

## **Proposal for a GLBT Center at NC State University**

**Submitted by**  
**The GLBT Subcommittee of the University Diversity Advisory Council**

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## **Executive Summary**

### **Background**

Gay, lesbian, bisexual and transgender (GLBT) students, faculty and staff at NC State University experience a very different campus from their non-GLBT peers. This proposal, developed by a task force of the GLBT Subcommittee of the University Diversity Advisory Committee, provides evidence for the need to establish a GLBT Center at NC State to provide resources and support for the GLBT members of our community, as well as programs to increase the awareness and sensitivity of the rest of the campus. The evidence provided is derived from literature on the experiences and condition of GLBT youth, including college students, and results from two recent studies conducted on campus—a 2003 survey of GLBT students, and the 2004 Diversity Climate Survey conducted by University Planning and Analysis. Key points within the information being presented include the following:

- Suicide statistics show that GLBT youth are three times as likely to attempt or commit suicide, but GLBT youth who are in supportive, accepting environments are less likely to do so
- GLBT students at NC State report a significantly higher level of fear for their physical safety than non-GLBT students
- Climate issues at NC State that need attention range from the everyday incidence of hurtful and hateful language targeting GLBT students, including in the classroom, to blatantly homophobic and intolerant behavior on the part of faculty, staff and students

### **Mission and Functions**

The opportunities a GLBT Center on campus provides to effectively address the issues outlined are well documented. NC State is among only three of our peer institutions that does not have a center. Locally, Duke and UNC-Chapel Hill have well-established GLBT centers staffed by masters and doctoral level staff as well as graduate and undergraduate students. The mission and functions proposed for a GLBT Center at NC State are

- 1) To provide a safe and welcoming space on campus for the GLBT community and their allies.
- 2) To serve as a resource center.
- 3) To educate the GLBT and larger university communities.
- 4) To represent the GLBT community and serve as its advocate.

### **Resources Needed**

The GLBT Center proposed will be organizationally located in Student Affairs, in which division most of the current programming and support resources are located, with funding provided jointly between Academic Affairs and Student Affairs. Total start-up and continuing costs are estimated at less than \$200,000. As the GLBT Center develops an established, essential niche on the campus, additional resources will be needed. However, the stated amount will provide an excellent foundation for the work that must be done to make NC State a truly excellent university in a critical aspect.

## Introduction

During the 1960's and 1970's the U.S. witnessed huge changes as liberation movements swept the country and significant subsets of our population began to speak out in greater numbers. The African-American and Women's Movements were foremost, but a small fraction of gays and lesbians began to be more visible and vocal too. Society has responded in different measures to these groups over time and according to the region of the country, but, in general, decades later we still see "a work in progress."

One favorable development has been the evolving realization that diversity is desirable in and of itself. On university campuses, centers have been widely established to recognize this diversity and to enrich the experiences of African-Americans, women, and other groups, and to highlight their many contributions to society. In that same spirit, universities began in the 1980's to create gay/lesbian centers. The pace accelerated in the 1990's with many more universities following suit, and it is now very common for a major university to have such a center. Of the 16 universities that North Carolina State lists as its peer institutions, all but three have a center of some sort, with almost all having a paid staff, including a director. At the local level, both UNC-CH and Duke have such staffed centers, both employing two EPA level staff, as well as graduate and undergraduate student employees.

Although the initial focus of these centers was on gays and lesbians, this was soon broadened to include bisexuals. In addition, they typically try to serve the needs of transgender individuals, although their issues may be quite different from those of gays, lesbians, and bisexuals, and indeed many transgender individuals are heterosexual. Nowadays, it's common to speak of a GLBT center (with various permutations of the letters possible), and we will use that acronym for convenience. We could certainly include additional letters, as these centers provide essential services to those who are questioning their sexual identity (Q) or are allies (A) of the basic GLBT community. (Note: Q is also used by some to refer broadly and in a non-negative sense to "queer.") Of course, whatever it's called, a GLBT center not only serves its core constituency, but also contributes to important educational goals for the entire university community. It serves undergraduates as well as graduate students, faculty, and staff.

By this document we, the GLBT Subcommittee of the university's Diversity Advisory Committee, are proposing that NC State establish a GLBT center on campus, one with suitable space and staffing, and sufficient resources for its effective functioning. To do so would be entirely consistent with the university's stated diversity platform and current programs. There is also ample precedent; the university has already recognized the needs of many of its constituencies who have particular identities by establishing centers/offices for them. These include the African-American community, women, persons with disabilities, and international students and scholars. To establish a GLBT center on campus would be to take a next step toward becoming a more supportive, welcoming, and enlightened diverse community.

