2018 Self-Study Report

This survey of Consortium practitioner members contains self-reported data about their identities, employment experiences, campus characteristics, and office operations. It is provided to Consortium members for their use in benchmarking and advocating for increased support. These data were collected from March 19 – April 17, 2018.

Demographics

- 125 participants, representing 27.8% of Consortium practitioner members
- Age: Average age 35, ranging from 23 – 65
- Race/ethnicity: 37 people of color, 87 white people
- Gender identity: 79 cisgender people, 45 transgender/non-binary; 55 women, 40 men, 29 non-binary
- Sexual orientation: 120 LGBTQA, 4 straight
- Disability: 34 people living with a disability, 90 without

Employment and Career

- The majority of participants (88 participants) are full-time staff members, who work at least 75% of their time on LGBTQ-specific work
- 47% of participants have been at their current institution for four years or less
- There is no consistent reporting line for practitioners; however the most common reporting lines involve student affairs.

Office and Institutional Characteristics

- Nearly half of participating campuses were located in urban areas (49.5%, n=50), and close to two-thirds (n=63) were public institutions
- The most common names for member offices include some variation on the LGBTQ initials
- Half of participants (n=50) worked within separate LGBTQ programs, while more than a quarter (n=27) were housed within diversity/inclusion programs
- Most offices are focused on serving undergraduate students, with some attention to graduate students, faculty, and staff. Nearly two-thirds support alumni, and less than half do work to serve community members.

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Introduction

This document is a study of the members of the Consortium of Higher Education LGBT Resource Professionals. The vision statement of the organization is "to envision higher education environments where LGBTQ people, inclusive of all of our intersecting identities, are fully liberated." The mission states that the Consortium is a "member-based organization working towards the liberation of LGBTQ people in higher education. We support individuals who work on campuses to educate and support people of diverse sexual orientations and gender identities, as well as advocate for more inclusive policies and practices through an intersectional and racial justice framework." The Consortium does this through education, empowerment & support, and collaborative engagement.

Self-Study Goals and Process

The Consortium regularly engages in a self-study process in order to learn more about its members. We share this information with our members in order to help them compare their institutions with other similar institutions. It is our hope that the information can help members advocate for increased support and resources. We also hope it will help people who are beginning their careers in this field, as they are provided with information to understand other people's career paths. Previous self-studies were hosted in 2006, 2011, and 2014. Members can download past self-studies from the Consortium website at https://lgbtcampus.memberclicks.net/self-studies

Current Study

This self-study reflects the Consortium's membership as of spring 2018. The questions were based on the previous self-studies, and were modified by the Consortium board during the fall of 2017. Four hundred and fifty people were invited to participate in the Consortium self-study. These are members of the Consortium who are categorized as practitioners, which means their professional roles on a college campus specifically involve providing LGBTQ-related services. Of this number, 125 people completed our online survey, for a response rate of 27.8%. This is a lower response rate than in previous years. The survey was open from March 19 – April 17, 2018.

Survey and Report Construction

The survey was based on questions used in the 2014 self-study. Additional questions were created and reviewed by the 2017 Consortium executive board, with particular contributions from past co-chairs Matthew Bruno and Demere Woolway. The full survey text is available in the appendix to this document. The survey was approved by the Johns Hopkins University Homewood Institutional Research Board in January 2018. This report was prepared by Matthew Bruno and Demere Woolway. This version of the report was updated on September 27, 2018. The 2018 executive board reviewed and approved this report on September 24, 2018.

Limitations

Some limitations to these results should be noted. All of the information provided here is self-reported, meaning that there may be inaccuracies. Some participants skipped questions; those missing data will be apparent in the totals of certain charts. Also, some information has been withheld if it seemed likely to identify a specific participant.

The responses reflect a little more than a quarter of the Consortium's practitioner membership.

Participant Identity

Racial Identity

Participants included 37 people of color and 87 white people. This means 29.8% of participants were people of color. Participants were also able to provide other racial/ethnic identities that were not listed; many named specific nationalities and countries of origin.

How do you identify with regards to race and ethnicity? (choose all that apply) (n=124)		
Category	*Count*	*%*
American Indian/Alaskan Native	4	3.2%
Asian/Asian American	9	7.3%
Arab/Middle Eastern	4	3.2%
Black/African American	10	8.1%
Hispanic/Latinx	13	10.5%
Multiracial/Biracial	11	8.9%
Native Hawaiian/Other Pacific Islander	0	0.0%
White	99	79.8%
None of these	1	0.8%
Another	1	0.8%

The following tables break out racial identity by title and degree.

Title	Participants of Color	White Participants	Total
Graduate Assistant	0	2	2
Coordinator	7	20	27
Assistant Director	10	16	26
Associate Director	2	2	4
Director	13	37	50
Dean	1	3	4
Another	4	7	11
Total	*37*	*87*	*124*

Highest Degree Earned	Participants of Color	White Participants	Total
Bachelor's degree	4	7	11
Master's degree	29	59	88
Doctorate	2	20	22
Total	*35*	*86*	*121*

Gender Identity

The participants were 36% transgender/non-binary and 64% cisgender. In this count, participants who did not mark themselves as transgender or non-binary have been included in the "cisgender" category, even if they did not use that category to describe themselves.

