareness of the center, with very high awareness among faculty and staff (83 percent) and LGBQ students (84 percent). Highest use of the center’s programs, services and events was reported among transgender respondents (67 percent), LGBQ faculty and staff (50 percent) and LGBQ students (38 percent). Even though the LGBT Resource Center is sometimes incorrectly perceived as exclusive to LGBT individuals, 16 percent of heterosexual faculty/staff reported utilizing the center, as did 10 percent of heterosexual students.
More than two-thirds of faculty/staff and LGBQ students agreed or strongly agreed that they found the programs and activities provided by the center to be helpful. Fifty-four percent of transgender respondents agreed or strongly agreed with that statement. Ninety percent of heterosexual students marked strongly agree, agree or neutral. Eight percent of heterosexual students marked strongly disagree, though the variety of homophobic comments reported throughout the survey responses casts doubt on whether all survey takers were actually in a position to rate their satisfaction with the resources provided by the center.

Table 27
2010: Awareness and Use of the LGBT Resource Center

<table>
<thead>
<tr>
<th>Awareness/use of the LGBT Resource Center</th>
<th>Heterosexual Students</th>
<th>LGBQ Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=2124</td>
<td>#  %</td>
<td>N=387</td>
<td>N=2511</td>
</tr>
<tr>
<td>Aware of the LGBTRC</td>
<td>1309 62%</td>
<td>325 84%</td>
<td>1634 65%</td>
</tr>
<tr>
<td>Not aware of the LGBTRC</td>
<td>805 38%</td>
<td>61 16%</td>
<td>866 35%</td>
</tr>
<tr>
<td>Used a service or attended an activity/event</td>
<td>208 10%</td>
<td>145 38%</td>
<td>353 14%</td>
</tr>
<tr>
<td>Did not use a service or attend an activity/event</td>
<td>1794 85%</td>
<td>218 56%</td>
<td>2012 80%</td>
</tr>
<tr>
<td>Not sure if used the LGBTRC</td>
<td>117 6%</td>
<td>21 5%</td>
<td>138 6%</td>
</tr>
</tbody>
</table>

Table 28
2010: Helpfulness of the LGBT Resource Center

<table>
<thead>
<tr>
<th>I found the services, programs and activities that the LGBTRC provides helpful</th>
<th>Heterosexual Students</th>
<th>LGBQ Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=2124</td>
<td>#  %</td>
<td>N=387</td>
<td>N=2511</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>75 15%</td>
<td>63 30%</td>
<td>138 19%</td>
</tr>
<tr>
<td>Agree</td>
<td>138 27%</td>
<td>74 36%</td>
<td>212 29%</td>
</tr>
<tr>
<td>Neutral</td>
<td>252 49%</td>
<td>61 29%</td>
<td>313 43%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9 2%</td>
<td>8 4%</td>
<td>17 2%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>43 8%</td>
<td>2 1%</td>
<td>45 6%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1585 73%</td>
<td>179 44%</td>
<td>1764 73%</td>
</tr>
</tbody>
</table>
IMPROVING THE CAMPUS CLIMATE

The final question on the survey asked respondents to offer their suggestions of how UNF can improve the campus climate for lesbian, gay, bisexual and transgender people. Participants gave a range of responses to this question.

Many respondents said they did not know (or care) how to improve the campus climate. Some indicated that they did not know because they thought that the climate was already neutral or positive (based on existence of the LGBT Resource Center, for example), or that there is no way to change personal beliefs. Many claimed they did not know because they do not identify as LGBT. A larger number of respondents said the climate should not be improved or that any efforts to improve campus for LGBT people would be “special rights,” would discriminate against heterosexuals or would provoke backlash. Participants responses include:

- “UNF is just as accepting of lesbians, gays, bisexuals, and transgenders as they are every one else, so there is absolutely no need to change anything.”
- “UNF seems to be already very accepting towards the LGBT community. There is nothing noticeable that I would want to be changed for their cause.”
- “I don't think there is a great need for improvement. I think UNF needs to be careful how much attention and special treatment/resources are provided to LGBT people for the sake of preventing a sort of jealousy from heterosexual people.”
- “I do not feel that anything else has to be done. Because there is an LGBT center and it openly accepts everyone, I believe that there's nothing else needed.”
- “I didn’t even know there was a problem.”
- “I really do not know. I am only in my first semester at UNF, so I haven't had a lot of chances to see anything, but it does seem like UNF is accepting of most people.”
- “Such insults are left in high school. For the 5 weeks I have attended UNF, I have not witnessed any kind of harassment of sexual orientation.”
- “Do nothing. Why are they more special than anyone else?”