The size of the core constituency of a GLBT center is impossible to know. Visible or "out" members of the population are clearly just the tip of the iceberg. Most GLBT students, faculty, and staff see the climate for GLBT individuals as unwelcoming, even hostile, so remain "closeted." Estimates in the neighborhood of 10% of the population being GLBT are commonly

heard; if such estimates are approximately correct, then the core constituency for a GLBT center on our campus would rival the size of our African-American constituency.

Although those who are comfortably “out” would certainly use, enjoy, and benefit from having a GLBT center on campus, the need for a center is arguably greatest for the larger numbers who are not comfortably out. A GLBT center can provide direct services to the GLBT community, but also has the potential to profoundly improve the campus climate for GLBT individuals and issues, and that is key. The bottom line is that the very presence or absence of a GLBT center on a university campus speaks volumes about that university’s view of and commitment to this constituency, and plays a pivotal role in determining the campus climate for the GLBT and questioning population.

## **Campus Climate**

### **Importance of Campus Climate**

Campus climate affects everyone, but is especially critical in the emotional and intellectual development of the undergraduates. All undergraduates are dealing with issues of self-identity and self-acceptance, but there are added complexities for GLBT students. In many ways and in many contexts they have gotten messages that being gay, lesbian or bisexual is (at best) second best or, in some cases, completely unacceptable, and that homophobia will be not only be tolerated, but may even be encouraged (see, e.g., Human Rights Watch, 2001). These messages have been delivered in their families, churches, schools and communities. Many young people have been ridiculed, taunted, and bullied because they were thought to be gay or lesbian, or they have witnessed others being victimized and have then retreated further into the closet. At colleges and universities across the nation they continue to face institutionalized heterosexism and homophobia, even in the classroom. For many, the homophobia and heterosexism they face may also be entangled with other “isms,” including sexism and racism.

A fraction of our GLBT students are remarkably self-assured and resilient in dealing with this pervasively hostile climate, but it takes its toll on many others in a variety of ways. Many fear loss of friendships and rejection by their families should their sexual orientation become known, so they remain closeted. For better or worse, the invisibility of GLBT people gives them a unique window on the particular “ism” they face, heterosexism. In the absence of signs to the contrary, there’s a presumption of heterosexuality. All too often in the presence of GLBT people, non-GLBT “friends” and family members unwittingly crack homophobic jokes, make homophobic comments, and presume personal relationships are all “straight.” The GLBT individual feels increasingly isolated, alienated, and perhaps at risk. The possibility of being invisible as a GLBT person may seem at times like a blessing, but it can also be a curse, allowing the individual to pretend (perhaps for a lifetime) to be someone else, rather than to come to terms with the real self. In a 2003 survey of the GLBT participants on NC State’s Bisexuals, Gays, Lesbians and Allies (BGLA) listserve, a student noted “It’s difficult to know when and where it’s ok (i.e. when you won’t get hurt or harassed) to be yourself, talk about your life, etc. There is no way that a gay student on this campus can be themselves [sic] in the same way that a heterosexual student can.” This is just one of the costs of being GLBT in a heterosexist environment.

Depression is particularly common among GLBT students, often leading to increased use of alcohol or drugs, and suicidal thoughts and/or actions. It is reported that the suicide rate for GLBT students is about three times the rate for non-GLBT students of similar age. That statistic alone tells a powerful story, and by itself may be an adequate argument for us to establish a GLBT center at NC State. Additional support for this is provided in a recent study that showed that GLB youth who had strong support systems were much less likely to attempt or repeat an attempt at suicide.

Some GLBT students are concerned for their personal safety. Frequency of physical violence based on homophobia is hard to quantify because it, like rape, is very under-reported. It is said that violence against GLBT individuals is the most under-reported category of crime in the U.S. (see, e.g., Herek, 1993). The threat is certainly real, and concern is fueled by occasional well-publicized incidents like that of a gay student at UNC-CH being seriously beaten on Franklin Street in Spring 2005. In the 2003 study, a respondent noted that, "I feel the main reason why I have not experienced any violence or taunting is because I try to keep my orientation secret... I don't feel that NCSU is a safe place to be openly homosexual." It is hardly reassuring that in North Carolina violence against GLBT individuals, simply because they are GLBT, is not considered a hate crime.

