

## Consortium Self-Study: 2014 Report

### Summary

This survey of Consortium practitioner members contains self-reported data about their identities, employment experiences, campus characteristics, and office operations. It is provided for Consortium members for benchmarking and advocating for increased support on campus. These data were collected from October 8 – November 26, 2014.

### Demographics

- 172 participants, representing 54% of Consortium practitioner members.
- Age: average 37 years old, ranging from 22 – 69 years.
- Race/ethnicity: 38 people of color, 133 white only; 22.1% people of color.
- Gender identity: 54 trans & genderqueer (TGQ) people, 118 cisgender people; 31.4% TGQ people.
- Sexual orientation: 9 people identified as straight (only), 113 people identified as queer, a wide range of other identities

### Employment and Career

- The majority of participants are full-time staff members, who work at least 80% of their time on LGBT-specific work.
- Of the 148 full-time participants, their annual salaries range from \$31,000 - \$110,000, with a median income of \$52,000.
- 47% of participants have been in their current position two years or less.
- There is no consistent reporting line for practitioners; however the most common reporting lines involve diversity/equity/equality/inclusion or multicultural/intercultural.

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## ***Introduction***

This document is a study of the members of the Consortium of Higher Education LGBT Resource Professionals. The combined vision and mission of the Consortium is to achieve higher education environments in which lesbian, gay, bisexual, and transgender students, faculty, staff, administrators, and alumni have equity in every respect. Our goals are to support colleagues and develop curriculum to professionally enhance this work; to seek climate improvement on campuses; and to advocate for policy change, program development, and establishment of LGBT Office/Centers.

## ***Self-Study Goals and Process***

The Consortium regularly engages in a self-study process in order to learn more about our 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 able to track other people's career paths.

Prior to this survey, in 2010-11, 137 professional staff directing LGBT student services and resources on higher education campuses responded to a survey by the Consortium of Higher Education LGBT Resource Professionals. This report includes analysis of some of the data. A similar study was conducted in 2006. The survey was administered by Nancy Jean Tubbs and statistics compiled by Genny Beemyn. 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 fall 2014. The questions were based on the previous self-studies, and modified by the Consortium board in fall 2014. 317 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 LGBT-related services. Of this number, 172 people completed our online survey, for a response rate of 54%. The survey was open from October 8 – November 26, 2014.

## ***Survey and Report Construction***

The survey was based on questions used in the 2010-11 self-study. Additional questions were created and reviewed by the 2014 Consortium executive board, with particular contributions from Danielle Steele 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 August 2014. This report was prepared by Demere Woolway with statistical assistance from Emily Clark. The 2015 executive board reviewed and approved this report in March 2015. This version of the report was released on April 1, 2015.

## ***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 totals to certain charts. Also, some information has been withheld if it seemed likely to identify a participant individually.

The responses reflect a little more than half of the Consortium's practitioner membership; there may be some difference between the people who volunteered to participate and those who did not participate. Still, the information reflect a broad section of the Consortium membership and can be considered representative.

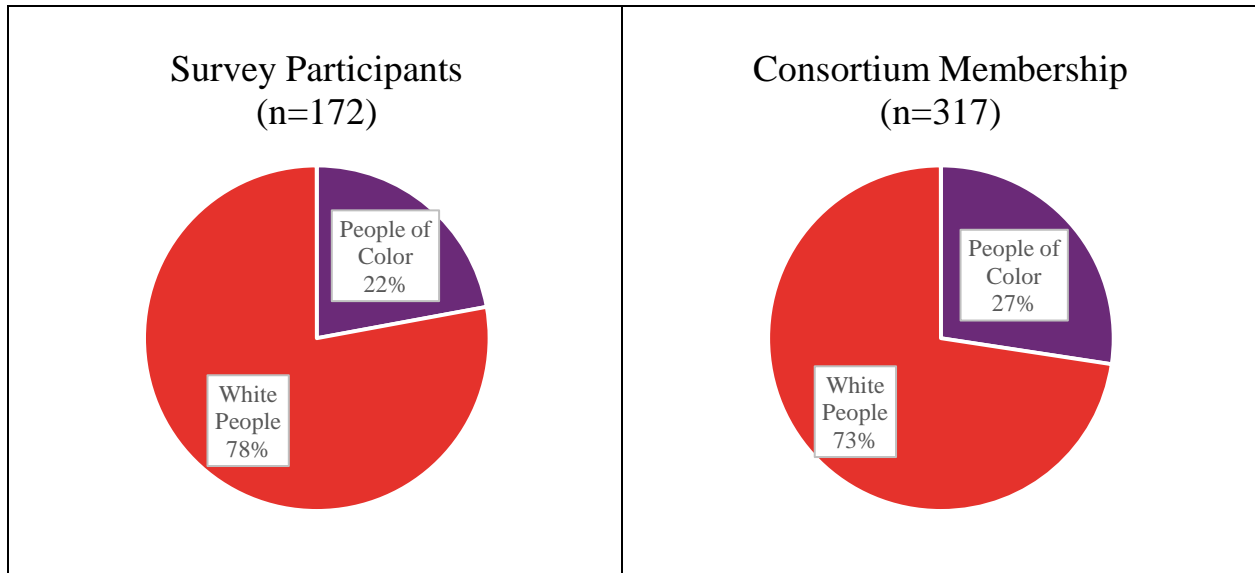
## Identity

### Racial Identity

How do you identify with regards to race and ethnicity? (choose all that apply) (n=172)		
Category	Count	%
American Indian/Alaskan Native	2	1.2%
Asian/Asian American	10	5.8%
Arab/Middle Eastern	2	1.2%
Black/African American	12	7.0%
Hispanic/Latin@	10	5.8%
Multiracial/Biracial	7	4.1%
Native Hawaiian/Other Pacific Islander	2	1.2%
White	143	83.1%
None of these	2	1.2%

In addition to the categories listed above, participants were asked to list any other terms they used to describe their race and ethnicity. Responses included “European,” “Jewish,” “Puerto-Rican,” and mentioned specific nationalities.

The participants included 38 people of color and 133 white people. This means 22.1% of participants are people of color, compared to 27.4% people of color for the Consortium practitioner membership overall.



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

<b>Title</b>	<b>Participants of Color</b>	<b>White Participants</b>	<b>Total</b>
<b>Graduate Assistant</b>	2	10	12
<b>Coordinator</b>	8	44	52
<b>Assistant Director</b>	4	13	17
<b>Associate Director</b>	2	5	7
<b>Director</b>	14	48	62
<b>Dean</b>	3	2	5
<b>Other</b>	4	8	12
<b>Total</b>	<b>37</b>	<b>130</b>	<b>167</b>

<b>Highest Degree Earned</b>	<b>Participants of Color</b>	<b>White Participants</b>	<b>Total</b>
<b>Bachelor's degree</b>	3	21	24
<b>Master's degree</b>	27	81	108
<b>Doctorate</b>	8	28	36
<b>Total</b>	<b>38</b>	<b>130</b>	<b>168</b>