Several respondents said that problems would go away if the campus would avoid focusing on LGBT people specifically (for example, by not administering a climate survey). Somehow, it is assumed, examining the campus climate or calling attention to homophobia on campus is viewed as creating the problem. This is a rather narrow perspective in light of the many incidents of homophobic harassment reported by LGBT respondents in this survey (that, necessarily, took place before the survey was administered). There were also several responses that UNF should only focus on what occurs in the classroom, which — according to these respondents — would not include LGBT people or concerns. Some responses included:

- “Quit worrying about it, we are all people, take the focus off of it and others will too.”
- “I don't agree that special attention needs to be paid.”
- “Leave well enough alone.”
- “I don't think it is at all necessary to draw unneeded attention to this issue.”
- “Do not categorize them. This survey was not a good thing to do if you want LGBT to feel equal.”
- “Not put so much emphasis on it. I am personally offended by the amount of time and effort devoted to this group.”
• “To be accepted, one needs to be likeable and approachable, not a radical trying to make a statement.”

Others suggested expansion of current resources (specifically the LGBT Resource Center), publicity of current resources, and offering new resources to combat homophobia and increase understanding:

• “Institutional leadership, especially the President, should make strong public statements of support for [the] LGBT community both in campus forums and in the city at large.”
• “They could make their events and services more widely known.”
• “Increase funding to the LGBT Resource Center.”
• “More resources put towards the center as far as staffing.”
• “By creating a safe place, UNF stepped up to help diversity and minorities on campus. However, the facility is hidden, no one can really see it and there must be a better place with better visibility on campus.”
• “Move the LGBT center to an area that is alot bigger and easier to find like where the Women's Center used to be. The location it is in right now is pretty much where no one can find it and it is pretty much a closet.”
• “I'd really like to see more unisex bathrooms; reducing the stark line between males and females will enable those who do not fit into set categories to be more comfortably integrated into the UNF community.”
• “I believe that the LGBT Resource Center needs to continue to conduct Ally training so there can be more Safe Spaces across campus for the LGBT community.”
• “Open dialogue about differences, acceptance and exposure to expand cultural awareness and issues facing this particular community.”
• “More visibility of our campus staff who are openly LGBT. By showing that the authority on campus (staff/faculty) are accepting of LGBT peers, we set an example for students to live by.”
• “It would be great to see more conversation about the needs and treatment of LGBT people across the institution instead of in isolated pockets (e.g., LGBT Resource Center, Residence Life, Sociology, etc.).”
• “I believe that having more conversations about the GLBTQ community would help. People could be afraid to ask questions because they are afraid they may offend someone or be looked at differently.”
• “Introduce a gay fraternity on campus.”
• “Perhaps the LGBT center could focus more on giving the bisexuels a voice, they tend to be the most quiet group.”
• “I think the LGBT Resource Center should be more openly advertised. I overheard something about it but I don't think that people on campus know enough about it.”
• “I think the LGBT Resource Center is a huge resource for the UNF community and Jacksonville at large. More resources for more visibility for the center.”
• “More social opportunities, especially for incoming freshman. It's hard to meet people of a like mind and situation, especially in terms of the subject of sexual orientation, which most people keep quiet about.”
• “Have more classes that incorporate LGBT aspects.”
• “Have the LGBT center hold more panels in classes. Make it mandatory that sororities and especially fraternities participate in educational panels held by the LGBT center. I feel like most of the hostility and discrimination I have faced at UNF has been from men in fraternities.”

Some respondents said the climate was already positive and that resources that are offered should be continued:

• “I urge the UNF LGBT Resource Center to continue with their necessary work.”
• “I think the campus is doing a really good job in accepting everyone and making them feel accepted. Keep up the good work!”
• “I believe the [LGBT] Resource Center has done an excellent job. Improvement needs to come within one’s personal feelings.”
• “I think this campus is doing a great job so far. It's a lot better here than it is in other places I've been.”
• “I think it’s great there is center for LGBT people at my campus. I think it shows everyone is welcome at UNF no matter what differences they might think they have.”
• “I feel that this survey speaks for itself that UNF tries to improve campus climate for LGBT.”
• “It seems that UNF is doing a good job trying to make students and faculty aware of LGBT rights.”