For many GLBT students, the bottom line is emotional pain, alienation, lowered self-esteem, and an increase in a variety of stress-related symptoms. One common consequence of particular concern to the university is lowered academic performance.

Graduate students, faculty, and staff have been and are similarly affected. One important consequence of having GLBT faculty that are largely closeted, is that the GLBT students have very, very few visible role models on campus.

For further discussion related to the previous paragraphs, see D'Augelli, 1993; Garafolo and Harper, 2003; Harper and Schneider, 2003; Human Rights Watch, 2001; Rankin, 1998; Rivers, 2001; Rivers and D'Augelli, 2001; Rosario, Scrimshaw and Hunter, 2005; and Stevenson and Cogan, 2003.

The good news is that university-sponsored support services for the GLBT community have been shown clearly to be helpful. In the long run, a GLBT center can effect positive changes in the overall campus climate. In the shorter term, it can provide important support services and programs, and can buffer many of the negatives that impact our GLBT students, faculty, and staff (see, e.g., Rosario et al., 2001). Many directors of GLBT centers across the country can quote students who have said that their academic careers and even their lives were saved because they had a safe place to go and an understanding person with whom to speak. Unfortunately, we must wonder if we have missed the opportunity to save any lives here? A respondent to the 2003 survey noted that, "one of the most difficult challenges is the frightening lack of resources provided for young college kids who are GLBT."

## The Campus Climate at NC State

NC State's 2004 Student Diversity Climate Survey collected data on a wide range of climate issues. All undergraduate and graduate students were invited/encouraged to provide input, and a total of 3296 undergraduates and 1320 graduate students did so. Of the 3146 undergraduates who declared their sexual orientation, 3045 identified as heterosexual, 99 as gay, lesbian, or bisexual, and 2 as transgender. Of the 1282 graduate students who did so, 1223 identified as heterosexual, 55 as gay, lesbian, or bisexual, and 4 as transgender.

Data from some key questions on this survey are displayed in tables in the Appendix. Because there were so few transgender individuals in the dataset, they are omitted. The GLB students are shown as a group and also separated by gender because homophobia is often directed more strongly at gay men and male bisexuals than at lesbians and female bisexuals.

In brief, responses to Questions 3a ("Feel accepted at NCSU?") and 3c ("Feel like you belong at NCSU?") show that a substantially smaller fraction of GLB students than heterosexual students feel accepted and that they belong at NC State. The males (GB) are even less likely than the females (LB) to feel that they are accepted and belong. Question 3e ("Feel physically threatened at NCSU?") shows that many more of the GLB students, especially the males, either sometimes or always/often feel physically threatened. About 17% of the undergraduate males (GB) and 26% of the graduate student males (GB) express this fear; this is in contrast to about 6% of heterosexuals.

Questions 8g ("Sometimes, faculty make inappropriate jokes/comments about different others."), 8h ("As a student, I have been stereotyped in the classroom.") and 8i ("As a student, I have been exposed to intolerant atmosphere in the classroom.") address critical classroom climate issues. GLB students are substantially more likely than are heterosexuals to report stereotyping and intolerance toward others who are different. Males (GB) consistently report more of these problems than do females (LB).

Responses to Questions 9k (for undergrads) and 10ka (for grad students) (both questions being "Rate campus climate for gay, lesbian, bisexual, and transgender students.") show that perception of the campus climate for GLBT individuals depends greatly on whether the "perceiver" is GLB or heterosexual. About 12% of heterosexuals say the climate for GLBT people on campus is non-supportive, whereas about 50% of GLB respondents find the climate non-supportive. One has to wonder how much that latter percentage might change if we had a GLBT center on campus.

Finally, Question 10kb ("Rate the graduate department for gay, lesbian, bisexual, and transgender students"; question only for grad students) looks at the climate for GLBT graduate students within their departments. Again there is a substantial difference of opinion according to whether the respondent is heterosexual or GLB. Only 5% of heterosexuals believe that the departmental climate for GLBT students is non-supportive. In contrast, 40% of GLB students find the climate non-supportive, with males (GB) again feeling that lack of support more strongly than do the females (LB), 48% versus 27%.