## Gender Identity

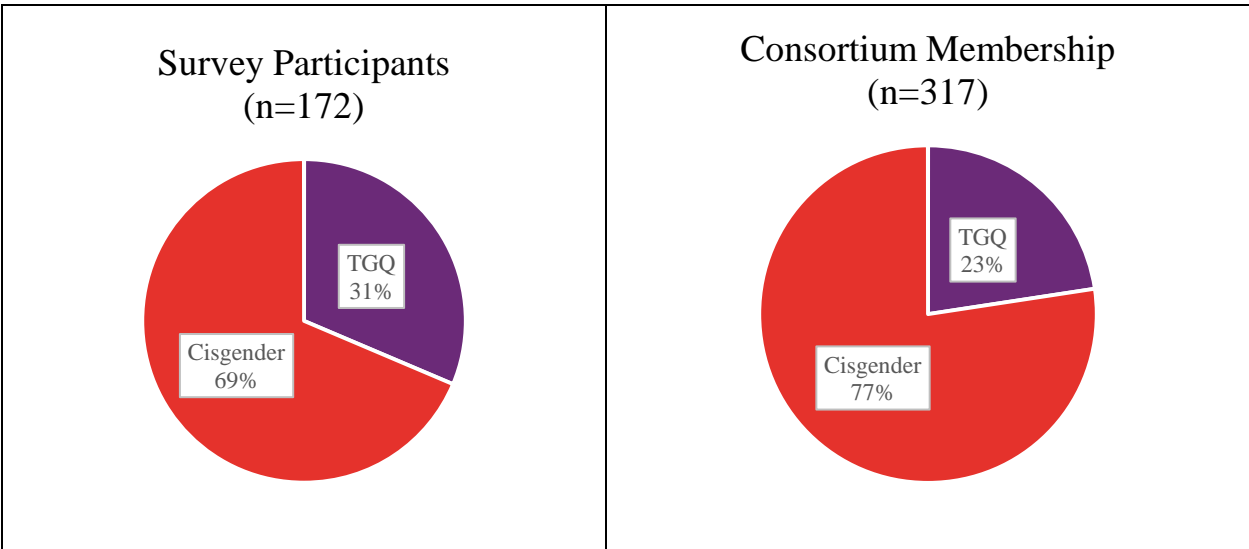
How do you identify with regards to gender identity? (choose all that apply) (n=172)		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Woman</b>	86	51.2%
<b>Man</b>	55	32.0%
<b>Transgender</b>	21	12.2%
<b>Genderqueer</b>	41	23.3%
<b>Cisgender</b>	62	36.6%

In addition to the categories listed above, participants were asked to include any other terms they use to describe themselves. Other terms that participants included to describe their gender identity were “agender,” “androgynous,” “femme,” “fluid,” “queer,” “transguy,” and “trans\*.”

Gender Identity Re-categorized			
	<i>Transgender</i>	<i>Genderqueer</i>	<i>Cisgender</i>
<b>Woman</b>	0	13	75
<b>Man</b>	5	11	45
<b>Genderqueer or Transgender Only</b>	2	20	

The above table re-categorizes the gender identity responses. In this table, participants who did not mark themselves as transgender or genderqueer have been included in the “cisgender” category, even if they did not use that category to describe themselves. Thus, participants include 5 trans men, 75 cisgender women, 45 cisgender men, 13 genderqueer women, 11 genderqueer men, and 22 people who identified as genderqueer or trans only. Or, framed differently, the participants reflect 54 transgender/genderqueer people and 118 cisgender people (whether or not they gave themselves that label).

The participants are 31.4% transgender/genderqueer, compared to 22.6% for the Consortium membership overall.



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

Title	TGQ Participants	Cisgender Participants	Total
<b>Graduate Assistant</b>	4	8	12
<b>Coordinator</b>	20	32	52
<b>Assistant Director</b>	8	9	17
<b>Associate Director</b>	3	4	7
<b>Director</b>	16	47	63
<b>Dean</b>	0	5	5
<b>Other</b>	2	10	12
<b>Total</b>	<b>53</b>	<b>115</b>	<b>168</b>

Highest Degree Earned	TGQ Participants	Cisgender Participants	Total
<b>Bachelor's degree</b>	6	18	24
<b>Master's degree</b>	37	72	109
<b>Doctorate</b>	11	25	36
<b>Total</b>	<b>54</b>	<b>115</b>	<b>169</b>



## Sexual Orientation

<b>How do you identify with regards to sexual orientation? (choose all that apply) (n=172)</b>		
<b>Category</b>	<b>Count</b>	<b>%</b>
<b>Asexual</b>	2	1.2%
<b>Bisexual</b>	27	15.7%
<b>Gay</b>	50	29.1%
<b>Heterosexual/straight</b>	10	5.8%
<b>Lesbian</b>	36	20.9%
<b>Pansexual</b>	23	13.4%
<b>Queer</b>	113	65.7%
<b>Questioning</b>	1	0.6%
<b>None of these</b>	3	1.7%
<b>Don't know</b>	0	0.0%

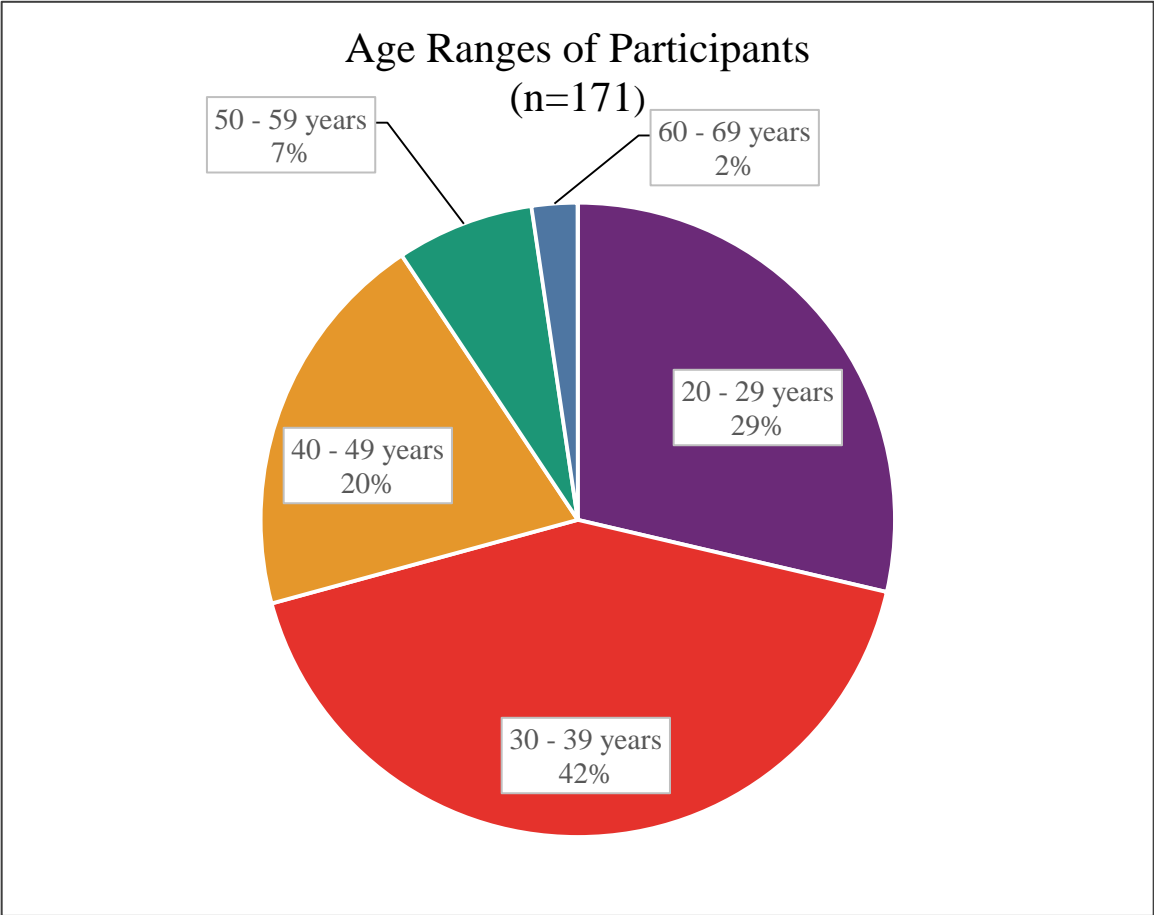
In addition to the categories listed above, participants were asked to include any other terms they use to describe themselves. Participants also used “dyke,” “same-sex attracted,” “flexible,” and “fluid” as terms to describe their sexual orientation.

