

University of Arizona

LGBTQA+ NEEDS ASSESSMENT REPORT

2014

Investigating the needs and experiences of Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Asexual and other related identities on campus.

Prepared by:

Lauren Pring, MPH, Health Promotion and Preventive Services, Campus Health Service

Peggy Glider, PhD, Health Promotion and Preventive Services, Campus Health Service

Jen Hoefle Olson, MA, Program Director, LGBTQ Affairs, Dean of Students

Pat Manning, MS, Health Promotion and Preventive Services, Campus Health Service



**CAMPUS
HEALTH**

TABLE OF CONTENTS

Contents

Definitions and Abbreviations _____	1
Executive Summary _____	1
Methods _____	3
General Demographics _____	4
FINDINGS - STUDENTS _____	11
FINDINGS – FACULTY/STAFF _____	40
Conclusion _____	47
Contact Information _____	48

DEFINITIONS AND ABBREVIATIONS

Definitions and Abbreviations

This report utilizes a number of definitions and abbreviations which may or may not be familiar to the reader. The table below outlines those definitions and abbreviations which are relevant to the report. This is not a comprehensive list of terminology relevant to the LGBTQA+ community. Please note specifically the distinction between LGBTQA+ and LGBQ+ as used in this report – the first is an umbrella term used to refer to the entire community of non-normative sexual and gender identities. The second refers to non-normative sexual identities specifically. If you would like to learn more about inclusive language and diverse sexual and/or gender identities, please visit the LGBTQ Affairs webpage to sign up for a Safe Zone training (<http://lgbtq.arizona.edu/safe-zone>).

DEFINITIONS AND ABBREVIATIONS	
LGBTQA+	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Asexual, and other non-heterosexual AND gender non-conforming identities
LGBQ+	Lesbian, Gay, Bisexual, Queer, Questioning, and other non-heterosexual identities.
Heterosexual	Sexual identity in which attraction is to the opposite sex
Transgender	Umbrella term indicating a gender identity different from the one assigned at birth
Cisgender	Gender identity the same as the one assigned at birth
Agender	A person who identifies as without gender
Asexual	Sexual identity in which a person does not experience sexual attraction
Bisexual	A person who is sexually, romantically, intellectually, and/or spiritually attracted to male and female genders
FtM	Female-to-Male transsexual individual
Gay	A person who is sexually, romantically, intellectually, and/or spiritually attracted to the same gender as the one they identify (often refers to male-identified people)
Genderqueer	Outside of or beyond a binary gender identity
Lesbian	A woman-identified person who is sexually, romantically, intellectually, and/or spiritually attracted to other woman-identified people
MtF	Male-to-Female transsexual individual
Pansexual	Sexual identity in which a person is attracted to multiple or all genders
Queer	An umbrella term often used to identify one who is outside or beyond traditional sexual identities
Questioning	In the process of discovering gender or sexual identity
Two-Spirit	Native American gender identity in which both genders are manifest

EXECUTIVE SUMMARY

Executive Summary

METHODS AND DATA COLLECTION

The LGBTQA+ Needs Assessment Survey was developed to fill gaps in knowledge about LGBTQA+ experiences, wellness, and needs at the University of Arizona. This is the first survey of its kind on campus, and it is the most rich and in-depth information that has been collected to date on this population at the UA. With the financial support of a statewide grant on campus climate and wellness for LGBTQA+ students, the survey was developed through a collaboration between LGBTQ Affairs and Campus Health Service, and with the help and feedback of a wide array of partners across campus. LGBTQA+ and allied students, staff, faculty, and community members were invited to participate. The survey was an adaptive form, in which sets of questions were asked only of those who identified as the target for said question. Students, staff/faculty, and community members received different versions of the survey, with some overlap. Questions were developed by reaching out to content experts, and by utilizing questions from similar surveys, with permission. The final instrument is broken into several sections, including demographics, experiences being 'out', campus climate, programming, and wellness. The instrument contains up to 257 possible questions, though each participant completed only a subset of those depending on role and identity.

The survey was conducted online and was open during the period of 4/15 – 6/15, 2014. Participants were recruited via email, primarily through the LGBTQ Affairs listserv but including other listservs as well. Because the recruitment call urged participants to forward the link to other appropriate listservs, we are unsure of which other listservs the recruitment call went out on, making us unable to calculate an accurate response rate. Data was collected through Campus Labs Baseline survey engine.

DATA HIGHLIGHTS AND KEY TAKEAWAYS

With a survey so vast in content, there are many important takeaways from this data.

- 92% of students knew where to get support for sexual identity, gender identity, or LGBTQA+ related issues. This suggests a high level of awareness of resources such as the LGBTQ Center, the Office of LGBTQ Affairs, and Pride Alliance, as well as the many other resources for this community on campus.
- 66% of students agreed or strongly agreed that the UA anti-discrimination policies were supportive of LGBTQA+ student needs, and 33% disagreed (but nobody strongly disagreed). However, 27% of students were not aware of the UA anti-discrimination policy, suggesting that education on UA policies offers opportunities to change student perceptions in this area.
- 70% of students who experienced discrimination on campus did not report it to any campus officials or support resources. Of those who offered explanations for not reporting, 28% did not know how to report the incident or where, indicating an opportunity for educating students on bias reporting procedures.
- LGBTQA+ students highlighted several resources that helped them to remain a student at the UA – 80% of those who used CAPS, 58% of those who used the Oasis Program Against Sexual Assault

EXECUTIVE SUMMARY

and Relationship Violence, and 49% of those who used the Office of LGBTQ Affairs said that these resources helped them stay in school.