In addition to the categories listed below, participants were asked to include any other terms they use to describe themselves. Other terms that participants included to describe their gender identity were "femme," "genderfluid," "masculine of center," "non-conforming," "queer," and "transmasculine."
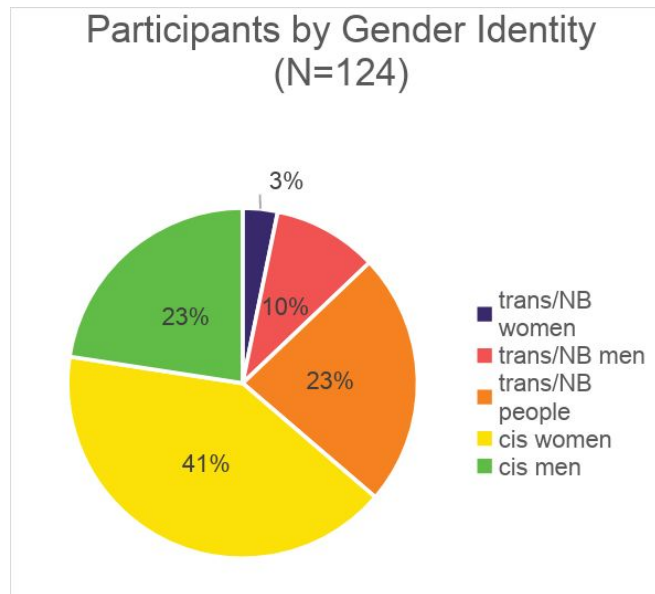
How do you identify with regards to gender identity? (choose all that apply) (n=124)		
Category	*Count*	*%*
Woman	54	43.5%
Man	35	28.2%
Non-binary	22	17.7%
Agender	1	0.8%
Transgender	13	10.5%
Genderqueer	21	16.9%
Cisgender	42	33.9%
Another	18	14.5%

The following tables break out gender identity by title and degree.

Title	Trans/NB Participants	Cisgender Participants	Total
Graduate Assistant	0	2	2
Coordinator	13	14	27
Assistant Director	13	13	26
Associate Director	1	3	4
Director	14	36	50
Dean	1	3	4
Another	3	8	11
Total	*45*	*79*	*124*

Highest Degree Earned	Trans/NB Participants	Cisgender Participants	Total
Bachelor's degree	5	6	11
Master's degree	35	53	88
Doctorate	4	18	22
Total	*44*	*77*	*121*

Sexual Orientation

Four people (3.2%) identified as straight only, meaning that 120 (96.8%) identified as something other than only heterosexual. Participants could choose as many terms as they wished to identify themselves. The most common combination of terms involved "queer" and some other term.

In addition to the categories listed below, participants were asked to include any other terms they use to describe their sexual orientation. Participants also used "polysexual," "joto," "label-less," "married," "polyamorous," "demisexual," and "person-specific."

How do you identify with regards to sexual orientation? (choose all that apply) (n=124)		
Category	*Count*	*%*
Asexual	7	5.6%
Bisexual	19	15.3%
Gay	28	22.6%
Heterosexual/straight	6	4.8%
Lesbian	22	17.7%
Pansexual	17	13.7%
Queer	85	68.5%
Questioning	1	0.8%
None of these	3	2.4%
Don't know	1	0.8%

Age

The majority of participants (56%, n=69) were between 26 – 35 years old.

How old are you in years?	
Average	36
Minimum	23
Maximum	65
Median	34
# of responses	123

Participants by Age Range (n=123)
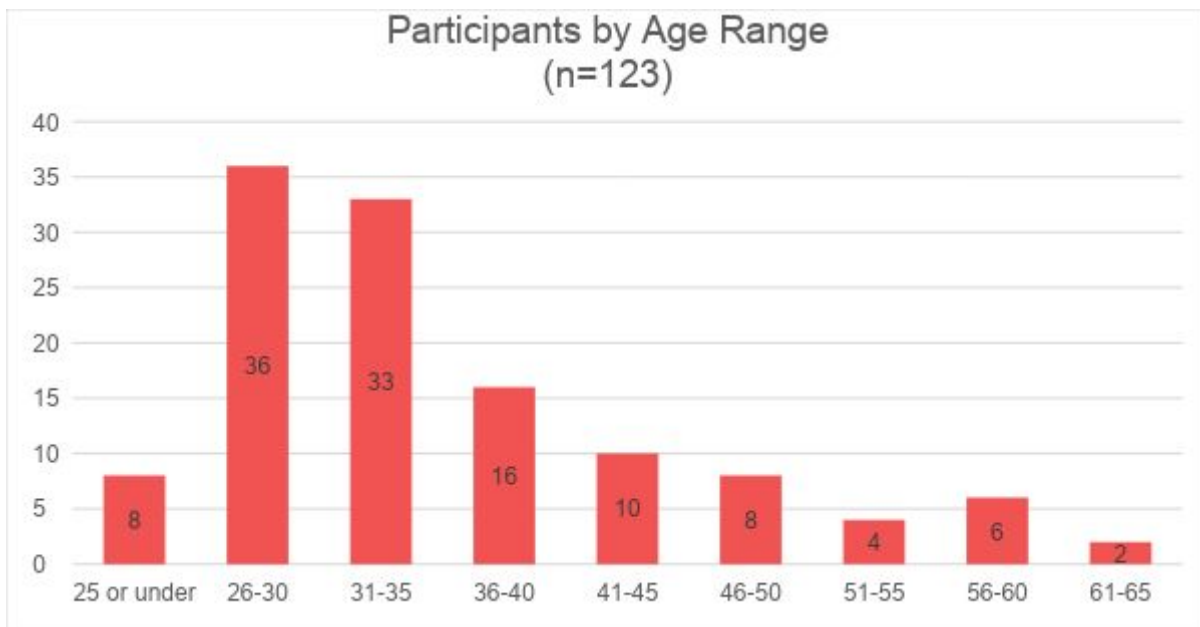
Disability

34 people (27.4%) identified as living with a disability, while 90 people (72.6%) did not identify as someone living with a disability.

The following tables break out disability status by title and degree.

Title	People with Disabilities	People without Disabilities	Total
Graduate Assistant	1	1	2
Coordinator	9	18	27
Assistant Director	6	20	26
Associate Director	0	4	4
Director	14	36	50
Dean	0	4	4
Another	4	7	11
Total	*34*	*90*	*124*

Highest Degree Earned	People with Disabilities	People without Disabilities	Total
Bachelor's degree	3	8	11
Master's degree	25	63	88
Doctorate	6	16	22
Total	*34*	*87*	*121*

Employment Status

Position Description

What percentage of your time at work is focused on LGBT-related work?	
Average	79.1%
Minimum	3%
Maximum	100%
Median	100%
# of responses	125

Most (92.0%, n=115) participants were staff members, while the remainder were graduate students, faculty members, or held another status.