9 people identified as straight only, meaning that 163 identified as something other than only heterosexual. The most common combination of terms involved “queer” and some other term.

### Age

How old are you in years?	
average	35.6
minimum	22
maximum	69
median	33
# of responses	171

The majority of participants (71%) are under 40 years old.



## Employment

### Position Description

46.7 % (n=79) of participants are full-time employees who hold positions that are 100% focused on LGBT work. Another 45.3% (n=78) are full-time employees who have responsibilities in addition to their LGBT work.

What are the time requirements of your position?		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Full-time (10 - 12 months per year)</b>	157	91.3%
<b>Part-time (9 or fewer months per year)</b>	7	4.1%
<b>Part-time (less than 20 hours a week)</b>	5	2.9%
<b>Other</b>	3	1.7%

What percentage of your time at work is focused on LGBT-related work?	
<b>average</b>	80%
<b>minimum</b>	4%
<b>maximum</b>	100%
<b>median</b>	100%
<b># of responses</b>	170

What type of position do you hold?		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Staff member</b>	147	85.5%
<b>Graduate student</b>	14	8.1%
<b>Faculty member</b>	5	2.9%
<b>Other</b>	6	3.5%

### Title

Participants have a wide variety of titles, with the majority being Coordinator (30%) or Director (37%).

Position Title		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Graduate Assistant</b>	12	7.0%
<b>Coordinator</b>	52	30.2%
<b>Assistant Director</b>	17	9.9%
<b>Associate Director</b>	7	4.1%
<b>Director</b>	63	36.6%
<b>Dean</b>	5	2.9%
<b>Other</b>	12	7.0%

## Reporting Lines

There is no universal structure for reporting lines for LGBT resource professionals. A significant number of participants report to a position related to diversity/equity/equality/inclusion or multicultural/intercultural. The other common reporting line is to the dean of students or vice-president/provost.

<b>Do you report to a position related to (choose all that apply)</b>		
<b>Category</b>	<b>Count</b>	<b>%</b>
<b>Race</b>	16	9.3%
<b>Multicultural/intercultural</b>	38	22.1%
<b>Women/gender</b>	18	10.5%
<b>Diversity/equity/equality/inclusion</b>	61	35.5%
<b>Dean of students</b>	41	23.8%
<b>Academics</b>	11	6.4%
<b>Another professional doing LGBT work (e.g. you are an LGBT2)</b>	36	20.9%
<b>Vice president or provost for Student Affairs</b>	29	16.9%
<b>Other</b>	36	20.9%

Some participants indicated “other” and elaborated further. These answers for reporting line included titles related to assistant vice president for student affairs, health, counseling, student life, student activities, student involvement, and student government.

## Comments on Position Structures

Comments on this section reflect a lot of recent changes to reporting structures and history. They also reflect a lot of split time, in which people are focusing on a variety of different projects for different areas.

### Representative Comments on Position Descriptions and Structures

I started in the [ . . . ] office as a staff assistant and picked up LGBTQ services as a "pet project" and it eventually morphed into a full(ish) time LGBTQ\* Services Coordinator position. At the same time organizational structure shifted [ . . . ]. As our Student Affairs dept. is undergoing another structural change the plans suggest LGBTQ\* Services will likely be moved under the Dean of Students area.

I am a full time "coordinator for LGBT Programs" but report to our director of the Office of Multicultural Student Affairs, which also has staff members dealing with multicultural programming and diversity/social justice education.

My position just shifted from the Dean of Students Office to the Center for Intercultural Programming.

Not in Student Affairs, in the division of Equity, Diversity and Inclusion, which reports to Academic Affairs/Provost

Official paid percentage and actual time spent differ strategically.

# Income

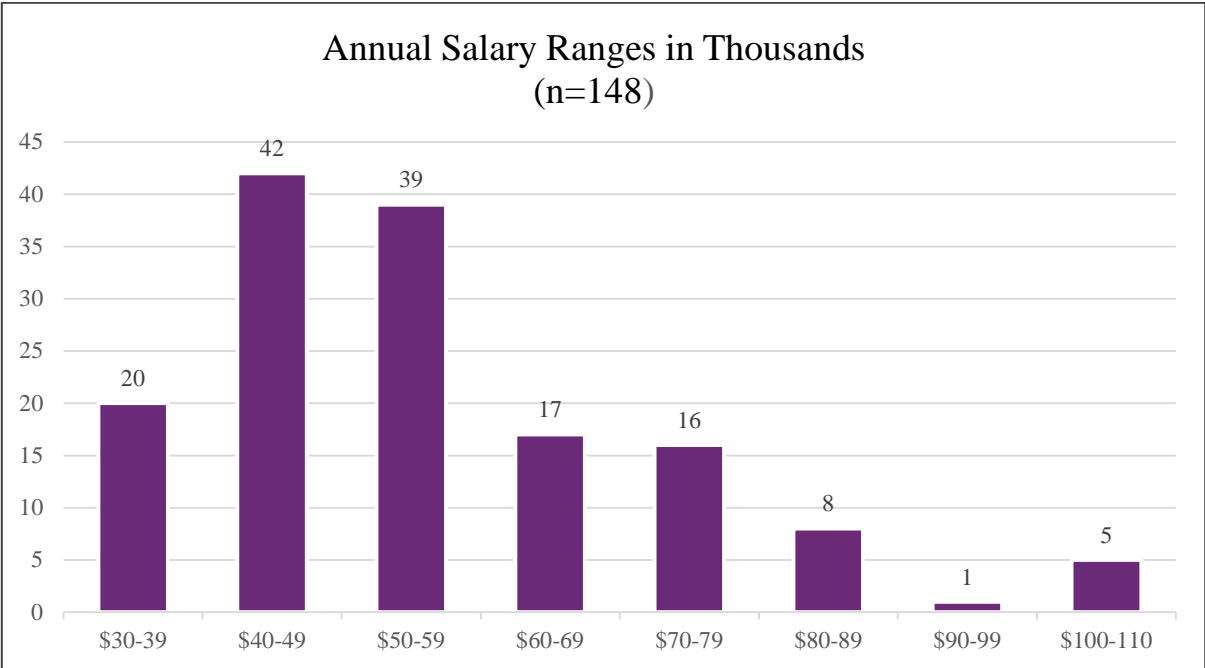
There are many reasons wages can vary between higher education intuitions. This study attempts to track some of these factors.

## Income Overview

How are you paid?		
Category	Count	%
Annual salary	157	91.3%
Hourly wages	10	5.8%
Tuition is part of my salary	21	12.2%

What is your annual salary? (10 – 12 month only)	
average	\$55,719
minimum	\$31,000
maximum	\$110,000
median	\$52,000
# of responses	148

What are your hourly wages?	
average	\$18.60
minimum	\$13.00
maximum	\$28.00
median	\$18.00
# of responses	10



## Salary Comparisons

We used a number of different comparisons to identify the factors related to salary. These numbers reflect salary numbers provided by 148 people who work full time for 10 – 12 months each year. The table below lists factors that are and are not linked to salary.