As in other portions of the survey, some respondents gave blatantly homophobic/anti-LGBT responses:

• “Tell them to not be so open about their wrongdoing and they will be alright!”
• “Perversion is not something that should be accepted anywhere.”
• “Homosexuality should not be fostered or allowed.”
• “How about quitting shoving down their lifestyles down our throats? I don't care what they do in the bedroom but do they need to flaunt it? In fact, I think that they are coddled here at UNF. They are not a special group. Everyone should be treated with respect instead of being singled out for ‘special’ treatment.”
• “Kick them all out.”
• “Not sure why you are spending so much time and effort on such a small minority group that does not fit within the social norms that society has developed.”
• “I believe UNF can be a beacon of hope for people to change from living that kind of a life by promoting prayer and study of God's Holy Word.”
RECOMMENDATIONS

After reviewing results from the climate survey as well as the 2006 report on the campus climate for LGBT people, the Committee on LGBT Equity drafted recommendations for the university community to become a more inclusive environment for LGBT students, faculty and staff, and to encourage knowledge and expression of gender and sexual orientation.

POLICY RECOMMENDATIONS

- Include gender identity and expression in the university non-discrimination policy. (Also recommended in 2006.)
  
  o Responsible: Office of the President

- Develop and implement a formal procedure for reporting LGBT-related bias/harassment incidents.
  
  o Responsible: Equal Opportunity Programs; LGBT Resource Center

- Formally assess the campus climate for gender and sexual orientation at least once every five years.
  
  o Responsible: Office of the President (Commission on Diversity); LGBT Resource Center

- Create, examine and revise housing policies to ensure that LGBT students are treated equitably and their unique needs recognized. (Also recommended in 2006.)
  
  o Responsible: Housing and Residence Life; Student Affairs

- Create an accessible, simple process for students, faculty and staff to change their name and gender identity on university records and documents.
  
  o Responsible: One Stop Student Services; Registrar

- Provide domestic partner health benefits to employees and students.
  
  o Responsible: Human Resources; Student Health Services

- In the absence of pre-tax domestic partner health benefits, gross up employee wages to compensate for the additional tax burden of the health insurance stipend.
  
  o Responsible: Human Resources

- Provide insurance coverage to employees and students that includes hormone replacement therapy for those who are transitioning from one gender to another.
  
  o Responsible: Human Resources; Student Health Services

- Recruit LGBT students to the university.
  
  o Responsible: Admissions

- Recruit LGBT faculty and staff. (Also recommended in 2006.)
  
  o Responsible: Human Resources; Provost/Academic Affairs; Equal Opportunity Programs

- Fully integrate LGBT equity concerns within the Office of Equal Opportunity Programs. (Also recommended in 2006.)
  
  o Responsible: Equal Opportunity Programs

CURRICULAR RECOMMENDATIONS

- Encourage the inclusion of LGBT content throughout the curricula. (Also recommended in 2006.)
• **Responsible:** All faculty; Provost/Academic Affairs

**Create an LGBT studies certificate program, minor and/or major program of study.**

• **Responsible:** Provost/Academic Affairs; Arts and Sciences

**Highlight courses that include significant LGBT content.**

• **Responsible:** Provost/Academic Affairs

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**CAMPUS RESOURCE RECOMMENDATIONS**

• **Fully fund and staff the LGBT Resource Center to effectively carry out its mission and implement selected recommendations in this report.**
  
  • **Responsible:** Office of the President; Student Affairs

• **Increase the number of faculty and staff participating in Safe Space training and expand the Safe Space Affiliates network.**
  
  • **Responsible:** All faculty/staff; Center for Professional Development and Training; LGBT Resource Center

• **Include LGBT resources and information in all student, faculty and staff orientation and welcome programs.**
  
  • **Responsible:** Provost/Academic Affairs; Human Resources; Admissions/Orientation

• **Expand the number of gender-neutral, single-occupancy restrooms/facilities throughout campus.**
  
  • **Responsible:** Campus Planning, Design and Construction; Physical Facilities

• **Create and enhance LGBT-inclusive and LGBT-specific counseling/support groups.**
  
  • **Responsible:** Counseling Center; LGBT Resource Center

• **Ensure that health services/testing are inclusive of LGBT concerns.**
  
  • **Responsible:** Student Health Services; Health Promotions

• **Increase institutional support for Pride Club and other LGBT-related student organizations.**
  
  • **Responsible:** Student Affairs

• **Develop mentorship programs for LGBT students.** (Also recommended in 2006.)
  