What are the time requirements of your position?		
Category	*Count*	*%*
Full-time (10 - 12 months per year)	113	90.4%
Part-time (9 or fewer months per year)	0	0.0%
Part-time (less than 20 hours a week)	3	2.4%
Another	9	7.2%

56.8% (n=71) of participants were full-time employees who hold positions that are 100% focused on LGBT work. Another 28.8% (n=36) are full-time employees who have responsibilities in addition to their LGBT work.

Title

Participants had a wide variety of titles. The most common title was director (40%).

Which of the following best matches your title? (n=125)		
Category	*Count*	*%*
Graduate Assistant	2	1.6%
Coordinator	27	21.6%
Assistant Director	27	21.6%
Associate Director	4	3.2%
Director	50	40.0%
Dean	4	3.2%
Another	11	8.8%

Income

The average salary of 100 full-time salaried participants was $60,578, with a median of $57,620. There was a wide amount of variability in this number. Although we attempted to find factors were related to overall salary, salaries varied too much to identify any connected factors. There were no significant patterns in income levels based on factors within this survey.

How are you paid? (n=123)		
Category	*Count*	*%*
Annual salary	113	91.9%
Hourly wages	12	9.8%
Tuition is part of my salary	1	0.8%
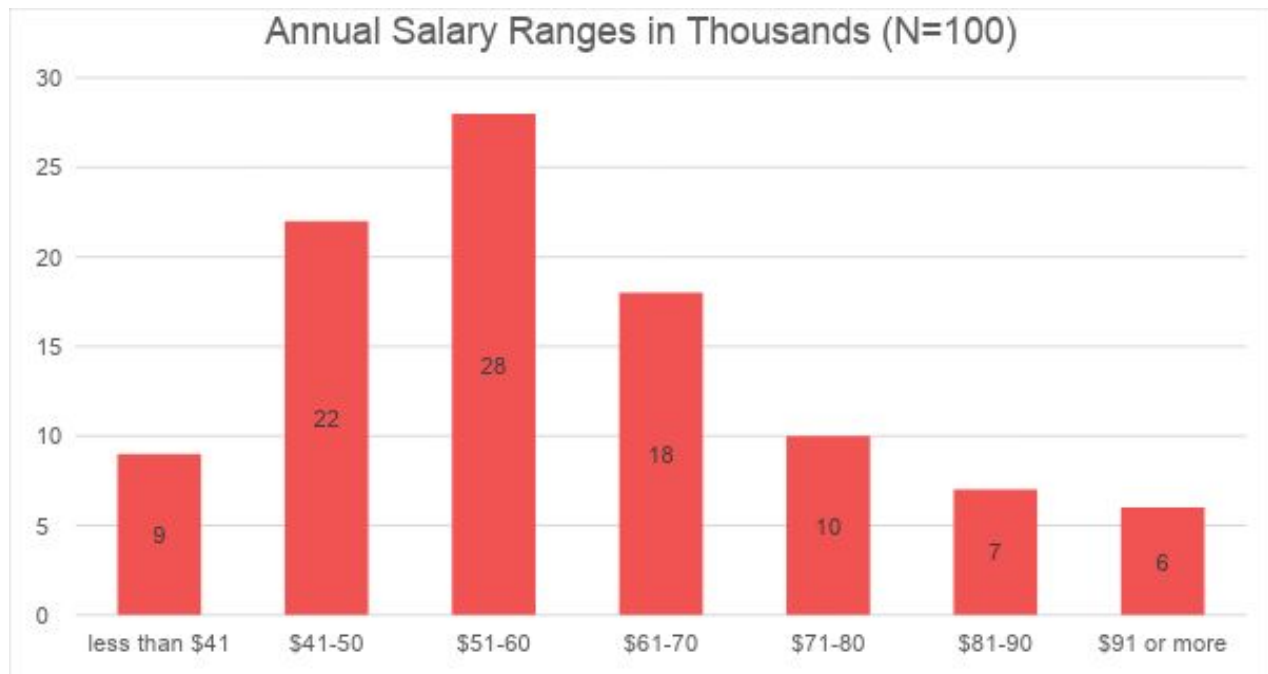
Career Path

Education

Participants reflect a wide range of educational backgrounds. 40.0% (n=50) have master's degrees in student affairs/higher education, which was the most common educational experience. Other fields included in the "Another" response included public health, sociology, cultural studies, and English.

What is the highest degree you have received? (n=125)		
Category	*Count*	*%*
Associate's degree	0	0.0%
Bachelor's degree	11	8.8%
Master's degree	89	71.2%
Doctorate	22	17.6%
Another	3	2.4%

What field is your highest degree in? (n=124)		
Category	*Count*	*%*
Student affairs/higher education	54	43.5%
Psychology/counseling	15	12.1%
Women/gender/sexuality studies	8	6.5%
Education	12	9.7%
Another	35	28.2%

Employment History

34.4% (n=43) of participants had been in their current job for two or less years. Employment history suggests that for many people, their current job may be their second or third position as they have had several years of experience before beginning the current position. However, these numbers also reflect a large amount of variability.