Factors Significantly Linked to Salary	Factors Not Significantly Linked to Salary
<ul style="list-style-type: none"> <li>• degree earned</li> <li>• years of experience</li> <li>• years in current position</li> <li>• title</li> <li>• institution location</li> <li>• age</li> </ul>	<ul style="list-style-type: none"> <li>• race</li> <li>• gender identity</li> <li>• public/private institution</li> <li>• institution size</li> </ul>

## Salary by Degree

Degree earned was significantly linked to overall salary. An analysis of variance (ANOVA) shows that higher degrees were linked with higher salaries,  $F(3, 144) = 14.43, p < .001$ . Post hoc test suggest that each increase in degree level is significantly linked to an increased salary.

Highest Degree	Mean	n	Std. Deviation
Bachelor's degree	\$42,701.00	13	7503.23
Master's degree	\$52,668.09	99	14214.37
Doctorate	\$69,447.38	34	18470.45
Other	\$58,000.00	2	0
<b>Total</b>	<b>\$55,719.36</b>	<b>148</b>	<b>16757.05</b>

### Salary by Years of Experience

Although they are correlated with each other, years of experience in higher education are a better predictor of overall salary than age. Salary increased as a factor of years of experience,  $F(25, 122) = 3.73, p < .001$ .

Years Working in Higher Education	Mean	n	Std. Deviation
0 – 2 years	\$43,803.81	16	9005.62
3 – 5 years	\$45,970.74	27	9244.29
6 – 8 years	\$51,464.42	36	11664.63
9 – 11 years	\$61,823.38	24	17635.59
12 – 15 years	\$64,076.58	19	19413.14
16 – 20 years	\$60,361.63	16	12342.45
21 – 31 years	\$78,467.28	10	20068.35
<b>Total</b>	<b>\$55,719.36</b>	<b>148</b>	<b>16757.05</b>

### Salary by Years in Current Position

Years in current position also generally were linked to overall salary, but with more variation. Salary increased as a factor of years in current position:  $F(16, 131) = 2.60, p = .001$ .

Years Working in Current Position	Mean	n	Std. Deviation
0 – 2 years	\$48,511.02	63	10101.46
3 – 5 years	\$56,162.80	35	19436.04
6 – 8 years	\$59,674.16	25	16450.91
9 – 14 years	\$68,109.30	20	16397.49
15 – 20 years	\$74,106.55	5	22755.54
<b>Total</b>	<b>\$55,719.36</b>	<b>148</b>	<b>16757.05</b>



### Salary by Title

Increasing levels of titles are linked to increases in salary. Salary increased as a factor of title:  $F(6,139) = 15.29, p < .001$ .

Title	Mean	n	Std. Deviation
Graduate Assistant	\$38,000.00	1	0
Coordinator	\$44,046.72	47	6934.06
Assistant Director	\$46,970.59	17	7861.12
Associate Director	\$56,142.86	7	13569.92
Director	\$66,565.91	60	15098.69
Dean	\$69,200.00	5	12872.45
Other	\$59,368.22	9	27306.74
<b>Total</b>	<b>\$55,986.06</b>	<b>146</b>	<b>16708.62</b>

### Salary by Institution Location

On average, participants at suburban institutions have higher salaries than urban and rural institutions. A one-way ANOVA showed one significant difference between these groups ( $F(2,151) = 3.46; p = 0.034$ ). Post hoc tests using Fisher's least significant difference showed that suburban campuses had significantly higher salaries as compared to urban and rural campuses. However, the urban and rural campuses are not significantly different in terms of salaries. (Means and standard deviations listed in table below.)

Institution Location	Mean	n	Std. Deviation
Rural	\$52,949.71	31	16286.68
Suburban	\$60,539.89	37	16805.59
Urban	\$54,563.10	80	16667.95
<b>Total</b>	<b>\$55,719.36</b>	<b>148</b>	<b>16757.05</b>

## Career Path

### Education

Participants reflect a wide range of educational backgrounds. 28.5% (n=49) have master's degrees in student affairs/higher education.

What is the highest degree you have received? (n=172)		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Associates degree</b>	1	0.6%
<b>Bachelors degree</b>	24	14.0%
<b>Masters degree</b>	109	63.4%
<b>Doctorate</b>	36	20.9%
<b>Other</b>	2	1.2%

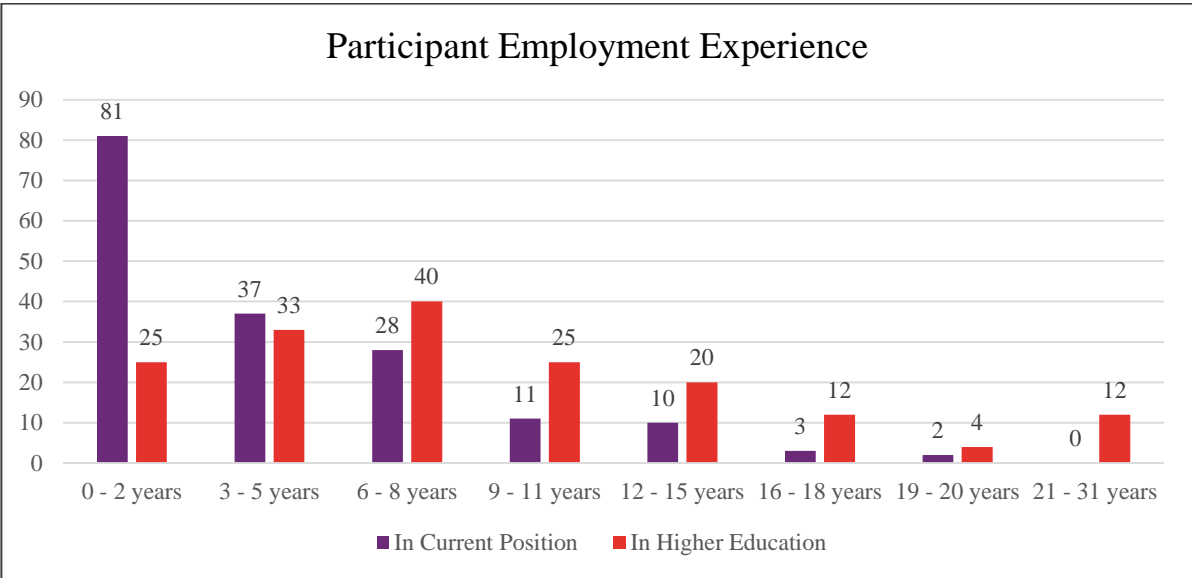
What field is your highest degree in? (n=172)		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Student affairs/higher education</b>	61	35.5%
<b>Psychology/counseling</b>	21	12.2%
<b>Women/gender/sexuality studies</b>	16	9.3%
<b>Education</b>	10	5.8%
<b>Social work</b>	6	3.5%
<b>English/literature</b>	6	3.5%
<b>Communication</b>	5	2.9%
<b>Public health</b>	4	2.3%
<b>Anthropology</b>	4	2.3%
<b>Other</b>	39	22.7%

“Other” responses for field of study include American studies, African American studies, business, administration, and sociology, among others.

### Employment History

47% (n=81) of participants had been in their current job for 2 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.