Taken together, the data point out some significant areas of concern: Many of the GLB students do not feel accepted or welcome at NC State. Too many of them, especially GB males, actually fear for their physical safety at times. The classroom climate can be hostile toward those who are different, which constitutes an unhealthy learning environment for everyone. Another quote from the 2003 survey highlights this: "People use discriminatory language in the classrooms. It tends to make me feel that my learning environment is unsafe and unsupportive. Being uncomfortable while learning hinders my retained knowledge on the subject at hand because I tend to constantly worry about those around me instead of the material being presented." Yet another student expresses that "instructors should call out those making comments during their classes." The 2004 climate study shows clearly that perceptions of the campus climate for GLBT individuals are very different for heterosexuals versus GLB respondents; this coupled with the classroom climate concerns suggests a significant level of insensitivity/lack of awareness on the part of the heterosexual majority.

Looking beyond the Student Diversity Climate Survey, it is evident that the campus climate is inhospitable in a number of ways. Some may seem trivial to an outsider, but they all add up. How many times a day does a student who is questioning his sexual orientation have to hear undergraduate males call each other "faggot" as the all-purpose put-down, or "That's so gay" meaning anything seen as lame, stupid or ridiculous, before he concludes that "gay" may not be a label he wants to assume. Overreacting? Need to lighten up? Perhaps. Why don't we all substitute "That's so Greek" for a semester and see how it plays on Greek Court. Other evidence points to deeper hostility toward GLBT identities and issues. The ugly racist and misogynistic epithets and "decorations" of the past have largely disappeared from the Free Expression Tunnel, but it's still open season on the GLBT community there. A respondent in the 2003 survey stated "I have since avoided using that tunnel when walking across campus because I feel, not only hurt, but extremely angry at the persistence of outspoken ignorance on the part of the student body."

A bulletin-board display for Everyone Welcome Here Week in one of the colleges was repeatedly torn down, and unleashed a furious homophobic outburst *by faculty and staff*. Banners proclaiming Everyone Welcome Here displayed around campus have been repeatedly torn down and destroyed. It has been a long time since the president of our student BGLA group was hanged in effigy, but significant homophobia persists and is evident. Is it any wonder that most of our GLBT individuals on campus remain under cover?

Knowing what we know about the climate for GLBT students on our campus, we must ask, are we losing students who might otherwise come here to study? A 2003 survey respondent suggests, "by not recognizing the LGBT community, this university is at a great disadvantage and will continue to not attract LGBT students and their straight allies who recognize that NCSU is living in the past." Straight allies are clearly a demographic to be considered. The number of Gay/Straight Alliance student groups in high schools is on the rise. This is an area of growing interest among prospective students and their parents, who have developed higher expectations for universities of NC State's level of academic excellence to deliver outstanding academic programs in an environment that is safe and supportive for everyone.

One can certainly see many bright spots and some positive movement at NC State. The university is taking a broader view of diversity than it has in the past. Student Affairs, including University Housing, are very concerned about and attentive to the needs of GLBT students. Many GLBT students seek help from the Counseling Center, and are well served. A graduate assistant was funded starting last year specifically to attend to the needs of the GLBT community. Many individual faculty, staff, and students are supportive allies. Project Safe offers valuable sensitivity training on GLBT issues (although very few on campus sign up for the sessions). There is a GLBT student group (although it attracts fewer participants than one might hope). And “The Laramie Project” was staged on campus in Spring 2006 without incident. ***However, all of the above notwithstanding, we lack the breadth of support services, programmatic offerings, coordination and focus that a GLBT center would provide.*** These will be addressed in subsequent sections of this proposal.

### **Mission and Functions of a GLBT Center**

The mission of a GLBT center would be to provide a broad and comprehensive range of support, information, education, and advocacy services for our GLBT students, faculty, and staff. The functions of a GLBT center can be summarized in four broad areas:

- 1) To provide a safe and welcoming space on campus for the GLBT community and their allies.*

GLBT people need a place where they can freely and openly acknowledge their sexual orientation, recognize their same-sex partners, and give voice to the joys and heartbreaks in their love lives, or, simply put, have a place where they can be as open about their sexual orientation as straight people can be about theirs all across campus. They need a place where groups can comfortably meet, perhaps for facilitated discussions, and where individuals can just drop in, hang out, and expect to feel welcome. Currently there is no place on campus for GLBT to congregate where they can be confident that their GLBT status is accepted.