How many years have you been employed in your current position and in higher education?		
	Current Position	*Higher Education*
Average	5.7	10
Minimum	0.3	1
Maximum	30	35
Median	4	8
# of responses	125	125

Employment Experience (n=125)
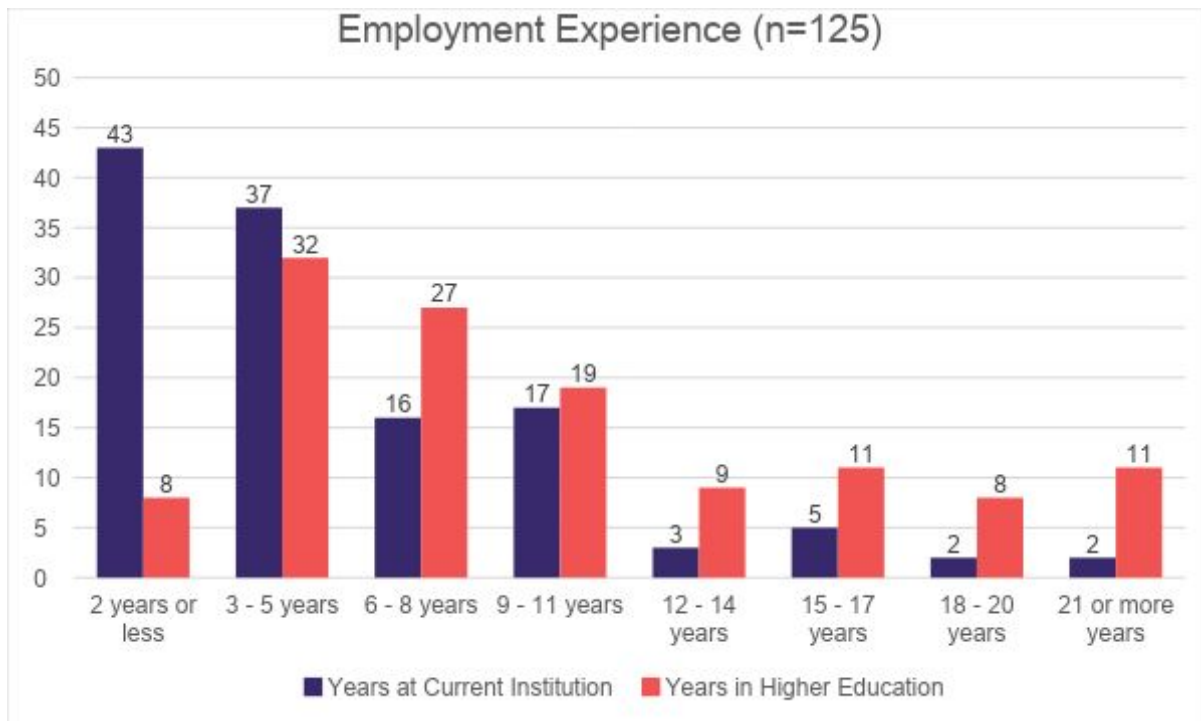
Future Plans

Most participants (72.0%, N=90) anticipated staying in their current positions for at least another year. However, most anticipated changing positions within the next five years. Many people did not have a clear vision of where they would be professionally in 10 years.

Where do you expect to be employed in the next 1, 5, and 10 years? (n=125)	1 year	5 years	10 years
My current position	90	19	6
Non-LGBT position at the same institution	5	10	5
LGBT position at a different institution	14	28	13
Non-LGBT position at a different institution	8	22	34
Outside of higher education	0	11	13
Retired	0	1	7
Don't Know	8	34	47

Where do you expect to be employed in the next 1, 5, and 10 years? (N=125)
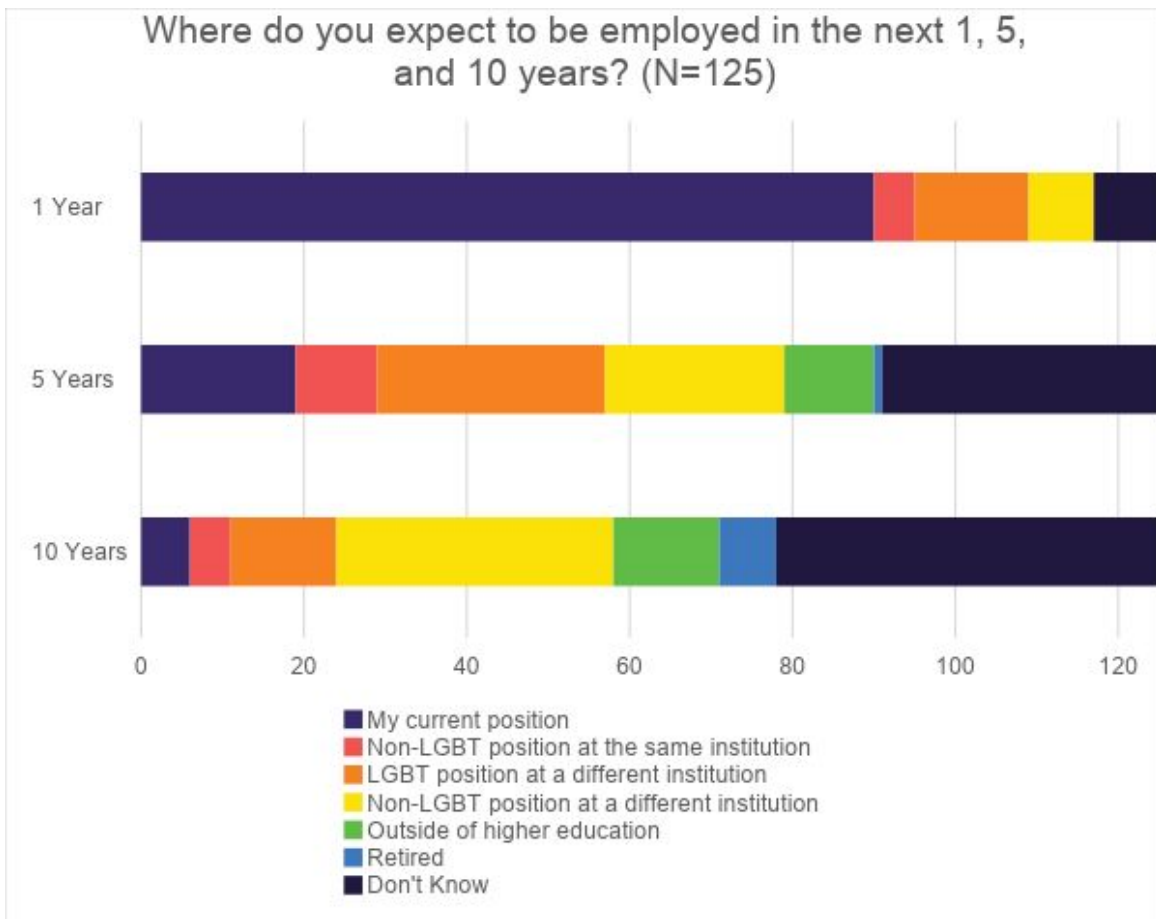
Comments on Career Path

Comments on career paths and future plans did not follow any clear pattern. Many discussed challenges with identifying the next steps in their career, low pay, and mental health. Others expressed gratitude for the work.