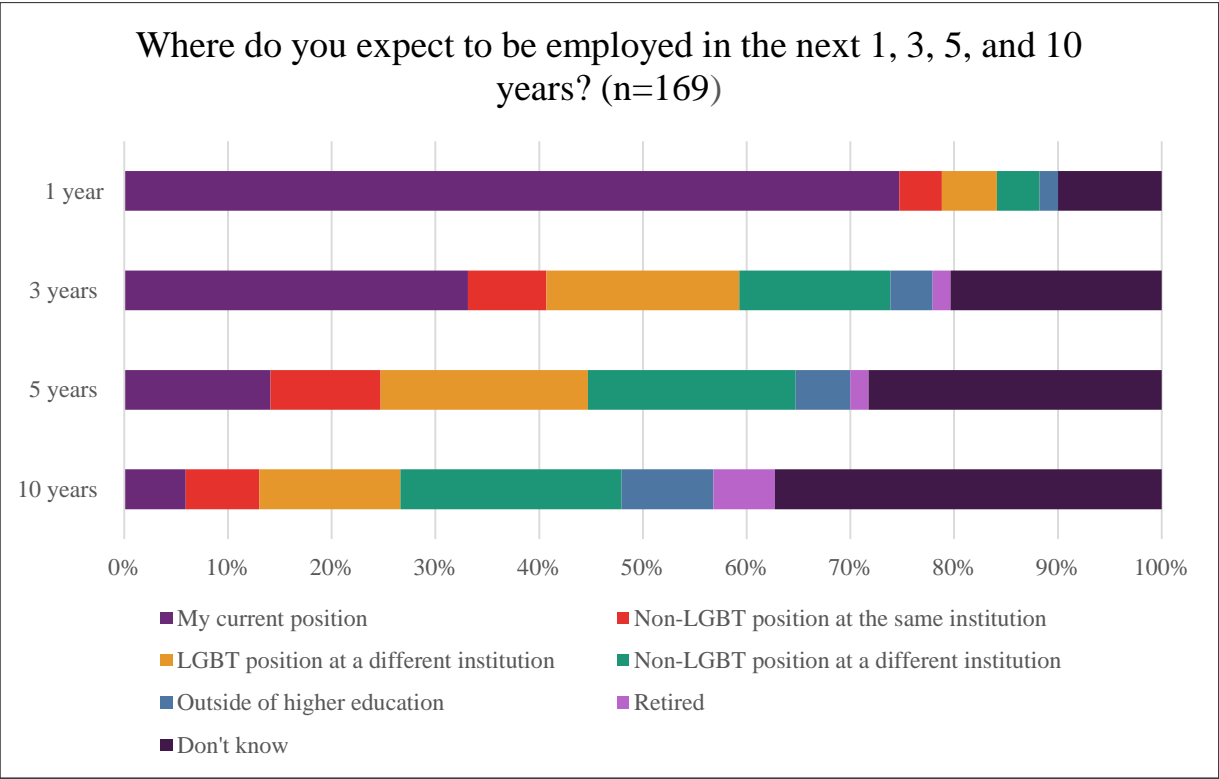
How many years have you been employed in your current position and in higher education?		
	<i>current position</i>	<i>higher education</i>
<b>average</b>	4.4	9.0
<b>minimum</b>	0	0
<b>maximum</b>	20	31
<b>median</b>	3	7
<b># of responses</b>	172	171



**Future Plans**

Most participants anticipated staying in their current positions for at least another year. However, most anticipated changing positions within the next 3 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, 3, 5, and 10 years?							
	<i>My current position</i>	<i>Non-LGBT position at the same institution</i>	<i>LGBT position at a different institution</i>	<i>Non-LGBT position at a different institution</i>	<i>Outside of higher education</i>	<i>Retired</i>	<i>Don't know</i>
<b>1 year</b>	127	7	9	7	3	0	17
<b>3 years</b>	57	13	32	25	7	3	35
<b>5 years</b>	24	18	34	34	9	3	48
<b>10 years</b>	10	12	23	36	15	10	63



### Comments on Career Path

Comments on this section reflect a variety of paths. Many people discussed interest in getting a Ph.D., becoming a dean of students, moving to diversity work, moving to teaching, and leaving higher education. People also discussed stress, the lavender ceiling, and burn-out in their current positions.

#### Representative Comments on Career Path and Future Plans

Am in mid-career questioning about where/what I want to do next; grateful to be in life position to consider multiple paths.

Because of the emotional toll of the job, I would expect that I will not remain in higher ed for longer than the next 5 or so years. I am currently in a job search to leave my current institution.

Hope to be overseeing diversity and inclusivity as a whole and supervising a new LGBT coordinator.

I am considering the option of continuing my education to earn a PhD

I am finishing my dissertation and looking at options for my next career move. I am still trying to figure out what that looks like and what kind of impact the Lavender Ceiling is going to have on my career advancement.

I am torn between a path of going into academia or staying in student affairs.

I'm facing challenges for advancement at this time, especially in my current position and the direction that position is headed.

My job is my calling and profession, not unlike a nurse or a teacher. It continues to challenge me in numerous ways. My responsibilities may change and expand, but I hope to stay in the field for my entire career, and hopefully at the same institution

My spouse has a job that moves our family around the state therefore I am unsure of my future employment locations. However, I know that I will be doing social justice/advocacy work wherever I am.

Retirement will be about 10 years from now.

## ***Institutional Characteristics***

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

<b>What type of area is your institution located in?</b>		
<b><i>Category</i></b>	<b><i>Count</i></b>	<b><i>%</i></b>
<b>Rural</b>	32	18.6%
<b>Suburban</b>	35	20.3%
<b>Urban</b>	67	39.0%

<b>What is the size of your student body?</b>		
<b><i>Category</i></b>	<b><i>Count</i></b>	<b><i>%</i></b>
<b>Less than 5,000</b>	20	11.6%
<b>5,000 - 10,000</b>	20	11.6%
<b>10,000 - 20,000</b>	30	17.4%
<b>20,000 - 30,000</b>	25	14.5%
<b>30,000 - 40,000</b>	19	11.0%
<b>40,000 - 50,000</b>	14	8.1%
<b>More than 50,000</b>	6	3.5%

<b>Choose any of the following that describe your institution.</b>		
<b><i>Category</i></b>	<b><i>Count</i></b>	<b><i>%</i></b>
<b>Public</b>	85	49.4%
<b>Private</b>	48	27.9%
<b>Religiously affiliated</b>	6	3.5%
<b>Community college</b>	3	1.7%
<b>Bachelors conferring</b>	84	48.8%
<b>Masters conferring</b>	81	47.1%
<b>PhD conferring</b>	89	51.7%
<b>Historically Black College/University (HBCU)</b>	0	0.0%
<b>Hispanic Serving Institution</b>	8	4.7%
<b>Other _____</b>	10	5.8%

# Office Operations

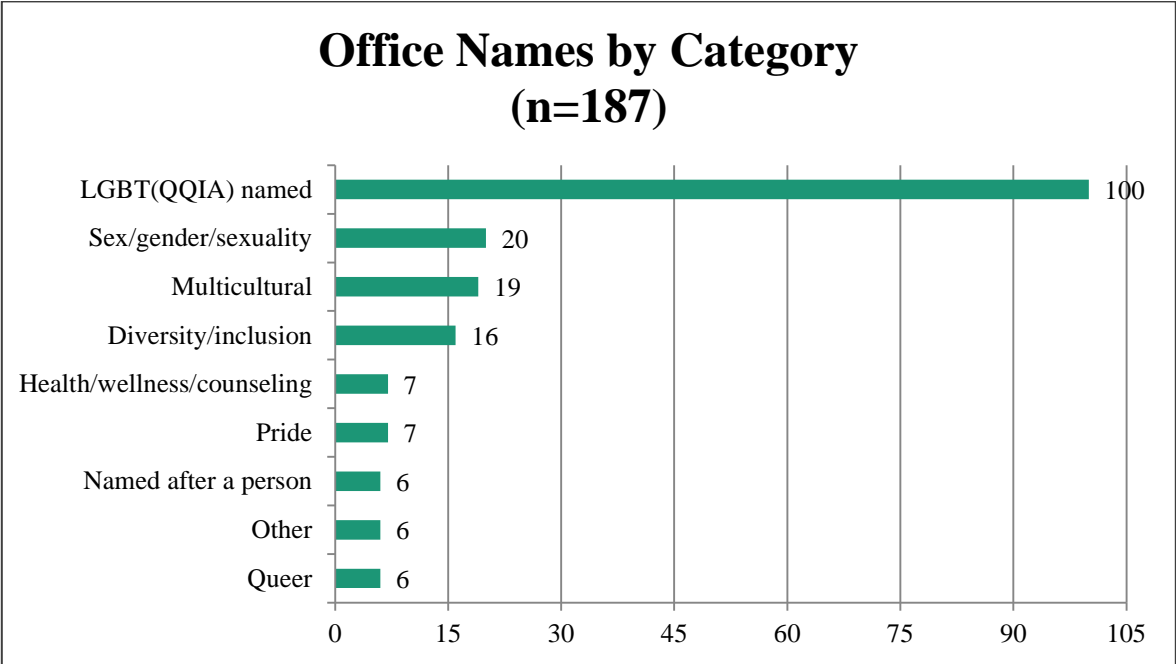
In the following tables, duplicate institutions have been removed so that individual colleges are not counted multiple times if multiple staff members completed the survey.