- While an equal proportion of all students (~65%) said they used Campus Health Service (CHS) for medical services, a disproportionate amount of those who identified as LGBTQA+ indicated that they did not seek medical care (35% vs. 15%). The data suggests that this disparity is due to fear of outing oneself to their provider – 33% of trans students and 19% of LGBTQ+ students said they had refrained from seeking care when it was needed because they were afraid of disclosing their identity.
- Students perceived the following to be the most important health topics for LGBTQA+ students at the UA: sexual health (32%), mental/emotional health and wellbeing (23%), and nutrition/exercise (9%).
- 10% of LGBTQA+ students mentioned discrimination based on sexual identity or gender identity as major sources of stress throughout the past school year.
- One quarter, or 25%, of LGBTQA+ students reported seriously considering suicide one or more times in the last school year. This is compared with 8% of non-LGBTQA+ students, more than 3 times the percentage.

LOOKING AHEAD

The data collected and presented here offers valuable insights into the needs of LGBTQA+ students, staff and faculty at the UA. The data is meant to be utilized to better serve this community on our campus, both within and outside of the Office of LGBTQ Affairs and the needs assessment team. All departments on campus serve this population, and all departments have a role in making campus a more inclusive space for all members of our community. We encourage everyone to use this data to develop programs, change policies, and educate others on how to provide the most inclusive services for the UA community.

The needs assessment team is putting the data to work in the following ways:

- Meeting with departments on campus to present relevant data in specialized reports and fostering conversations about how to apply this information in their areas
- Informing program offerings and resource allocation for the Office of LGBTQ Affairs and the LGBTQ Resource Center
- Disseminating data to the campus community through reports, infographics, and other avenues for information sharing.
- Presenting on campus and in the community when relevant and applicable
- Enriching programs like Safe Zone and LGBTQA+ related panels or presentations with data collected on campus

Methods

DEVELOPMENT

This first ever iteration of the UA LGBTQA+ Needs Assessment Survey was developed through a collaboration between the Office of LGBTQ Affairs and the UA Campus Health Service. The need for this became clear during conversations in strategic planning discussions around improving campus climate and wellness for the UA campus community, which were held in 2012 and 2013 and attended by staff, faculty and students from a wide variety of departments. These strategic planning sessions, and the work of this survey that followed, stemmed from a statewide grant on campus climate and wellness among LGBTQA+ students. With the input and expertise of partners and stakeholders across campus, the core needs assessment team developed the 257 item questionnaire (though the amount of items answered by any given participant was considerably fewer depending on their role and identities). The final questionnaire represents original items as well as items based on relevant questionnaires used for similar purposes, some of which were tested for validity. For more information on the source of a given question, please feel free to contact the needs assessment team.

ADMINISTRATION

The survey was administered online through Campus Labs Baseline survey administration program, during the period of 4/15 – 6/15, 2014. Participants were recruited through email via listserves, primarily the UA LGBTQ Affairs Listserv. Response rate is unknown, given that participants were urged to forward the survey to other listservs or participants as appropriate. No incentives were offered for participation.

ANALYSIS

The majority of the analysis found in this report is descriptive. Where appropriate and possible, significance tests were run using Kruskal-Wallis H tests, t-tests, or Chi Square, depending on the variables being analyzed. More in-depth analyses will be undertaken in the future as a part of an ongoing process of exploratory research and targeted analytic goals.

GENERAL DEMOGRAPHICS

General Demographics

SAMPLE SIZE

In total, the survey had 589 participants, after the data was cleaned. Seventy nine cases were removed for being less than 20% complete. The breakdown by group can be found in Figure 1. Representation from students, staff and faculty met or exceeded expectations of the needs assessment team. While this is the largest sample of the LGBTQA+ community that has been surveyed, we hope to gain even larger samples in future years.

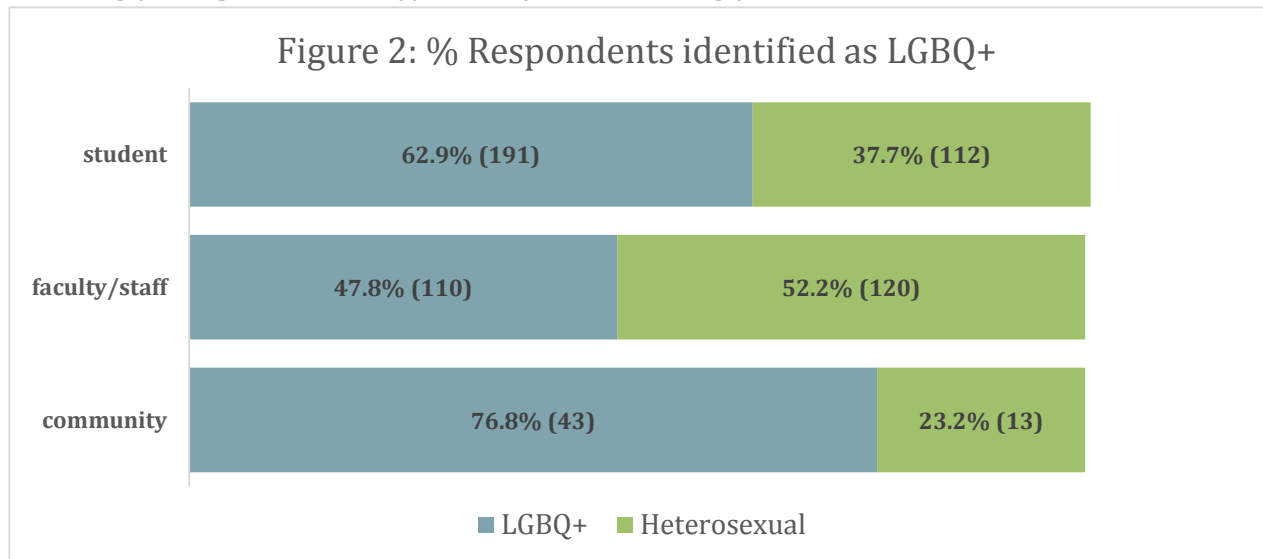
Figure 1: LGBTQA+ Needs Assessment Sample