  • **Responsible:** LGBT Resource Center with faculty/staff support

• **Encourage LGBT faculty and staff to begin their own group/association.** (Also recommended in 2006.)
  
  • **Responsible:** Office of the President; Commission on Diversity (support/funding)

• **Encourage the creation of an LGBT alumni group recognized by the UNF Alumni Association.**
  
  • **Responsible:** Alumni Services

• **Create scholarships for students who are involved in and supportive of the LGBT community on campus.**
  
  • **Responsible:** Institutional Advancement; LGBT Resource Center

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**DIVERSE STUDENT POPULATION RECOMMENDATIONS**

• **Create and enhance resources for students of color who identify as LGBT.**
  
  • **Responsible:** All divisions/departments; Student Affairs; Intercultural Center for PEACE; LGBT Resource Center

• **Create and enhance resources for students with disabilities who identify as LGBT.**
• **Create and enhance resources for international students who identify as LGBT.**
  o Responsible: All divisions/departments; Student Affairs; International Center; LGBT Resource Center

• **Create and enhance resources for religious/non-religious students who identify as LGBT.**
  o Responsible: All divisions/departments; Student Affairs; Interfaith Center; LGBT Resource Center

• **Create and enhance resources for student athletes who identify as LGBT.**
  o Responsible: All divisions/departments; Athletics; Student Affairs; LGBT Resource Center

• **Create and enhance resources for student veterans and active duty military who identify as LGBT.**
  o Responsible: All divisions/departments; Student Affairs; Military and Veterans Resource Center; LGBT Resource Center

• **Create and enhance resources for graduate students who identify as LGBT.**
  o Responsible: All divisions/departments; Graduate School; Student Affairs; LGBT Resource Center

• **Create and enhance resources for students who are members and prospective members of fraternities and sororities who identify as LGBT.**
  o Responsible: All divisions/departments; Student Affairs; Fraternity and Sorority Life; LGBT Resource Center
REFERENCES


APPENDIX 1: SURVEY INSTRUMENT

1a. E-mail invitation to all UNF students, faculty and staff

From: Institutional Research
Subject: Campus Climate Survey: Sexual Orientation and Gender Identity/Expression

Dear UNF Students, Faculty and Staff:

The Commission on Diversity at the University of North Florida is interested in learning what you think about the current campus climate regarding sexual orientation and gender identity/expression. We are interested in your perspective and experiences so that we can develop a more welcoming environment for all.

We are requesting your participation, regardless of your sexual orientation and gender identity, in a brief survey. The survey should take no more than 10-15 minutes of your time. Participation in this study is entirely voluntary and you may withdraw from the study at any time. By accessing the link below, you are over the age of 18 and acknowledge your informed consent. All data will be kept confidential within the Office of Institutional Research, unless otherwise required by law, and data shared with the Commission on Diversity will be de-identified and anonymous. Data will be reported in aggregated form and will not be linked to specific individuals.

To participate in the survey, please click this link:
Campus Climate Survey: Sexual Orientation and Gender Identity/Expression

Your views and beliefs are important to us. If you have any questions, feel free to contact Ryan Miller, chair of the Subcommittee on LGBT Equity, at ryan.miller@unf.edu or 904-620-2939. This project was reviewed by the UNF Institutional Review Board and was granted a waiver (#10-093).

1b. Survey instrument

Campus Climate Survey: Sexual Orientation & Gender Identity/Expression

1. How would you describe the overall campus environment for gay, lesbian, bisexual, and transgender people at UNF?
   - Very accepting
   - Somewhat accepting
   - Neutral
   - Somewhat unaccepting
   - Very unaccepting
   - Do not know

2. In your opinion, how likely are each of the following groups to experience prejudice on campus based on sexual orientation or gender identity/expression?