## Office Names

There are a variety of names and reporting structures held by LGBT resource professionals. Information about the names of offices was collected when members register for the Consortium, so these names reflect more people than included in the rest of the self-study. We collected the names of 187 offices provided by practitioners. The image below shows more popular names in larger type.



We also categorized office names from the membership information to give a sense of the range of names used and the areas in which practitioners are reporting.



**Organization**

Is your office a separate LGBT-specific office or is it physically housed within another program/office?		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Separate LGBT-specific office</b>	78	58.2%
<b>Housed within women/gender office</b>	5	3.7%
<b>Housed within race-based office</b>	4	3.0%
<b>Housed within some other diversity program</b>	22	16.4%
<b>Other _____</b>	25	18.7%

LGBT resource professionals work in a variety of physical structures. While 58% have stand-alone LGBT offices, others share spaces with other diversity programs. Other LGBT professionals work within student engagement offices, dean of students offices, and health-related initiatives.



**Capacity**

What is the approximate amount of square feet within your office?	
<b>average</b>	923
<b>minimum</b>	20
<b>maximum</b>	6,000
<b>median</b>	700
<b># of responses</b>	100

The amount of space available within practitioners’ offices varies widely, as does the specifics of what is available in that space. Private offices seem to be the most common, followed by some kind of lounge area. Many offices share common areas with other departments.

Does your office have any of the following areas? If so, how many? (n=134)		
<i>Category</i>	<i>Count</i>	<i>Range</i>
<b>Private offices</b>	123	0 – 11
<b>Lounge areas</b>	112	0 – 8
<b>Meeting/conference rooms</b>	50	0 – 5
<b>Library/computer labs</b>	70	0 – 5
<b>Restrooms</b>	28	0 – 6
<b>Changing room/ lactation room/ other private space</b>	12	0 – 2

### Staffing

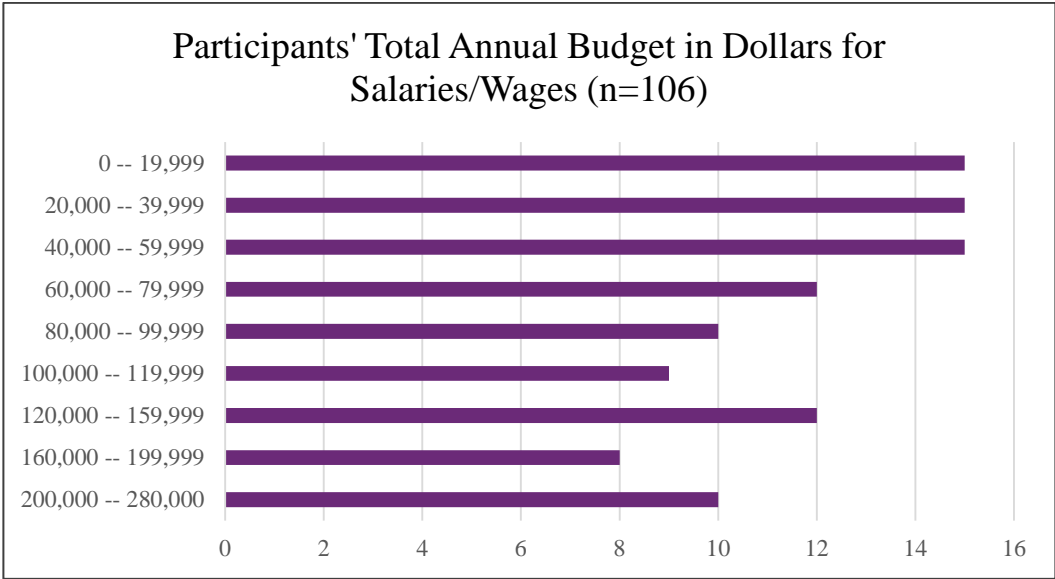
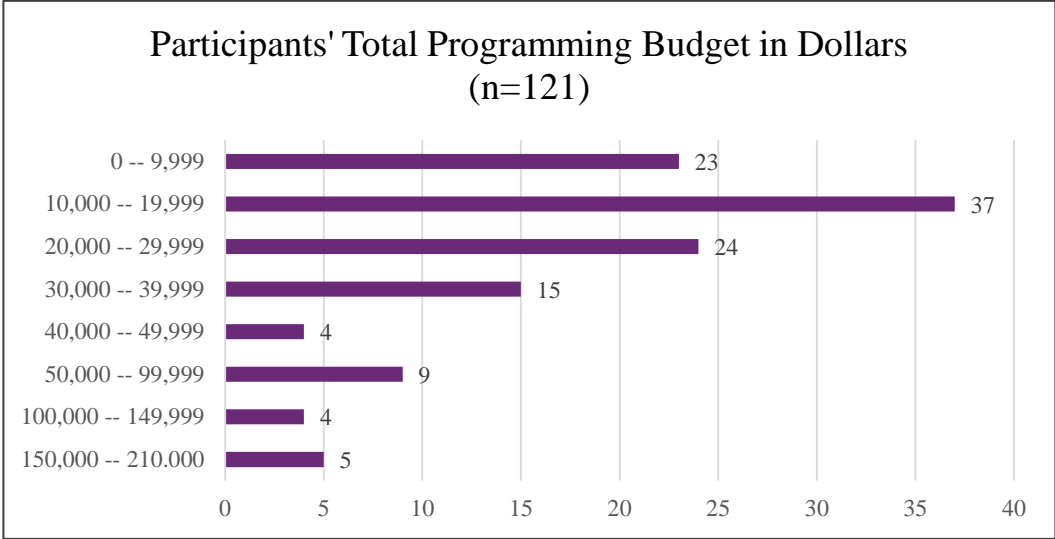
The most common (43%, n=58) staffing pattern is one full-time staff member with LGBT-specific responsibilities. 38% (n=51) of campuses have multiple full-time staff members with LGBT-specific responsibilities. Many campuses have student staff, either paid or volunteer.