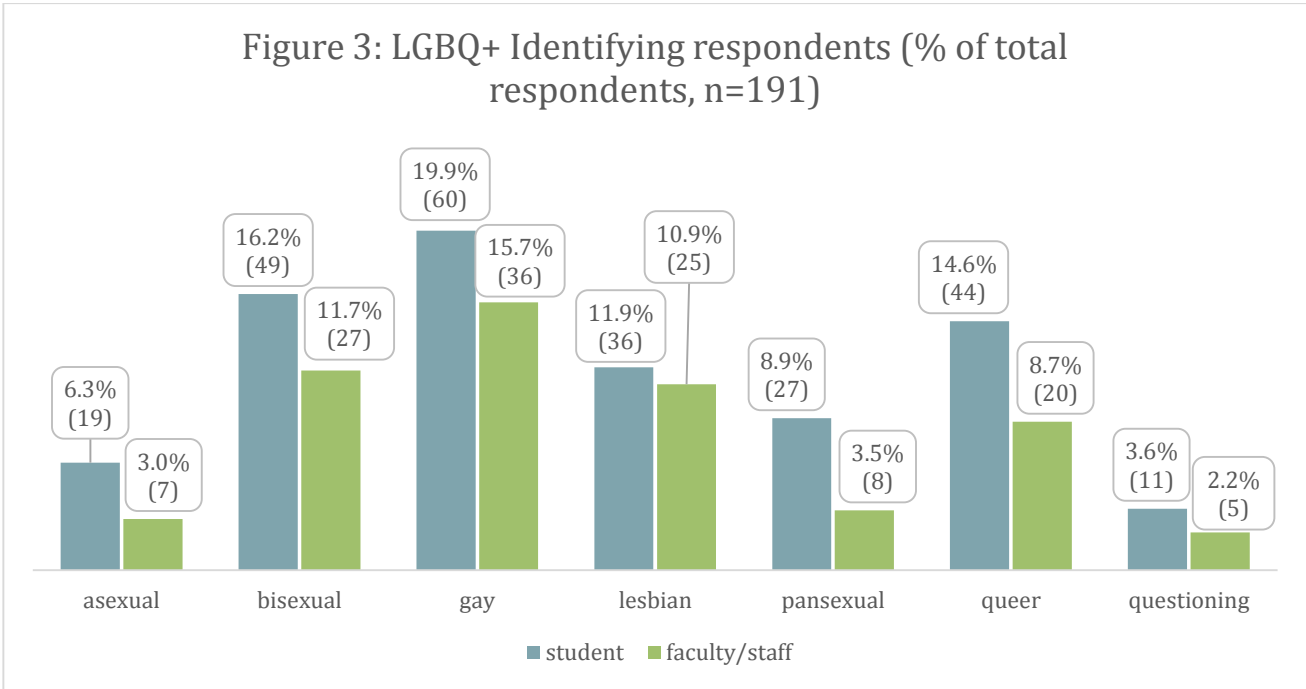
SEXUAL ORIENTATION

While the majority of student and community respondents identified as Lesbian, Gay, Bisexual, Queer or another sexual identity (LGBQ+) different from heterosexual (62% and 77%, respectively), slightly less than half of faculty/staff identified as LGBQ+ (48%). The spectrum of how LGBQ+ respondents identified can be found in figure 3. For the student sample, the most represented sexual identity groups were bisexual, gay, and queer. For Faculty/Staff, they were bisexual, gay, and lesbian.