Representative Comments on Career Path and Future Plans
There's nowhere to move up so I'll most likely be leaving for another diversity job higher ed or leaving the field
This is my vocation and I am well paid for it. I hope to retire in the position
I have interest in consulting and training, either as part of a non profit or as self-employed.
I plan to get another Master's degree at my current institution and use that as a career transition outside of higher education.
I would like to eventually become a part of upper administration such as an assistant vice president or assistant dean.
As a QTPoC in student support services, I feel compelled to continue to do this work when there is so little of us in leadership positions. This includes considering pursuing a PhD in student affairs to elevate our presence, influence, and scholarship (current and future).
The last thing I have to consider is the toll this job takes on my personal life and mental health. I'm intentionally taking steps to improve my mental health, though I worry about my ability to sustain this work in the long-term because it is time-consuming, stressful, and exhausting.
It is my aspiration to work for Diversity and Inclusion initiatives that may not solely focus on LGBT needs, but will definitely play a role in increasing the functionality and presence of LGBT-focused programs and centers
There comes a point and time when the passion/purpose for the work and the pay associated do not align and in order to survive one must move on to a position that values the work you do and pays you accordingly.

Institutional Characteristics

What type of area is your institution located in? (N=101)		
Category	*Count*	*%*
Rural	23	22.8%
Suburban	28	27.7%
Urban	50	49.5%
What is the size of your student body? (N=101)		
Category	*Count*	*%*
Less than 5,000	20	19.8%
5,000 - 10,000	19	18.8%
10,000 - 20,000	17	16.8%
20,000 - 30,000	15	14.9%
30,000 - 40,000	14	13.9%
40,000 - 50,000	11	10.9%
More than 50,000	5	5.0%

In the following tables, duplicate institutions have been removed so that individual colleges are not counted multiple times if several staff members completed the survey. Nearly half of participating campuses were located in urban areas, and close to two-thirds were public institutions.

Other campus characteristics that participants shared included "research institution," "land grant" and "multi-campus."

Choose any of the following that describe your institution. (N=101)		
Category	*Count*	*%*
Public	63	62.4%
Private	38	37.6%
Religiously affiliated	5	5.0%
Community college	7	6.9%
Bachelors conferring	60	59.4%
Masters conferring	60	59.4%
PhD conferring	53	52.5%
Historically Black College/University (HBCU)	1	1.0%
Hispanic Serving Institution	10	9.9%
Tribal College or University	0	0.0%
Asian American Pacific Islander Serving Institution	7	6.9%
Another _____	12	11.9%

Office Operations

In the following tables, duplicate institutions have been removed so that individual colleges are not counted multiple times if several staff members completed the survey.

Office Names

There are a variety of names and reporting structures held by LGBTQ resource professionals. Information about the titles of offices was collected when members registered for membership in the Consortium, so these names reflect more people than is included in the rest of the self-study. We collected the titles of 194 offices provided by practitioners. The most common usage includes some variation on the LGBTQ acronym.

Category	Example	Count
LGBTQ initials	"LGBT Resource Center" "LGBTQIA+ Student Services"	92
Diversity, inclusion, equality	"Office of Student Diversity and Inclusion"	22
Sex, gender, sexuality	"Women's and Gender Center" "Gender and Sexuality Resource Center"	21
Multicultural	"Multicultural Resource Center"	14
Pride	"Pride Center"	12
Intercultural / cross-cultural	"Intercultural Engagement & Inclusion"	8
Queer	"Queer Resource Center"	7
Health, wellness	"Wellness Education Services"	1
Other		17

Reporting Lines

Half of the participants worked within separate LGBTQ programs, and more than a quarter were housed within diversity/inclusion programs.

Which of the following best reflects how your LGBTQ programs/services operate? (N=100)		
Structure	*Count*	*%*
Separate LGBTQ program	50	50.0%
Within women and gender-based programs	4	4.0%
Within race-based programs	0	0.0%
Within a diversity/cultural/multicultural/inclusion based program	27	27.0%
Within student activities/student life	7	7.0%
Within student health or counseling	2	2.0%
Another (please specify)	10	10.0%

There is no universal structure for reporting lines for LGBTQ resource professionals. A majority report through Student Affairs, but this is not universal. Participants could choose more than one reporting area. Some responses also indicated that they reported through Human Resources or the Provost. Other responses suggested that a reorganization was pending.

Do the LGBTQ programs report to a division based under any of the following: (N=100)		
Reporting Line	*Count*	*%*
Chief diversity officer	24	24.0%
Dean of students	28	28.0%
Academics	3	3.0%
Vice president or provost for Student Affairs	52	52.0%
Another (please specify)	12	12.0%

Office Space

Several participants did not respond to any of the options about LGBTQ-related spaces, leaving comments that there was not an LGBTQ center/space on their campus. Comments left on this question indicate that some offices have kitchens and shared spaces with other diversity offices. Other comments underscore the challenges of not having a private office or having limited space.