How many of the following staff members on your campus have LGBT-specific responsibilities? (Include yourself in this count.) (n=134)				
<i>Category</i>	<i>Average</i>	<i>Min</i>	<i>Max</i>	<i>Median</i>
<b>Full-time staff members</b>	1.5	0	7	1
<b>Part-time staff members</b>	0.3	0	6	0
<b>Paid graduate students</b>	0.7	0	4	0.5
<b>Unpaid graduate students (volunteer or course credit)</b>	0.5	0	10	0
<b>Paid undergraduate students</b>	3.6	0	30	2
<b>Unpaid undergraduate students (volunteer or course credit)</b>	2.1	0	50	0

**Budget**

What is your office's total annual budget in dollars for programming/operating and for salaries/wages?		
	<i>programming/ operating</i>	<i>salaries/wages</i>
<b>average</b>	\$31,859.12	\$86,927.61
<b>minimum</b>	\$0	\$0
<b>maximum</b>	\$200,000.00	\$270,000.00
<b>median</b>	\$20,000.00	\$71,750.00
<b># of responses</b>	121	106

Many participants did not respond to the budget question, either out of reluctance to share this information or because they did not have access to that information.



## Programs and Services

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

### Populations

Most offices are focused on serving undergraduate students, with some attention to graduate students, faculty, and staff. More than two-thirds support alumni, and more than half do work to serve community members.

<b>Which of the following campus populations does your office/program serve? (choose all that apply; n=134)</b>		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Undergraduate students</b>	133	99.3%
<b>Graduate students</b>	117	87.3%
<b>Faculty</b>	116	86.6%
<b>Staff</b>	114	85.1%
<b>Alumni</b>	92	68.7%
<b>Community members</b>	74	55.2%
<b>Other _____</b>	4	3.0%

## Programs and Policies

Most campuses (95.3%) have some form of a Safe Zone program. All participants (100%) have sexual orientation in their non-discrimination policy, while most (92.2%) have gender identity in their non-discrimination policy.

Does your office offer any of the following programs? (n=128)		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>New student orientation program</b>	57	44.5%
<b>Safe zone/space/allies program</b>	122	95.3%
<b>Peer mentoring</b>	62	48.4%
<b>Student leadership retreat</b>	65	50.8%
<b>Speakers bureau/panel program</b>	89	69.5%
<b>Support group or discussion group</b>	99	77.3%
<b>Individual counseling</b>	52	40.6%
<b>End of year celebrations or graduation ceremonies (e.g. Lavender graduation)</b>	108	84.4%
<b>Alumni group</b>	62	48.4%
<b>Career programs including networking events</b>	71	55.5%
<b>Groups based around intersecting identities (e.g. queer students of color, queer students of faith)</b>	91	71.1%
<b>Transgender-specific group</b>	83	64.8%

Does your campus have any of the following policies in place? (n=128)		
<i>Category</i>	<i>Count</i>	<i>%</i>
<b>Gender identity in non-discrimination policy</b>	118	92.2%
<b>Sexual orientation in non-discrimination policy</b>	128	100.0%
<b>Same-sex partner benefits</b>	112	87.5%
<b>Gender inclusive housing</b>	80	62.5%
<b>Preferred name recognition</b>	77	60.2%
<b>Student health insurance coverage for gender confirmation surgery</b>	50	39.1%
<b>Student health insurance coverage for hormone treatment for trans people</b>	68	53.1%
<b>Gross-up in wages to account for differential taxation between unmarried and married partners</b>	11	8.6%

## Comments about Programs and Practices

Here are representative comments about office programs and practices.

### Describe any programs or policies that you approach from a social / justice and/or intersectional framework.

A great deal of our programming is social justice themed.

As many of my programs and initiatives as possible. I focus my work on spending the most time supporting and advocating for the most marginalized students (i.e. queer students of color, trans students, low-income students) and feel that that work benefits the entire community. For example, doing a trans performance series featuring almost all performers of color centering marginalized voices so that all can feel affirmed and/or learn.

Most of our programs have this as a thread - including multiple identities in everything we do.

We approach all of our work from a social justice and intersectional framework so it is difficult to name specifics. We have partnerships across campus with academic departments and other Centers (Women's Center, Center for Students of Color, Office of Religious Life, etc).

While all of our programming is rooted in social justice and intersectionality there is still much work to be done in coalition building across the many communities on our campus for these programs to be truly intersectional and rooted in social justice in both theory and practice.

We provide various discussion groups that are divided by gender which are approached intersectionally: masculinities, women's concerns, gender fluid. Annual social justice retreat is collaboration between Office of Intercultural Development, religious and spiritual life, community outreach center, international student advising, and faculty from departments in Economics, Psychology, Religious Studies, and different institutions.

### Please name any other relevant programs/policies here.

Admissions form questions, faculty involvement, Inclusive Sexual Assault training, student leadership training, fundraising, gender neutral restroom provisions, policy and advocacy work

As a small office on a small campus, all of our diversity and social justice work is approached through a very intersectional lens.

**Please name any other relevant programs/policies here.**

I am currently attempting to put together a peer sexuality education program, and a mentorship program for local LGBT high school and middle school students because these students in the surrounding areas are lacking support significantly compared to some of our students who are high functioning

in addition to the programs above, we offer workshops on trans 101, privilege, first-gen students, and identity in general

queer/trans 101 trainings / qtpoc luncheon / speakers bureau / queer talk / out at work / alumni network / thematic programming / GIH, GIR, / name change policy / themed housing floor /

**Is there anything else you'd like us to know about your / program/office?**

As a state institution we're binded by state laws to not allow gender inclusive housing or to offer same sex partnerships.

I do a considerable amount of ad-hoc counseling and consulting for students and community members because there are a dearth of trained professionals in this area. I do the work of more than one person and my job description is much too broad.

It is a wonderful shade of lavender/purple and we have a rainbow wall that people sign and we have a historical photo display of individuals and groups that have come to our campus.

It's an honor and a privilege to do this work. Our students are amazing, and part of my job is continuously improving the campus climate so they can achieve and succeed, hopefully without too much worry and energy expended regarding being treated with dignity and respect in all areas of the institution.

Our program is 100% funded through the student fee. There are benefits to this but there is a huge lack of support from the general fund for any of our identity-based programs (queer, women's, multicultural, veterans, commuter). I wonder how other programs/offices are funded?

To clarify the policy questions, unfortunately our same-sex partner benefits are only for legally married couples now that marriage is legal in our state. Our institution did away with domestic partner benefits once marriage became legal. We don't gross up because of the federal recognition of same-sex marriages.

**Is there anything else you'd like us to know about your / program/office?**

We have worked hard to make our campus a part of the LGBTQ+ community within the city. This means regularly partnering with community organizations, attending fundraising events as an institution, and collaborating on city-wide initiatives like a city-wide Safe Zone initiative, medical/legal/career clinics for the trans community, and city wide coalitions on LGBTQ+ inclusion, sexual education, and reproductive justice.

We're fairly new, and many of the programs you are mentioning are things that we have longer term plans for, but just do not have the capacity to take on at the moment.



## **Conclusion**

This report illustrates the variety of backgrounds, reporting lines, and physical structures used by LGBT practitioners in higher education. Many Consortium members have been in their roles less than two years, and appear to be coping with many institutional changes. While some individuals are operating within stand-alone LGBT centers, others are working within centers designed to serve multiple identities. Likewise, many members are considering change within their own careers – supervisory roles, degree programs, or leaving higher education. All of this demonstrates the diverse experiences and professional tracks of Consortium members.

Therefore, the Consortium should aim to serve a variety of needs to professionals at a variety of stages in their careers. New professionals may need an introduction to the field and exposure to opportunities to engage in social justice programming. Mid-level professionals may wish to explore a variety of possibilities, including Ph.D programs and greater supervision responsibilities. Seasoned professionals may be considering leaving roles as practitioners to work elsewhere in higher education, become teaching faculty, or even retiring. Through exploring this diverse set of needs, the Consortium can grow and support its membership.

These data also highlight the variability of institutional support in the form of salaries and operating budgets. Consortium members are encouraged to share these data with decision makers in order to advocate for resources for themselves and their offices. Further research could compare the salary data to the salaries of other campus professionals.