Figure 2: % Respondents identified as LGBQ+

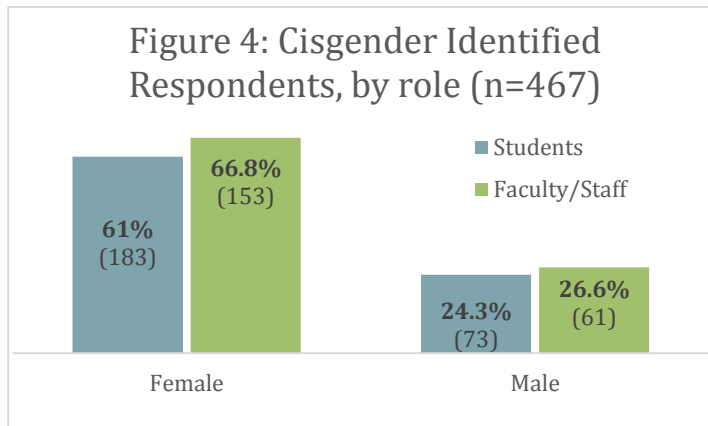


GENERAL DEMOGRAPHICS

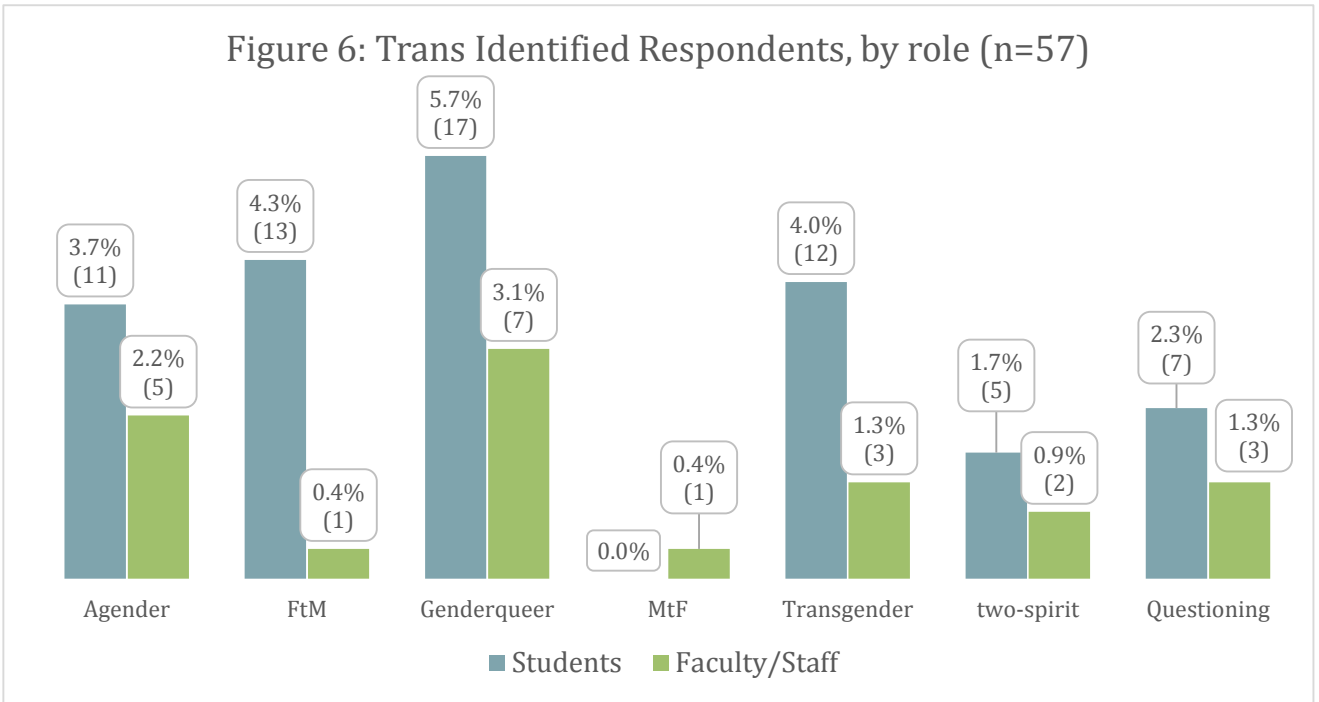
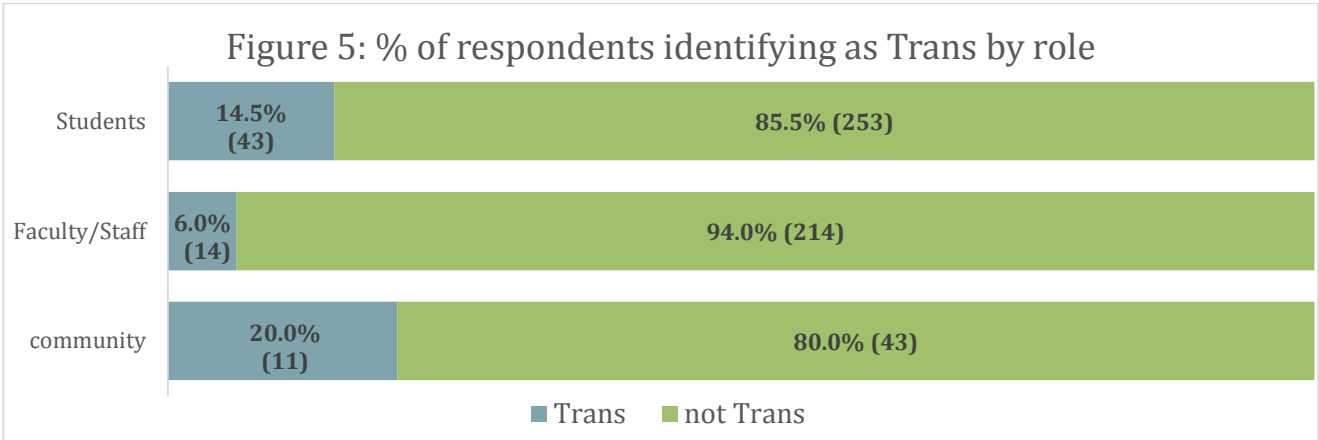


GENDER IDENTITY

While the majority of all participants identified as cisgender, a higher percentage of students than faculty/staff identified as trans (Figure 5). Of the cisgender sample, the vast majority were female vs male (61% and 67% vs 24% and 27%, respectively) in both student and faculty/staff groups. The breakdown of identities among trans identified respondents can be found in figure 6. No respondents identified as intersex in any of the 3 groups, and no student respondent identified as male to female transsexual (MtF). Sixty eight total respondents identified as trans, the largest (and perhaps one of the only) sample of trans-identified individuals at the UA to the best of our knowledge. Among the trans sample, 90% also identified as LGBTQ+ (93% for students, 86% for faculty/staff, and 82% for community respondents). Conversely, among LGBTQ+ respondents 18% also identified as trans (22% of students, 11% of faculty/staff, and 21% of community respondents), showing that while most trans respondents were also LGBTQ+, the minority of LGBTQ+ respondents were also trans.



GENERAL DEMOGRAPHICS



RACE/ETHNIC IDENTITY

Similar to the racial/ethnic diversity seen at the UA, the majority of respondents identified as white or Caucasian (75%), with Latino/a identified respondents being the second most represented (20%) as seen in Figure 7. Notably, the student sample appears to be more ethnically diverse than the faculty/staff sample, raising important questions about diversity and representation among employees. This question was 'mark all that apply,' so some respondents will have marked more than one racial/ethnic identity.