   Bisexual persons
• Very likely
• Somewhat likely
• Neutral
• Somewhat unlikely
• Very unlikely
• Do not know

Gay men
• Very likely
• Somewhat likely
• Neutral
• Somewhat unlikely
• Very unlikely
• Do not know

Lesbians
• Very likely
• Somewhat likely
• Neutral
• Somewhat unlikely
• Very unlikely
• Do not know

Transgender persons
• Very likely
• Somewhat likely
• Neutral
• Somewhat unlikely
• Very unlikely
• Do not know

3. Since you first arrived at UNF, would you say that treatment of lesbian, gay, bisexual, and transgender people has become:
• Better
• Worse
• About the same
• Do not know

4. While attending or employed at UNF, have you personally experienced any of the following because of your actual or perceived sexual orientation or gender identity/expression? (Please check all that apply)
• Verbal harassment
• Physical assault
• Sexual harassment
• Threats
• Graffiti
• Jokes
• Employment problems
• Pressure to keep silent
• Refusal of friends/coworkers to associate with you
• Pressure to leave campus housing
• Vandalism/property destruction
• Denial of services
• Pressure to change research, academic projects or work activities
• Preferential treatment
• None of the above
• Other (Please specify)

Please describe the incident(s) you personally experienced in Q4.
(Free response field)

5. While attending or employed at UNF, have you witnessed any of the following because of sexual orientation or gender identity/expression? (Please do not include any actions directed at you personally.) (Please choose all that apply)
• Verbal harassment
• Physical assault
• Sexual harassment
• Threats
• Graffiti
• Jokes
• Employment problems
• Pressure to keep silent
• Refusal of friends/coworkers to associate with you
• Pressure to leave campus housing
• Vandalism/property destruction
• Denial of services
• Pressure to change research, academic projects or work activities
• Preferential treatment
• None of the above
• Other (Please specify)

Please describe the incident(s) you witnessed in Q5.
(Free response field)

6. Have you experienced or witnessed discrimination based on sexual orientation or gender identity/expression at the following locations?
• Your residence (residence hall, apartment, home)
• Classrooms and classroom buildings
Campus library
- Student Union
- Campus recreational or athletic facilities
- The green
- Other locations on campus (Please specify)
- Off campus in Jacksonville
- None of the above

7. Have you experienced or witnessed discrimination based on sexual orientation or gender identity/expression from any of the following groups?
- From students
- From faculty
- From staff
- From others (Please specify)
- None of the above

8. Please use Yes/No/Do not know to indicate your understanding of the following issue

Do you believe that harassment on campus at UNF is serious enough to cause gay, lesbian, bisexual, or transgender students/faculty/staff to fear for their safety?
- Yes
- No
- Do not know

Do you believe that being openly LGBT would harm a faculty/staff member's chances of promotion at UNF?
- Yes
- No
- Do not know

Do you believe that UNF gives enough attention to gay, lesbian, bisexual and transgender students' issues?
- Yes
- No
- Do not know

9. Are you aware of the UNF Lesbian, Gay, Bisexual, and Transgender Resource Center?
- Yes
- No

10. Have you used any service or attended any activity/event sponsored by the UNF LGBT Resource Center?
- Yes
- No
11. I found the services, programs, and activities that the Lesbian, Gay, Bisexual, and Transgender Resource Center provides helpful.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree
   - Not Applicable

12. How could UNF improve the campus climate for lesbian, gay, bisexual, and transgender people? (Free response field)

13. What is your primary affiliation/status at UNF?
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate/professional student
   - Faculty
   - Staff
   - Other (Please specify)


15. How do you identify your sexual orientation?
   - Bisexual
   - Gay
   - Heterosexual
   - Lesbian
   - Queer
   - Questioning/not sure
   - Other (Please specify)

16. How do you identify your race?
   - American Indian
   - Asian
   - Black
   - Hispanic
   - White
   - Other (Please specify)
17. What is your age?
   - 18-24
   - 25-34
   - 35-44
   - 45-54
   - 55-64
   - 65 or above

18. How do you identify your gender?
   - Female
   - Female-to-male transgender
   - Genderqueer
   - Intersex
   - Male
   - Male-to-female transgender
   - Other (Please specify)

19. Do you have a disability that substantially limits a major life activity (such as seeing, hearing, learning, walking)?
   - Yes
   - No

20. (Student Only) Where do you live currently?
   - On campus residence halls
   - Off campus housing

21. (Student Only) Are you an international student?
   - Yes
   - No

For more information on services, resources and programs on sexual orientation and gender identity at UNF, please contact the LGBT Resource Center at www.unflgbt.com or by phone (904-620-4720) or email (unflgbt@unf.edu). The LGBT Resource Center is located in the Student Union, Building 58E/1111.