Ultimately, the report creates a snapshot of LGBT resource professionals in higher education. By documenting the experiences of this group of people, the Consortium hopes to increase the visibility of the work done by our members.

## ***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.

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 will allow us to keep your information confidential while ensuring that we have the most complete data possible.

Your own answers will be kept confidential, and visible only to one member of the research team. All answers will be aggregated when we release the final report. We anticipate it will take you 15 - 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 email [chair@lgbtcampus.org](mailto:chair@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 continue below.

## About Your Identity

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 (1)
  - Asian/Asian American (2)
  - Arab/Middle Eastern (3)
  - Black/African American (4)
  - Hispanic/Latin@ (5)
  - Multiracial/Biracial (6)
  - Native Hawaiian/Other Pacific Islander (7)
  - White (8)
  - None of these (9)
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 (1)
  - Man (2)
  - Transgender (3)
  - Genderqueer (4)
  - Cisgender (5)
  - Intersex (6)
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 (1)
  - Bisexual (2)
  - Gay (3)
  - Heterosexual/straight (4)
  - Lesbian (5)
  - Pansexual (6)
  - Queer (7)
  - Questioning (8)
  - None of these (9)
  - Don't know (10)
7. Are there other terms you use to describe your sexual orientation? [OPEN BOX]

## About Your Employment

1. Are you a
  - Staff member (1)
  - Graduate student (2)
  - Faculty member (3)
  - Other (4) \_\_\_\_\_
2. Are you employed
  - Full-time (10 - 12 months per year) (1)
  - Part-time (9 or fewer months per year) (2)
  - Part-time (less than 20 hours a week) (3)
  - Other (4) \_\_\_\_\_
3. What percentage of your time at work is focused on LGBT-related work?
  - \_\_\_\_\_ Percent of Time Per Week (1)
4. Do you report to a position related to (choose all that apply)
  - Race (1)
  - Multicultural/intercultural (2)
  - Women/gender (3)
  - Diversity/equity/equality/inclusion (4)
  - Dean of students (5)
  - Academics (6)
  - Another professional doing LGBT work (e.g. you are an LGBT2) (7)
  - Vice president or provost for Student Affairs (8)
  - Other (9) \_\_\_\_\_
5. If you would like to clarify any of these answers, please do so here. [OPEN BOX]
6. How are you paid?
  - Annual salary (2)
  - Hourly wages (1)
  - Tuition is part of my salary (3)
7. What is your annual salary? (*Answer If How are you paid? Annual salary Is Selected*)
8. 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?
  - Associates degree (1)
  - Bachelors degree (2)
  - Masters degree (3)
  - Doctorate (4)
  - Other (5) \_\_\_\_\_
2. What field is your highest degree in?
  - Student affairs/higher education (1)
  - Psychology/counseling (2)
  - Women/gender/sexuality studies (3)
  - Other (please name) (4) \_\_\_\_\_
3. How many years have you:
  - \_\_\_\_\_ Been employed in your current position (1)
  - \_\_\_\_\_ Been employed in higher education (2)

4. What are your future employment plans?

	<b>My current position (1)</b>	<b>Non-LGBT position at the same institution (2)</b>	<b>LGBT position at a different institution (3)</b>	<b>Non-LGBT position at a different institution (4)</b>	<b>Outside of higher education (5)</b>	<b>Retired (6)</b>	<b>Don't know (7)</b>
<i>In the next 1 year, I expect to be employed in (1)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>In the next 3 years, I expect to be employed in (2)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>In the next 5 years, I expect to be employed in (3)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>In the next 10 years, I expect to be employed in (4)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?
  - Rural (1)
  - Suburban (2)
  - Urban (3)
2. What is the size of your student body?
  - Less than 5,000 (1)
  - 5,000 - 10,000 (2)
  - 10,000 - 20,000 (3)
  - 20,000 - 30,000 (4)
  - 30,000 - 40,000 (5)
  - 40,000 - 50,000 (6)
  - More than 50,000 (7)
3. Choose any of the following that describe your institution.
  - Public (1)
  - Private (2)
  - Religiously affiliated (3)
  - Community college (4)
  - Bachelors conferring (5)
  - Masters conferring (6)
  - PhD conferring (7)
  - Historically Black College/University (HBCU) (8)
  - Hispanic Serving Institution (9)
  - Other (10) \_\_\_\_\_

## About Your Office

1. Is your office a separate LGBT-specific office or is it physically housed within another program/office?
  - Separate LGBT-specific office (1)
  - Housed within women/gender office (2)
  - Housed within race-based office (3)
  - Housed within some other diversity program (4)
  - Other (5) \_\_\_\_\_
2. What is the approximate amount of square feet within your office?
3. How many of the following areas do you have within your office?
  - \_\_\_\_\_ Private offices (1)
  - \_\_\_\_\_ Lounge areas (2)
  - \_\_\_\_\_ Meeting/conference rooms (3)
  - \_\_\_\_\_ Library/computer labs (4)
  - \_\_\_\_\_ Restrooms (5)
  - \_\_\_\_\_ Changing room/lactation room/other private space (6)
4. How many of the following staff members on your campus have LGBT-specific responsibilities? (Include yourself in this count.)
  - \_\_\_\_\_ Full-time staff members (1)
  - \_\_\_\_\_ Part-time staff members (2)
  - \_\_\_\_\_ Paid graduate students (3)
  - \_\_\_\_\_ Unpaid graduate students (volunteer or course credit) (4)
  - \_\_\_\_\_ Paid undergraduate students (5)
  - \_\_\_\_\_ Unpaid graduate students (volunteer or course credit) (6)
5. Which of the following campus populations does your office/program serve? (choose all that apply)
  - Undergraduate students (1)
  - Graduate students (2)
  - Faculty (3)
  - Staff (4)
  - Alumni (5)
  - Community members (6)
  - Other (7) \_\_\_\_\_
6. What is your office's total annual budget in dollars for programming/operating?
7. What is your office's total annual budget in dollars for salaries/wages?
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 office offer any of the following programs?
  - new student orientation program (1)
  - safe zone/space/allies program (2)
  - peer mentoring (3)
  - student leadership retreat (4)
  - speakers bureau/panel program (5)
  - support group or discussion group (6)
  - individual counseling (7)
  - end of year celebrations or graduation ceremonies (e.g. Lavender Graduation) (8)
  - alumni group (9)
  - career programs including networking events (10)
  - groups based around intersecting identities (e.g. queer students of color, queer students of faith) (11)
  - transgender-specific group (12)
2. Does your campus have any of the following policies in place?
  - Gender identity in non-discrimination policy (1)
  - Sexual orientation in non-discrimination policy (2)
  - Same-sex partner benefits (3)
  - Gender inclusive housing (4)
  - Preferred name recognition (5)
  - Student health insurance coverage for gender confirmation surgery (6)
  - Student health insurance coverage for hormone treatment for trans people (7)
  - Gross-up in wages to account for differential taxation between unmarried and married partners (8)
3. Describe any programs or policies that you approach from a social / justice and/or intersectional framework. [OPEN BOX]
4. Please name any other relevant programs/policies here. [OPEN BOX]
5. Is there anything else you'd like us to know about your program/office? [OPEN BOX]
6. Please provide any feedback about this survey that you would like us to know. [OPEN BOX]

## Completion event

Your ID number is: *{ResponseID}* Please email [dwoolwa1@jhu.edu](mailto:dwoolwa1@jhu.edu) with your name and the ID number. This 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 [chair@lgbtcampus.org](mailto:chair@lgbtcampus.org)