GENERAL DEMOGRAPHICS

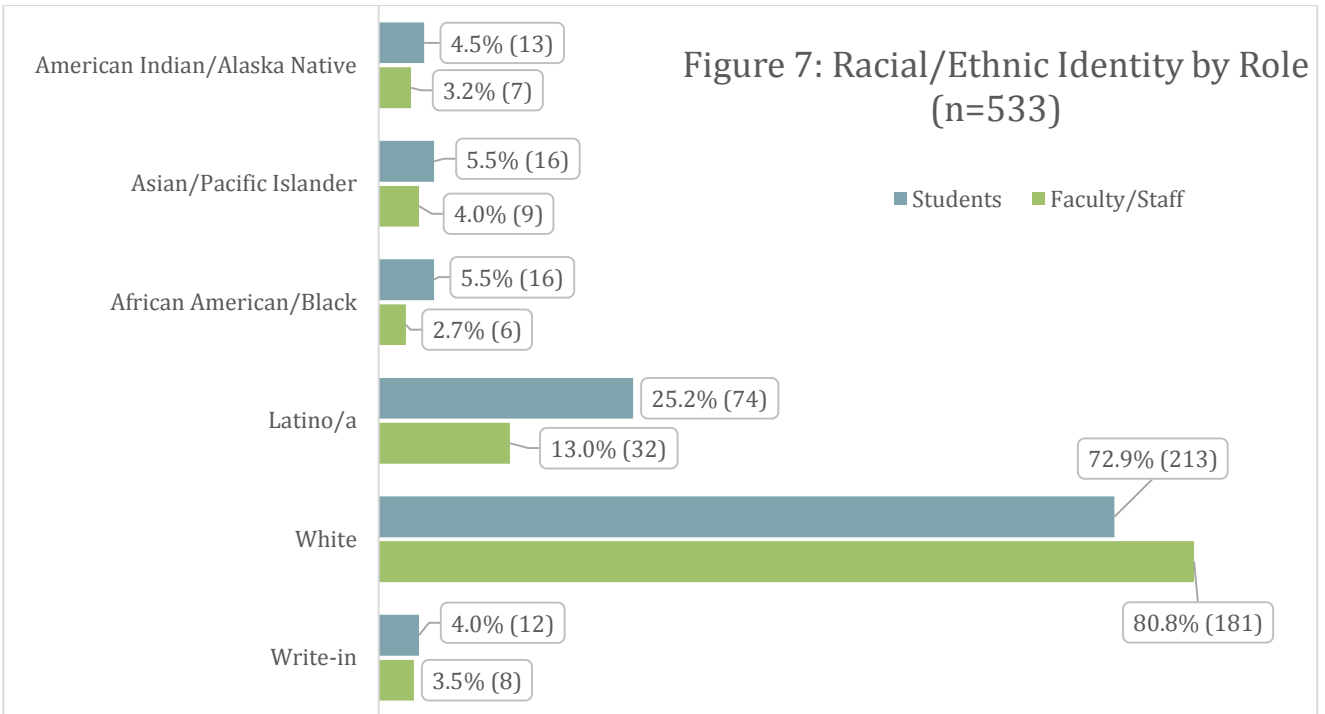
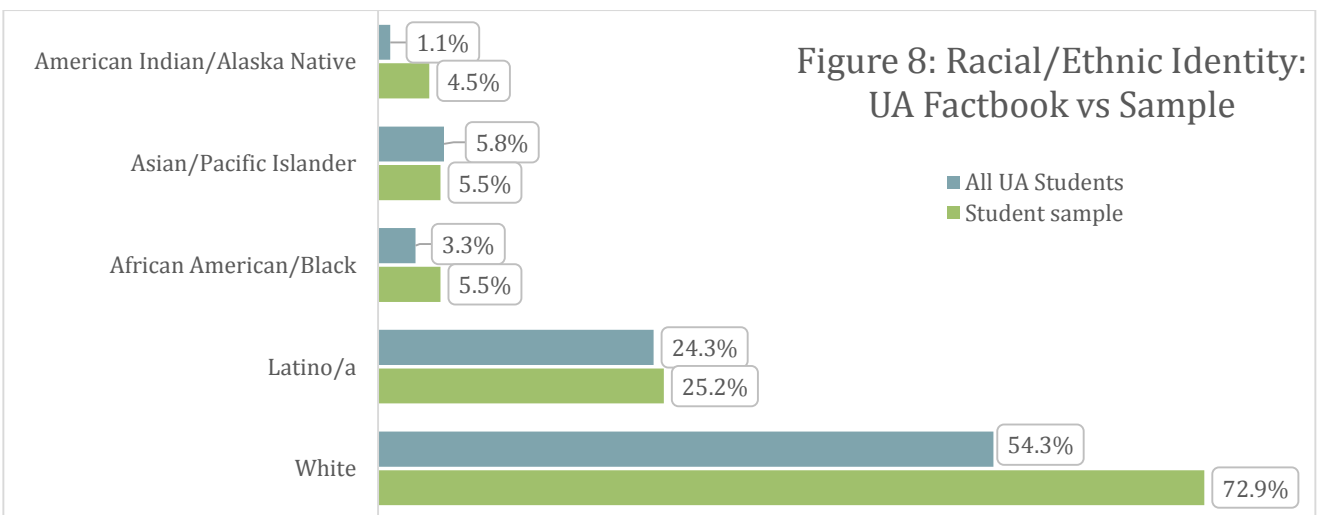
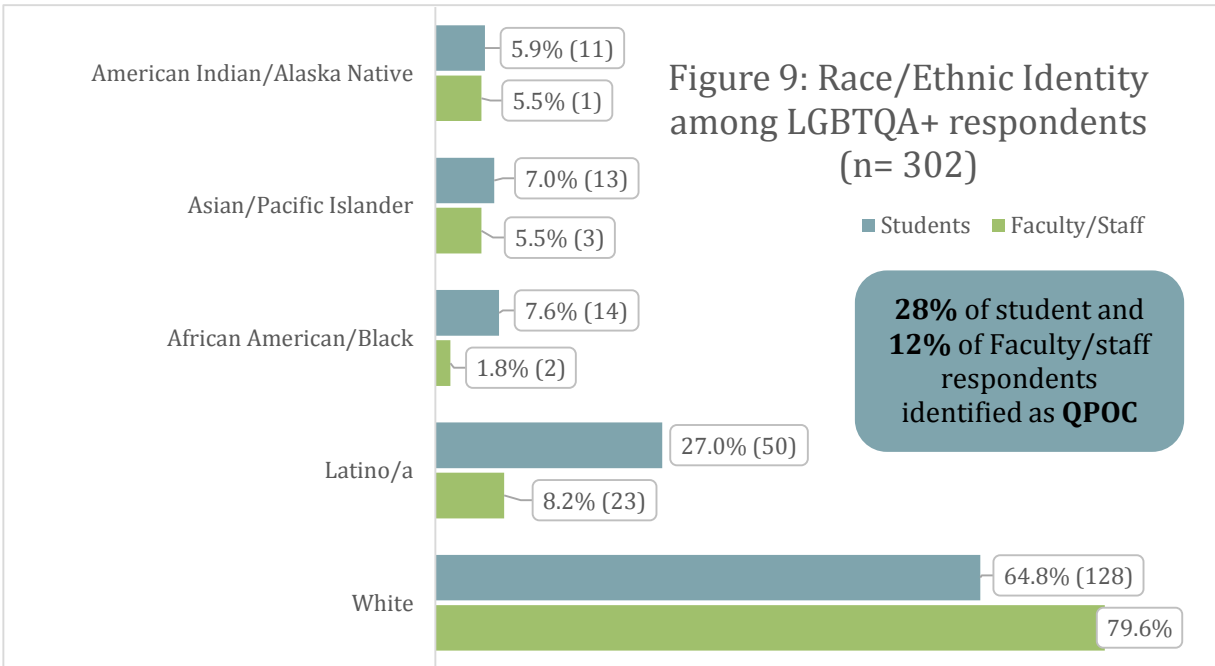