If you would like to report any incidents of discrimination or harassment, please contact Equal Opportunity Programs (904-620-2507). Equal Opportunity Programs is located in Daniel Hall, Building 1/2400.
APPENDIX 2: “LGBT RESOURCE CENTER HELPS TRANSFORM CAMPUS CLIMATE”

LGBT Resource Center helps transform campus climate
Article from UNF Inside, March 2011
By Julianna Williams

This past fall, a string of suicides by gay youth, including two college students, impacted communities around the nation and called attention to the devastating consequences of anti-gay bullying. It also called attention to the importance of having a strong support system on college campuses for those who identify as lesbian, gay, bisexual and transgender (LGBT), as well as widespread acceptance.

In response to the news, a special Campus Update went to students, faculty and staff to remind the campus community of UNF’s core values, including diversity, mutual respect, civility and ethical conduct. It also encouraged anyone who had been affected by harassment or discrimination to contact Equal Opportunity Programs, the LGBT Resource Center or the Counseling Center on campus for assistance. In addition, the campus community was invited to take part in a candlelight vigil to remember victims of bullying who felt suicide was the only way out.

Fortunately, the majority of faculty, staff and students at UNF who identify as lesbian, gay, bisexual or transgender report that the overall campus environment is accepting of them, according to preliminary data from a campus climate survey conducted in 2010. Sixty-four percent of LGBT faculty and staff and 60 percent of LGBT students reported the UNF campus community is either very accepting or somewhat accepting. Those numbers are up from 2005, when only 16 percent of LGBT faculty and staff and 29 percent of LGBT students felt the campus environment was accepting.

The Committee on Equity and Civility, in collaboration with the UNF Public Opinion Research Laboratory, originally conducted the survey in 2005 to examine the campus climate on gender and sexuality. The survey also asked respondents about experienced and observed bias against and harassment of LGBT students, faculty and staff. They were asked if they had experienced or witnessed verbal harassment, physical assault, sexual harassment, threats, anti-gay graffiti or jokes, employment problems (for faculty and staff), pressure to keep silent, refusal of association by friends or colleagues or pressure to leave campus housing (for students).

Of those responding to the 2005 survey, 61 percent of LGBT faculty and staff and 54 percent of LGBT students reported experiencing at least one form of harassment at UNF — and 26 percent of LGBT students and 25 percent of LGBT faculty and staff felt that they had cause to feel unsafe on campus.

Following the analysis of the original survey, two members of the Committee on Equity and Civility worked with a panel of 17 faculty, staff and students who identified as LGBT to make more than a dozen specific recommendations to improve the campus climate. Among them was to provide a full-time coordinator for an on-campus LGBT resource center, to increase the number of safe or
welcoming places for LGBT students and to open UNF’s curriculum to discussion and acknowledgment of sexual orientation.

All of those recommendations were transformed into results with the establishment of the LGBT Resource Center five years ago.

“UNF is one of only two universities in the state with an LGBT Resource Center [along with University of Florida] and others want to know how we got it done so smoothly, so successfully,” said Dr. Mauricio Gonzalez, vice president of Student and International Affairs and former chair of the Equity and Civility Committee, which has since been replaced with the Commission on Diversity. “I think the answer is just that you have to be passionate about it. We’ve been very fortunate that the community seems to be very accepting of what we’re doing. As a University that embraces the values of promoting mutual respect, civility and diversity, it is only natural that our community would embrace the center’s mission.”

Ryan Miller has served as the LGBT Resource Center’s coordinator for more than 18 months and has been consistently working more than 50 hours per week to ensure the center accomplishes its vision, mission and goals. The center also employs a part-time program assistant and student assistants — and solicits quite a bit of help from volunteers as well.