The center could host an open house to welcome new students to campus. And, for allies it could be a place to ask questions about GLBT issues and concerns. The center could provide a place where faculty, staff and students can meet through such activities as informal brown bag luncheons or coffee talks such as are hosted now in the Women’s Center. As noted earlier, our GLBT students are sorely lacking in faculty and staff role models and mentors. The center could also, for example, maintain a confidential list of GLBT faculty and staff to help them identify and meet each other. Peer mentoring, too, could be facilitated through the center.

Professional staff can provide appropriate specialized counseling and, where necessary, assist with referrals to other on- and off-campus resources. Meeting with center staff could be especially helpful to individuals who are questioning their sexual orientation. For some it could provide the opportunity to finally break the silence and give voice to their concerns about coming out to friends and family, their fears, and their experiences with homophobia, transphobia, and institutionalized heterosexism. Counseling could also

be available for students in crisis, perhaps having been threatened or “outed,” suffered the breakup of a relationship with no one to talk to about it, or just learned that they tested HIV positive.

Although the University provides counseling services for all students, GLBT students are more likely to start at the GLBT Center when they find themselves at a point where such is needed. Dr. Richard Tyler, a counselor at the University Counseling Center reports, “It is impossible for the Counseling Center to accurately assess the number of students who seek support around sexual orientation issues due to the ‘invisible’ nature of sexual orientation. From my experience, we see far fewer people coming to the Counseling Center struggling with identity / sexual orientation issues than we see people coming to the Center dealing with having to reveal their sexual orientation to others and having to deal with their reaction. Whereas we can offer counseling and support, a GLBT Center would provide the specialized training and emphasis on a population that quite often is in desperate need of services. It would be a valued addition to the supports that are available and a necessary addition to the supports that are needed yet currently absent.”

*2) To serve as a resource center.*

Resources of special interest to the GLBTA community could be assembled and made easily available: books, videos, and key GLBT publications, perhaps including appropriate academic journals (to be coordinated with the NCSU Libraries). The center could also, for example, be a place to find out about companies that are noted for their GLBT-friendly practices and climate, as well as positions where GLBT individuals are specifically sought.

It could be a place to learn about what’s happening on campus, and about off-campus activities of possible interest, community resources, places to go, and things to do.

The center could coordinate GLBT student panels for classes, residence halls, or other venues. Staff could assist in curriculum infusion efforts on campus.

*3) To educate the GLBT and larger university communities.*

The center could provide outreach to the GLBT community itself, offering programs to explore GLBT issues, identities, histories, culture, and contributions, and fostering a sense of GLBTA community on campus in the process. Programs might, for example, address homophobia, transphobia, and heterosexism and their complex interrelationships with race, ethnicity, religion, class, and culture.

Workshops and symposia on issues of special relevance to the GLBT community could educate and enlighten members of both the GLBTA and broader university communities with a goal of improving the campus climate for GLBT. Some programming might be targeted specifically to undergrads, grad students, or faculty and staff.

Center staff could coordinate events and activities we currently have in place: Everyone Welcome Here Week, National Coming Out Day, and Project SAFE.

Cultural programs could explore the stories and contributions of GLBT individuals across many cultures, races, and classes.

Programs such as those listed in 1) – 3) are currently offered on a very limited basis by the half-time GLBT graduate assistant in Campus Activities, and were offered in the past by volunteer allies and GLBT community members who took time from their other full-time positions on campus to help coordinate a series called Everyone Welcome Here week. The need is great to expand the program offerings, but this requires staff positions focused on this purpose.

*4) To represent the GLBT community and serve as its advocate.*

The center could provide a needed voice for GLBT concerns on campus. It could play a role in leadership development for the GLBT community and an advisory role in the setting of relevant university policy. On an individual basis, staff in the GLBT center will provide students and other members of the GLBT community with referral to other processes and services on campus (for example, the Office for Equal Opportunity, the Counseling Center, the Office of Student Conduct) as needed for support in addressing concerns. The GLBT center staff will also serve as liaison to other campus offices and departments. As a member of the Vice Chancellor for Student Affairs director staff, the GLBT Center director would have established relationships that provide entrée for assisting students with concerns that might arise in the other areas of the Division.