Figure 8 shows student comparisons with UA Factbook data. While comparisons are imperfect, in that the survey asked for respondents to ‘mark all that apply’ while the Factbook is single choice, the options are similar. Note that this probably explains some of the difference in ‘white’ students, as the UA Factbook had 4.2% of students indicate that they belong to ‘2 or more races’ – some of which may have indicated ‘white’ as well as other ethnic categories that were captured in this survey. The survey sample (in green) has greater representation from AI/AN students, black students, Latino/a students, and white students, and fewer Asian/Pacific Islander students. The sample from this survey does not total to 100% because we asked students to select all that apply rather than one option.



GENERAL DEMOGRAPHICS



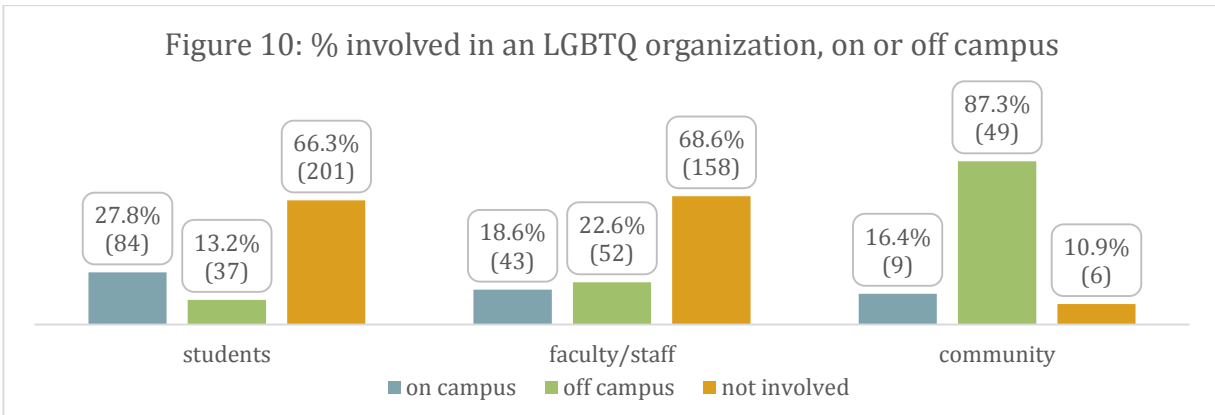
To get an understanding of intersectionalities with racial/ethnic identity and LGBTQA+ status, figure 9 shows the breakdown of racial/ethnic identities among LGBTQA+ identified respondents. Though not depicted in the graph above, it is notable that for students the LGBTQA+ sample was more diverse than the non-LGBTQA+ sample, with 20% fewer LGBTQA+ students identifying as white. At the same time, the LGBTQA+ sample among employees was slightly less diverse than the non-LGBTQA+ sample. Figure 9 makes it clear that the student LGBTQA+ sample was more racially/ethnically diverse than the faculty/staff sample, particularly with regard to black and latino/a respondents. More than twice as many student respondents identified as Queer People of Color (QPOC) than faculty/staff.

PARTICIPATION IN LGBTQ ORGANIZATIONS

While 41% of both students and faculty/staff respondents were involved in some LGBTQ organization, students were more involved on campus. With 67% of UA respondents indicating that they were not involved in any organization, an opportunity for further involvement in the University's many organizations is highlighted. At the same time, the higher percentage of respondents who are not involved may indicate that the sample is not biased toward more active, out and visible LGBTQA+ respondents. Predictably, LGBTQA+ respondents were more likely to be involved in groups, with 41% vs 20% of non-LGBTQA+ students, staff, and faculty being involved.

GENERAL DEMOGRAPHICS

Figure 10: % involved in an LGBTQ organization, on or off campus



STUDENT DEMOGRAPHICS

While student respondents were largely in undergraduate standing, a substantial portion were graduate or professional students as well (though a slightly smaller proportion of the LGBTQ+ sample were in a graduate program). As seen in figure 12, most students were 2nd or 3rd year, although interestingly the 1st year sample was much greater for LGBTQ+ students than for non-LGBTQ+ students. Fifth or higher year students are the fewest, but still amount to 10-12% of the sample.

Figure 11: Undergraduate and Graduate sample by LGBTQ+ status (n=303)