“The center is here on campus as a resource to all students, faculty and staff around issues of sexuality and gender,” Miller said. “We have an educational mission, first and foremost, to educate the campus community on LGBT issues and reduce homophobia. And we also serve the role as a safe space on campus for those who identify as LGBT or who are allies to the community.”

He said the educational component is probably the most important task of the center because it opens minds, dispels myths and stereotypes and raises the visibility of LGBT issues in the community.

“One of our most successful programs is our Speakers’ Bureau. Through that program I go into classrooms with a panel of students, do a short presentation and have the panel talk to the class to share their experiences,” Miller said. “We do kind of an LGBT 101 with each specific class, whether it’s history, psychology or public health, making it relevant to them and their curriculum.”

Through the Speakers’ Bureau program, students have an opportunity to ask questions and have open conversations with the panelists in a non-threatening and engaging environment. “Depending on where they’re from and what they’ve been exposed to, students have different levels of awareness of LGBT issues,” Miller said, “so for some people, it’s really an important milestone.”

Other ways the center accomplishes its educational mission is by hosting national and local guest lectures on gender, sexuality and diversity; Living with Pride discussion series on healthy living; workshops and training sessions for faculty, staff and students; and a variety of events on campus during Coming Out Week and LGBTQ (lesbian, gay, bisexual, transgender and queer) Awareness Days as well as other events both on and off campus throughout the year.

A more visible program the center presents is the “Gay? Fine By Me” t-shirt campaign, during which the entire campus community is encouraged to don brightly colored (and free) t-shirts to announce their acceptance of those who are gay.
Miller said the campaign is a fun way to get their message across to a more mainstream audience, but that does cause a splash sometimes. “My hope is that people can wear those t-shirts and it doesn’t have to be this strong statement or this outlandish thing, that it would just be recognized as part of our campus, part of our world that we’re living in and that the LGBT community is vitally important to UNF,” he said.

Another vitally important function of the LGBT Resource Center is to provide a safe space on campus for LGBT students, faculty and staff and their allies. “It’s just a space where you can bring your whole authentic self to the table, including your gender and your sexual orientation, to not feel like you’re going to be harassed, judged, tokenized or stereotyped in any way,” Miller said. “We serve that safe space role at the center, but another part of what we do is try to make the entire campus a safe space through our programs, trainings and events.”

The center itself, located on the ground floor of the Student Union’s east wing, is a very welcoming space, with couches and comfortable chairs for students to lounge on between classes, during lunch breaks or whenever they have extra time to hang out with friends. There’s also a resource library with more than 500 books, DVDs and other resources that have some relevance to the LGBT community and its allies.

Since the inception of the center in 2006, numerous strides have been made toward transforming the campus into a safe and supportive environment for the LGBT community: the UNF non-discrimination policy now prohibits discrimination on the basis of sexual orientation and gender; in 2010, domestic partner benefits were expanded to include a stipend to offset the cost of health insurance for same-sex partners of University employees, and other partner benefits include the use of University facilities, leave time and tuition reimbursement; gender-neutral restrooms are now located in several buildings throughout campus; Safe Space stickers are now displayed on the doors and windows of numerous office and classrooms across campus; and UNF now offers several academic courses that address gender and sexuality.

Natalie Nguyen, who works 30 hours a week as program assistant for the LGBT Resource Center, remembers what it was like on campus before the center had been established. “I was a student at this campus, working on my second bachelor’s degree, before the center was created and I do remember that the campus didn’t feel very safe, that it was not accepting, and that as a student, I didn’t feel like a part of the campus community,” she said. “I feel the LGBT Resource Center is very important to this campus and our programs, services and ability to create a safe space for LGBT and ally students is an integral factor to our University’s vision.”

Miller also feels the campus community has begun to undergo a transformation into a more accepting and open environment. “I think it’s a mixed climate still but we’ve really come a long way,” he said. “There’s been a lot of progress and a lot of improvement, particularly in the past five years since the center opened. Preliminary results from the campus climate survey that was conducted in October seem to paint the picture that things are getting better on campus, that there’s more visibility, more awareness and fewer instances of harassment and discrimination being reported, so it looks like we’re making progress.”

Miller’s assessment is based on preliminary observation of the 2010 campus climate survey. Official results/data will be available to the campus community by the end of the spring semester.