## **The Proposed Center and Its Requirements**

It is clear that NC State requires a GLBT center and that it should be a separate facility. The unique needs of the GLBT community cannot be well served by a broader “diversity umbrella” center. Too many of the functions of a GLBT center depend on staff having very specific training and sensitivities, and on the center being perceived as offering a truly “safe” space. In fact, physical separation from other centers may be essential to make the GLBT center a safe space. Some directors of GLBT centers have expressed the opinion that questioning (Q) students of color who visited their centers would not have done so if the GLBT center had not been separate and independent.

Some GLBT centers are administratively positioned under the Provost’s (or Dean of Students’) Office and some under Student Affairs, more often the latter. We suggest that the GLBT center at NC State have its administrative home with Students Affairs, but be funded jointly by Student Affairs and the Provost’s Office. At NC State, Student Affairs has far more experience in dealing with GLBT individuals and issues, particularly students.

## Staffing Requirements

The center needs a full-time director (EPA), a full-time office assistant (SPA), and a graduate student (20 hours/week) to fully realize its objectives. The Director should have full functional responsibility for planning, directing, controlling, and evaluating LGBT programs, services, budget, staffing, and facilities. The Director will conceptualize, implement, and assume overall responsibility for a wide range of program offerings intended to maximize use of the LGBT Resource Center by the campus community. The Director must have thorough knowledge of the educational process and its relationship to student affairs programs; and will supervise the work of other professional and clerical personnel. Therefore, the Director should have at least a Master's degree, and preferably a doctorate, and appropriate experience.

The office assistant will not only handle most of the clerical work for the center and serve as a welcoming receptionist, but is needed to ensure that the center can remain open at all times during regular business hours. The graduate assistant is currently in place, very busy, and effective. The director, with the graduate assistant's help, would handle most of the center's programs, and, of course, the level of programmatic activity would be much higher after the center opened than it is now. Counseling would be done primarily by the director, who would also refer students as appropriate to the Counseling Center. The GLBT Subcommittee would be willing to assist with development of the job descriptions for these positions.

We recommend that an advisory board be constituted to provide helpful advice and feedback to the director and staff on a variety of issues including policy decisions, strategic planning, and funding.

## Space Requirements

The GLBT Center location is critical to its effectiveness and must provide a balance between visibility that communicates the University's commitment to support the GLBT community, and safety for GLBT or questioning students who are not yet open about their orientation and need a place where they can confidentially and comfortably be who they are. Minimal space requirements are for a large room with two (preferably integral) lockable offices. The large space would house the center's GLBT resources and serve as the principal meeting and mingling space. The director requires a comfortable and necessarily private office; this is where individual or small groups of students could meet with the director, perhaps for confidential counseling. The office assistant needs a modest office where confidential material can be kept out of sight and where business can conveniently continue (conversations, phone calls, etc.) when groups of students are meeting in the larger space.

## Cost

Approximate new costs are as follows:

Director's salary:	\$55,000-65,000 depending on level and experience
+ Est. Benefits	<u>12,650-14,950</u>
Total	\$67,650-79,950

Office assistant's salary:	\$30,000
+ Est. Benefits	<u>6,900</u>
Total	\$36,900
Annual operating Budget:	\$20, 000 - \$25,000
Total new ongoing costs	\$124,550-141,850
Start-up Costs	
Furnishings	\$10,000
Technology	5,000
Resources	3,000
(books, videos, etc.)	<u>          </u>
Total	\$18,000

**Summary**

The case for a GLBT Center at NC State is clear. A final quote from a student participant in the 2003 survey sums it eloquently: "A GLBT Resources Center would be excellent to have... a place that advocates for GLBT students, provides centralized services for the GLBT and allied communities, and a place that provides campus-wide education for faculty, staff, and students."

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## Appendix

### 2004 Student Diversity Climate Survey NC State University

Conducted in January 2004. Data were collected from both undergraduates and graduate students. Sexual orientation is self-identified.

#### **Undergraduates N=3146**

Heterosexual: 3045  
Gay and bisexual men (GB): 48  
Lesbian and bisexual women (LB): 51  
Transgender (T): 2

Gay and lesbian (GL): 41  
Bisexual (B): 58

#### **Graduates students N=1282**

Heterosexual: 1223  
Gay and bisexual men (GB): 31  
Lesbian and bisexual women (LB): 24  
Transgender (T): 4

Gay and lesbian (GL): 26  
Bisexual (B): 29

Data on transgender students is so sparse it is not included in the tables that follow.