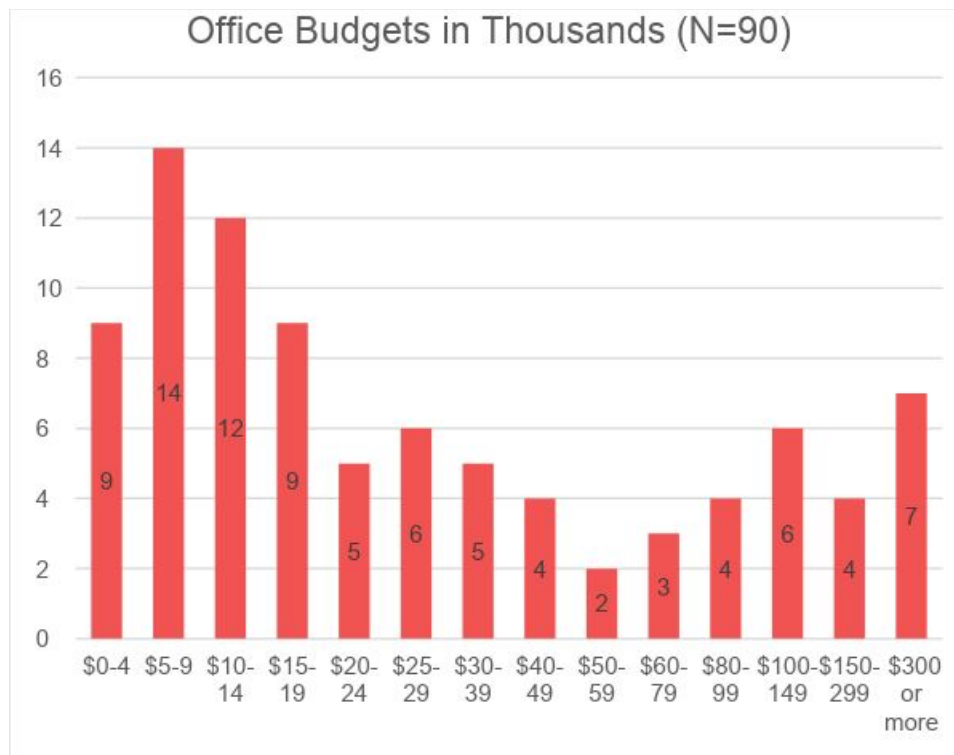| Do you have any of the following spaces within your office/center? (N=92)		
Space Type	*Count*	*%*
Private offices	77	83.7%
Lounge areas	87	94.6%
Meeting/conference rooms	41	44.6%
Library/computer labs	50	54.3%
Restrooms	28	30.4%
Changing room/lactation room/other private space	8	8.7%

Staffing

Nearly half of participants (45.9%, n=45) have multiple full-time staff members with LGBTQ-specific responsibilities. 43.8% (n=43) have one full-time staff member with LGBTQ-specific responsibilities. Many campuses have student staff, either paid or unpaid.

How many of the following staff members on your campus have LGBT-specific responsibilities? (Include yourself in this count.) (n=98)				
Category	*Average*	*Min*	*Max*	*Median*
Full-time staff members	1.8	0	16	1
Part-time staff members	0.3	0	3	0
Paid graduate students	0.8	0	4	1
Unpaid graduate students (volunteer or course credit)	0.5	0	8	0
Paid undergraduate students	4.8	0	20	4
Unpaid undergraduate students (volunteer or course credit)	4.1	0	60	0

Budget

There was a great deal of variability in this response. Some people skipped the question, suggesting they do not know about budget status or do not want to share this information. There appears to be a variety of different accounting methods, meaning these numbers may not be easily comparable across institutions. Also, some comments indicated the challenge of pulling apart budgets to identify LGBTQ-specific funding compared to funding for overall diversity programs. Other comments on this section suggested that some practitioners were not aware of budget amounts or not given access to that information. Others noted work they had done to secure donations from alumni or granting organizations.

What is the total annual budget in dollars for programming and operating specifically for LGBTQ programs/services?	
Average	$65,486.32
Minimum	$0
Maximum	$488,500
Median	$20,000
# of responses	90

Office Budgets in Thousands (N=90)

Programs and Services

In the following tables, duplicate institutions have been removed so that individual colleges are not counted multiple times if several staff members completed the survey.

Populations

Most offices are focused on serving undergraduate students, with some attention to graduate students, faculty, and staff. Nearly two-thirds support alumni, and less than half do work to serve community members. Comments on this section indicate that for some offices, their mission was primarily to serve students but that they ultimately supported many other groups. Others noted that they serve prospective students, local K-12 educators, and summer guests.

Which of the following campus populations does your office/program serve? (choose all that apply; n=100)		
Category	*Count*	*%*
Undergraduate students	99	99.0%
Graduate students	80	80.0%
Faculty	78	78.0%
Staff	77	77.0%
Alumni	60	60.0%
Community members	43	43.0%
Another _____	15	15.0%

Programs and Policies

Does your office offer any of the following programs? (n=97)		
Category	*Count*	*%*
LGBTQ new student orientation program	31	89.7%
Safe zone/space/allies program	76	91.8%
LGBTQ Peer mentoring	36	37.1%
LGBTQ student leadership retreat	30	30.9%
LGBTQ speakers bureau/panel program	42	43.3%
LGBTQ support group or discussion group	79	81.4%
LGBTQ end of year celebrations or graduation ceremonies (e.g. Lavender graduation)	86	88.7%
LGBTQ alumni group	57	58.8%
LGBTQ career programs including networking events	35	36.1%
Groups based around intersecting identities (e.g. queer students of color, queer students of faith)	72	74.2%
Transgender-specific group	68	70.1%
LGBTQ faculty/staff group	64	66.0%

Does your campus have any of the following policies in place? (n=98)		
Category	*Count*	*%*
Gender identity in non-discrimination policy	96	99.0%
Sexual orientation in non-discrimination policy	97	100.0%
Unmarried same-sex partner benefits	45	45.9%
Unmarried different-sex partner benefits	37	37.8%
Gender inclusive housing	75	76.5%
Chosen name recognition	88	89.8%
Pronoun recognition in computer records	15	15.3%
Student health insurance coverage for gender confirmation surgery	49	50.0%
Student health insurance coverage for hormone treatment for trans people	60	61.2%
Faculty/staff health insurance coverage for gender confirmation surgery	57	58.2%
Faculty/staff health insurance coverage for hormone treatment for trans people	61	62.2%
Gender-inclusive restroom policies	73	74.5%

Comments about Programs and Practices

Here are representative comments about office programs and practices.