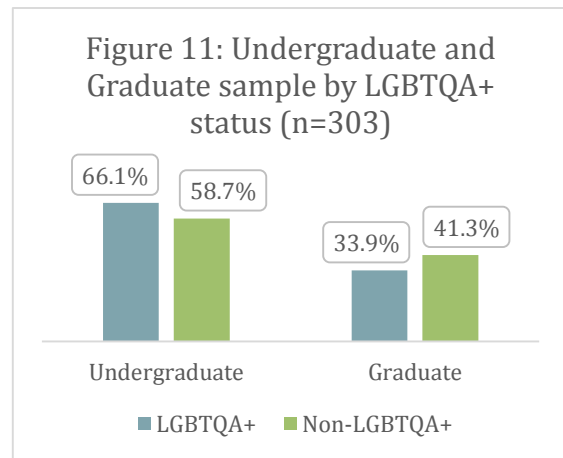
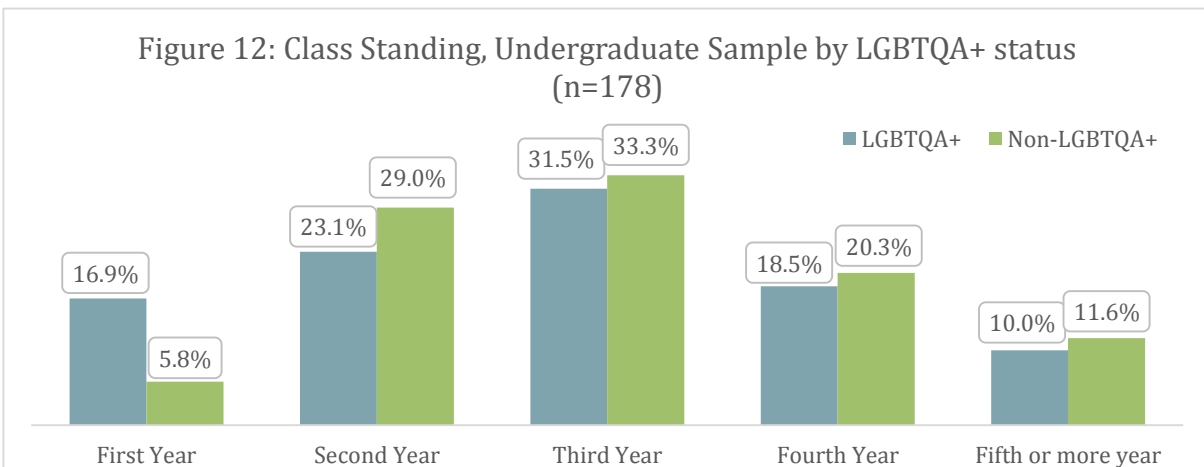


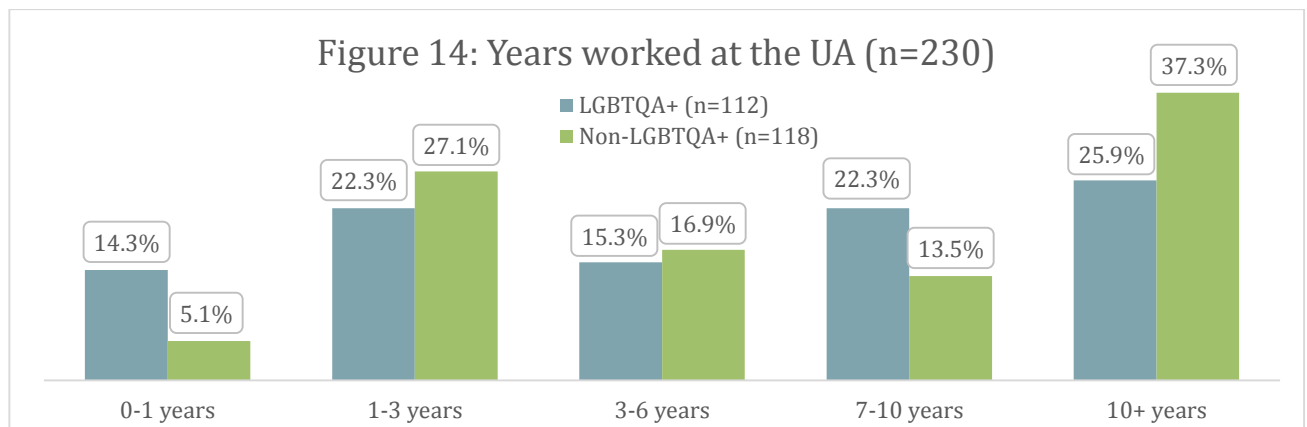
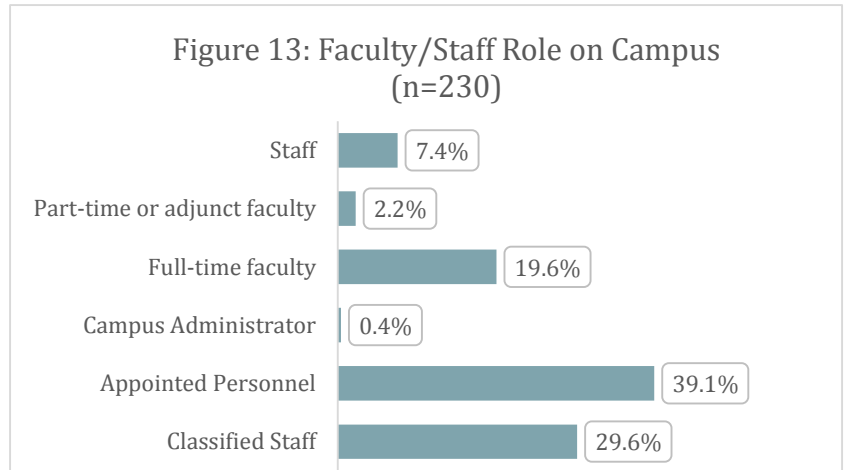
Figure 12: Class Standing, Undergraduate Sample by LGBTQ+ status (n=178)



GENERAL DEMOGRAPHICS

FACULTY/STAFF DEMOGRAPHICS

Among faculty/staff, most identified themselves as appointed personnel or classified staff, followed by full-time faculty as their primary role on campus. The least represented group are campus administrators. The amount of years working at the UA is fairly similar across the groupings collected, although the majority of the sample has worked on campus for 10 or more years (figure 14). Fewer LGBTQA+ employees indicate having worked for 10+ years, and nearly three times more have worked at the UA for less than a year. It is possible that this represents increased hiring diversity, but that is unclear from this assessment.