(Note: The total numbers of undergraduates submitting surveys was N=3296 and of grad students was N=1320. Incomplete questionnaires reduce effective sample sizes for particular items. For example, data from students who failed to specify their sexual orientation do not appeared in the tables we show. Sample sizes for the following tables are as given above.)

Question 3a: Feel accepted at NCSU? (%)

	Seldom/Never	Sometimes	Always/Usually
<u>Heterosexual</u>			
Undergrads	1.9	10.8	87.3
Grad students	3.2	10.7	86.0
<u>Gay, lesbian, bisexual</u>			
Undergraduates	6.1	22.2	71.7
Male	10.4	18.8	70.8
Female	2.0	25.5	72.5
Grad students	9.1	21.8	69.1
Male	12.9	22.6	64.5
Female	4.2	20.8	75.0

Question 3c: Feel like you belong at NCSU? (%)

	Seldom/Never	Sometimes	Always/Usually
<u>Heterosexual</u>			
Undergrads	4.2	15.0	80.8
Grad students	7.9	17.8	74.3
<u>Gay, lesbian, bisexual</u>			
Undergraduates	9.1	31.3	59.6
Male	12.5	31.3	56.3
Female	5.9	31.4	62.7
Grad students	18.2	23.6	58.2
Male	19.4	22.6	58.1
Female	16.7	25.0	58.3

Question 3e: Feel physically threatened at NCSU? (%)

	Seldom/Never	Sometimes	Always/Usually
<u>Heterosexual</u>			
Undergrads	94.6	4.5	0.9
Grad students	94.4	4.8	0.8
<u>Gay, lesbian, bisexual</u>			
Undergraduates	84.8	14.1	1.0
Male	83.3	16.7	0.0
Female	86.3	11.8	2.0
Grad students	80.0	12.7	7.3
Male	74.2	19.4	6.5
Female	87.5	4.2	8.3

Question 8g: Sometimes faculty make inappropriate jokes/comments about different others. (%)

	Disagree	Neither agree nor disagree	Agree
<u>Heterosexual</u>			
Undergrads	73.5	16.0	10.5
Grad students	74.4	13.4	12.2
<u>Gay, lesbian, bisexual</u>			
Undergraduates	58.6	17.2	24.2
Male	58.3	14.6	27.1
Female	58.8	19.6	21.6
Grad students	58.2	9.1	32.7
Male	51.6	6.5	41.9
Female	66.7	12.5	20.8

Question 8h: As a student, I have been stereotyped in the classroom. (%)

	Disagree	Neither agree nor disagree	Agree
<u>Heterosexual</u>			
Undergrads	64.2	16.0	19.9
Grad students	70.4	15.0	14.6
<u>Gay, lesbian, bisexual</u>			
Undergraduates	50.5	16.2	33.3
Male	52.1	10.4	37.5
Female	49.0	21.6	29.4
Grad students	47.3	25.5	27.3
Male	32.3	29.0	38.7
Female	66.7	20.8	12.5

Question 8i: As a student, I have been exposed to intolerant atmosphere in the classroom. (%)

	Disagree	Neither agree nor disagree	Agree
<u>Heterosexual</u>			
Undergrads	74.7	13.9	11.5
Grad students	82.7	10.0	7.4
<u>Gay, lesbian, bisexual</u>			
Undergraduates	52.0	13.3	34.7
Male	46.8	12.8	40.4
Female	56.9	13.7	29.4
Grad students	50.0	22.2	27.8
Male	38.7	25.8	35.5
Female	65.2	17.4	17.4

Question 9k (undergrads) and 10ka (grad students): Rate campus climate for gay, lesbian, bisexual, and transgender students. (%)

	Non-supportive	Neutral	Supportive
<u>Heterosexual</u>			
Undergrads	10.9	37.8	51.3
Grad students	13.0	44.1	42.9
<u>Gay, lesbian, bisexual</u>			
Undergraduates	47.5	26.3	26.3
Male	47.9	29.2	22.9
Female	47.1	23.5	29.4
Grad students	50.0	38.9	11.1
Male	46.7	40.0	13.3
Female	54.2	37.5	8.3

Question 10kb (grad students only): Rate graduate department for gay, lesbian, bisexual, and transgender students. (%)

	Non-supportive	Neutral	Supportive
<u>Heterosexual</u>			
Grad students	5.1	45.7	49.2
<u>Gay, lesbian, bisexual</u>			
Grad students	39.6	30.2	30.2
Male	48.4	35.5	16.1
Female	27.3	22.7	50.0