Please name any other relevant programs/policies here.
Transgender-inclusive athletics policy
Gender Inclusive housing: we have gender specific housing; but students may room based on their gender identity/expression and do not require medical documentation or any other documentation.
We offer a continuing education program for faculty and staff to dig deeper into intersectional issues.
We have a community-based mentoring program that connects students with community members.
oSTEM - representative student organization within student government, funding for students to attend NELGBT, funded research on trans spectrum students, 7 queer student clubs and organizations
We have an LGBTQA Student Emergency fund which provides one-time emergency assistance up to 1,500 a year to individual students facing financial hardships. This may include housing insecurity, transportation, food, or other essential needs.
We coordinate participation in the city-wide Pride Parade. We maintain a public list of out staff and faculty across campus. We have an academic scholarship and a couple endowed leadership funds for students doing LGBTQ related research/work.

Is there anything else you'd like us to know about your program/office?
We work extensively with academic side of the house; and offer several unique year long programs that are academically based.
Federal policy changes under Obama improved benefits that our public university could offer. Also universal access to health insurance expanded options for students and employees. Future is unknown and federal/state policy changes could jeopardize the benefits our university is able to offer.
we have been operating from a racial and gender justice standpoint since our inception in 2004; the work of centering the lives, experiences, leadership, challenges, and successes of queer and trans first generation students and students of color is of the utmost importance to us.
It has been tough to obtain administrative support, still no funding. Still not a lot of faculty, staff participation.
We constantly run into how we can collect the information around student identities that doesn't violate their privacy expectations. It would be helpful to know how other campuses are able to navigate this challenge and review recommendations.
We are understaffed, underfunded, under-titled and overworked.

Implications and Conclusion

We note that the ratio of people of color, trans people, and people living with a disability are still under-represented in the profession and the Consortium strives to provide paths into the profession and support for under-represented members when they enter into the work. Inconsistent reporting lines for LGBTQ programs and resources remains constant with findings in previous self-studies, as does lack of clarity around allocated space and budgets. It remains a concern that our members express stresses around low pay and mental health, particularly when 35% report that they have been in their current position for two years or less. Finally, the lack of clarity for the career path indicates to the Consortium that there needs to be more professional development support in the area of career planning for our members across all levels.

This study also highlights the differences among Consortium member institutions. Some members work in stand-alone LGBTQ centers, while others work in centers designed to serve multiple identities. Some members work alone, others as a part of a team. While many report through Student Affairs, programs that report to chief diversity officers are still prevalent.

Through sharing this report, the Consortium affirms our mission of serving our diverse membership. We recognize the challenges that members face on their campuses, and hope to provide connections and support. We also hope that this report raises the visibility of their work.

Appendix – Survey Text

Consortium Self-Study

Thank you for participating in the Consortium's self-study. This study will allow us to provide information to you, our members, about trends in our field. It will be helpful to use in benchmarking to compare yourself to others in the field. We encourage you to be as thorough as possible in answering these questions. However, if you wish to skip any question, you may do so.

Your individual answers will be stored anonymously.

At the end of this survey, you will be provided with an ID number. Please email this ID number to the email address provided at the end. This ID number is the only thing that links you to your individual answers, and will be stored separately from your answers. This will allow us to keep your information confidential while ensuring that we have the most complete data possible. All answers will be aggregated when we release the final report.

We anticipate it will take you 20 - 25 minutes to complete this survey.

By completing this survey or questionnaire, you are consenting to be in this research study. Your participation is voluntary and you can stop at any time. You may withdraw from the survey at any time by closing your browser.

If you have any questions about this survey, please e-mail dwoolway@jhu.edu or pastchair@lgbtcampus.org. If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

To consent to this study, please click the arrow below.

About You

1. What is your age in years?
2. How do you identify with regards to race and ethnicity? (choose all that apply)
   - ☐ American Indian/Alaskan Native
   - ☐ Asian/Asian American
   - ☐ Arab/Middle Eastern
   - ☐ Black/African American
   - ☐ Hispanic/Latinx
   - ☐ Multiracial/Biracial
   - ☐ Native Hawaiian/Other Pacific Islander
   - ☐ White
   - ☐ None of these
   - ☐ Another (please specify)

3. Are there other terms you use to describe your race and ethnicity? [OPEN BOX]
4. How do you identify with regards to gender identity? (choose all that apply) Woman
   - ☐ Man
   - ☐ Transgender
   - ☐ Non-binary
   - ☐ Agender
   - ☐ Genderqueer
   - ☐ Cisgender
   - ☐ Another (please specify)
5. Are there other terms you use to describe your gender identity and gender expression? [OPEN BOX]
6. How do you identify with regards to sexual orientation? (choose all that apply)
   - ☐ Asexual
   - ☐ Bisexual
   - ☐ Gay
   - ☐ Heterosexual/straight
   - ☐ Lesbian
   - ☐ Pansexual
   - ☐ Queer
   - ☐ Questioning
   - ☐ Another (please specify)
   - ☐ Don't know
7. Are there other terms you use to describe your sexual orientation? [OPEN BOX]
8. Do you identify as someone with a disability? Yes/no

About Your Role

1. Is your role as an LGBTQ resource professional primarily as a
   - o   Staff member
   - o   Graduate student
   - o   Faculty member
   - o   Another (please specify) _____
2. Are you employed in this role
   - o   Full-time (10 - 12 months per year)
   - o   Part-time (9 or fewer months per year)
   - o   Part-time (less than 20 hours a week)
   - o   Another (please specify) _____
3. What percentage of your time at work is focused on LGBTQ-related work?
   _____ Percent of Time Per Week
4. Which of the following most closely matches your title:
   - o   Graduate Assistant
   - o   Coordinator
   - o   Assistant Director
   - o   Associate Director
   - o   Director
   - o   Dean
   - o   Another (please specify)
5. How are you paid?
   - ☐   Annual salary
   - ☐   Hourly wages
   - ☐   Tuition is part of my salary
6. What is your annual salary? *(Answer If How are you paid? Annual salary Is Selected)*
7. What are your hourly wages? *(Answer If How are you paid? Hourly wages Is Selected)*

About Your Career

1. What is the highest degree you have received?
   o Associates degree
   o Bachelors degree
   o Masters degree
   o Doctorate
   o Another (please specify) _____
2. What field is your highest degree in?
   o Student affairs/higher education
   o Psychology/counseling/social work
   o Women/gender/sexuality studies
   o Education
   o Another (please specify) _____
3. How many years have you:
_____ Been employed in your current position
_____ Been employed in higher education
4. What are your future employment plans?

In the next 1 year, I expect to be employed in	**My current position**
In the next 5 years, I expect to be employed in	**Non-LGBT position at the same institution**
In the next 10 years, I expect to be employed in	**LGBT position at a different institution**
	Non-LGBT position at a different institution
	Outside of higher education
	Retired
	Don't know

5. If you would like to share more information about your career plans, please do so here. [OPEN BOX]

About Your Institution

1. What type of area is your institution located in?
    o Rural
    o Suburban
    o Urban
2. What is the size of your student body?
    o Less than 5,000
    o 5,000 - 10,000
    o 10,000 - 20,000
    o 20,000 - 30,000
    o 30,000 - 40,000
    o 40,000 - 50,000
    o More than 50,000
3. Choose any of the following that describe your institution.
    ☐ Public
    ☐ Private
    ☐ Religiously affiliated
    ☐ Community college
    ☐ Bachelors conferring
    ☐ Masters conferring
    ☐ PhD conferring
    ☐ Historically Black College/University
    ☐ Hispanic Serving Institution
    ☐ Tribal College or University
    ☐ Asian American Pacific Islander Serving Institution
    ☐ Another (please specify) _____

About Your Programs

1. Do your LGBTQ services/programs operate as any of the following:
   ☐ Separate lgbtq program
   ☐ Within women and gender-based programs
   ☐ Within race-based programs
   ☐ Within a diversity/cultural/multicultural/inclusion based program
   ☐ Within student activities/student life
   ☐ Within student health or counseling
   ☐ Another (please specify)

2. Does the LGBTQ programs report to a division based under
   o Chief diversity officer
   o Dean of students
   o Academics
   o Vice president or provost for Student Affairs
   o Another (please specify) _____

3. Do you have any of the following spaces within your office/center?
   _____ Private offices
   _____ Lounge areas
   _____ Meeting/conference rooms
   _____ Library/computer labs
   _____ Restrooms
   _____ Changing room/lactation room/other private space

4. If you want to elaborate on any of these answers, please do so here.

5. How many of the following staff members on your campus have LGBTQ-specific responsibilities? (Include yourself in this count.)
   _____ Full-time staff members
   _____ Part-time staff members
   _____ Paid graduate students
   _____ Unpaid graduate students (volunteer or course credit)
   _____ Paid undergraduate students
   _____ Unpaid graduate students (volunteer or course credit)

6. Which of the following campus populations does your office/program serve? (choose all that apply)
   ☐ Undergraduate students
   ☐ Graduate students
   ☐ Faculty
   ☐ Staff
   ☐ Alumni
   ☐ Community members
   ☐ Another (please specify) _____

7. What is the total annual budget in dollars for programming and operating specifically for LGBTQ programs/services?

8. Please describe anything else about your budget, space, office, or staffing that you would like us to know. [OPEN BOX]

About Your Programs and Policies

1. Does your campus offer any of the following programs?
   - ☐ LGBTQ new student orientation program
   - ☐ safe zone/space/allies program
   - ☐ LGBTQ peer mentoring
   - ☐ LGBTQ student leadership retreat
   - ☐ LGBTQ speakers bureau/panel program
   - ☐ LGBTQ support group or discussion group
   - ☐ LGBTQ end of year celebrations or graduation ceremonies (e.g. Lavender Graduation)
   - ☐ LGBTQ alumni group
   - ☐ LGBTQ career programs including networking events
   - ☐ groups based around the intersection of sexual orientation, gender identity, and other identities (e.g. queer students of color, queer students of faith)
   - ☐ transgender-specific group
   - ☐ LGBTQ faculty/staff group

2. Does your campus have any of the following policies in place?
   - ☐ Gender identity in non-discrimination policy
   - ☐ Sexual orientation in non-discrimination policy
   - ☐ Unmarried same-sex partner benefits
   - ☐ Unmarried different-sex partner benefits
   - ☐ Gender inclusive housing
   - ☐ Chosen name recognition
   - ☐ Pronoun recognition in computer records
   - ☐ Student health insurance coverage for gender confirmation surgery
   - ☐ Student health insurance coverage for hormone treatment for trans people
   - ☐ Faculty/staff health insurance coverage for gender confirmation surgery
   - ☐ Faculty/staff health insurance coverage for hormone treatment for trans people
   - ☐ Gender-inclusive restroom policies

3. Please name any other relevant programs/policies here. [OPEN BOX]
4. Is there anything else you'd like us to know about your program/office? [OPEN BOX]
5. Please provide any feedback about this survey that you would like us to know. [OPEN BOX]

Final Step

Please click here to <u>email us</u> with your name and the code below!

Your ID code is: **[code]**

Please click here to <u>email dwoolwa1@jhu.edu</u> with your name and the ID code.

Emailing us your name and code allows us to maintain your confidentiality while ensuring we have complete data.

Thank you for completing the survey. We appreciate your time. Your results will help the Consortium know our membership better and be better prepared to advocate for you.

If you have questions or comments, please email <u>chair@lgbtcampus.org</u>