FINDINGS - STUDENTS

FINDINGS - STUDENTS

1. CAMPUS CLIMATE

1.1 EXPERIENCES BEING 'OUT'

The overarching theme that arose from data surrounding students' experiences being 'out' is that 'outness' is still a key issue that LGBTQA+ students grapple with. Despite what appears to be changing tides in national acceptance and rights for LGBTQA+ people, students' experiences in being 'out' and being accepted are another litmus test for how far there is yet to go. Table 1 shows that almost half of all LGBTQA+ students are not out to any of their professors, and between one sixth and one third of students are not out to anyone in their families about their sexual and gender identity, respectively. Students who are gender non-conforming report being less out than LGBQ+ students, with twice as many who are out to none of their friends or their families. The degree to which students are still 'closeted' is an important factor in their life experience, of which their UA experience is one dimension.

		Sexual Identity	Gender Identity
Friends	None	3.2%	7.5%
	A few	21.5%	34.0%
	Most	75.3%	58.5%
Other students	None	16.2%	32.1%
	A few	45.9%	35.8%
	Most	37.8%	32.1%
Professors	None	44.0%	45.3%
	A few	35.9%	28.3%
	Most	20.0%	26.4%
Family	None	16.3%	34.0%
	A few	39.1%	17.0%
	Most	44.6%	49.1%

Self-reported acceptance data looks somewhat more positive, though table 2 indicates there is still much progress to be made in this area. Friends appeared to be the most accepting, professors the second most accepting, and family the least accepting overall. Note that many students were not out to their professors, so while the acceptance by professors of student identities is to be celebrated, it is probably biased by students choosing to come out to professors who they know will be accepting of their identities in the first place. Of particular concern here is that while about half of all LGBTQA+ students said their families were very accepting (a low number in itself), 9% of LGBQ+ and 15% of trans students said their families were

FINDINGS - STUDENTS

not at all accepting. Family acceptance is an area in which there are more opportunities for programming at the UA.

		Sexual Identity	Gender Identity
Friends	Not at all accepting	0%	0%
	Somewhat accepting	9.8%	20.8%
	Very accepting	90.2%	79.2%
Other students	Not at all accepting	.7%	0%
	Somewhat accepting	38.9%	40.0%
	Very accepting	60.4%	60.0%
Professors	Not at all accepting	0%	0%
	Somewhat accepting	23.7%	28.6%
	Very accepting	76.3%	71.4%
Family	Not at all accepting	8.7%	15.2%
	Somewhat accepting	40.9%	36.4%
	Very accepting	50.3%	48.5%

With the above data in mind, fear of disclosing sexual or gender identity to others on campus is of real concern. Fifty six percent of students avoided disclosure of their sexual identity in the past 6 months, and 69% of students avoided disclosing their gender identity. The most common reasons were fear of negative consequences and other reasons, and for trans students intimidation and fear of harassment or violence (Table 3). This is important when understanding campus climate for LGBTQA+ students, as a substantial amount of them do not out themselves on campus for reasons not related to privacy or personal choice, but rather related to fear of repercussions.

	Sexual Identity	Gender Identity
Intimidation	18.3%	30.2%
Fear of negative consequences	39.7%	60.0%
Fear of harassment or violence	11.7%	33.3%
Any other reason	36.6%	38.1%
All reasons combined	56.1%	68.9%

FINDINGS - STUDENTS

1.2 GENERAL CAMPUS CLIMATE

Survey respondents were asked to describe the overall campus climate for LGBTQ+ students at the UA. Among all respondents, what emerged was a picture of a campus that was perceived as far less accepting for trans students than for LGBTQ+ students, though there was room for improvement of campus climate for all students here. As table 4 shows, 62% said the campus was somewhat or very accepting for LGBTQ+ students, while only 38% said the same was true for trans students. At the same time, almost a quarter said it was very or somewhat unaccepting for trans students, as opposed to less than 10% for LGBTQ+ students. When trans student answers are separated out, more trans students rated the campus climate as being accepting (47%), but the same amount rated it as unaccepting (32%). Genderqueer and gender questioning students rated campus climate most poorly among trans respondents, with 47% and 43% saying it was unaccepting (respectively). LGBTQ+ identified student responses mirrored the larger sample.

	CC for LGBTQ+	CC for Trans
No basis to judge	10.1%	20.6%
Very unaccepting	.9%	2.8%
Somewhat unaccepting	6.4%	20.8%
Neutral	10.9%	17.5%
Somewhat accepting	46.8%	29.1%
Very accepting	24.9%	9.2%

*These reflect answers from students, faculty/staff, and community members

While it is challenging to measure how the campus climate has changed without retrospective data to compare, perceptions of a changing climate are interesting in themselves. Among those who answered the question, the majority felt it was about the same, though around 28% thought it was slightly better for both LGBTQ+ and trans students. Interestingly, 14% thought it was much better for LGBTQ+ students, while only 7% said the same for trans students. This is an interesting contrast to the 2014 Campus Pride Climate Report, in which services and programs available for trans students was more highly rated than for LGBTQ+ students. When LGBTQ+ students are separated out, fewer rated the change as much or slightly better (33%), and more rated it neutral (46%). When trans students are separated out, they rated the change in campus climate higher than the sample as a whole, with 47% saying it was much or slightly better. FtM students rated it the highest (83% much or slightly better). Predictably, when faculty/staff responses were separated out, there was a strong correlation between years worked and perception of improved campus climate. Among those who had worked at the UA less than 3 years, 15% said it was much or somewhat better for LGBTQ+ students and 14% said the same for trans students. For those working at the UA 3-8 years, the same response was 45% and 40%, and for those working more than 9 years it rose to 59% and 49%, respectively.

FINDINGS - STUDENTS

TABLE 5: SINCE YOU FIRST VISITED THE UA, HOW DO YOU THINK THE TREATMENT OF LGBTQ STUDENTS HAS CHANGED?*(N=589)

	CC for LGBQ+	CC forTrans
No basis to judge	19.2%	28.0%
Slightly worse now	.7%	.7%
About the same	37.6%	35.2%
Slightly better now	28.4%	28.7%
Much better now	14.2%	7.4%

*These reflect answers from students, faculty/staff, and community members

1.3 FEELING SAFE ON CAMPUS

Perceived safety on campus is one of the most important indicators of campus climate. Most students indicated feeling somewhat or very safe on campus. As seen in table 6, however, trans students reported feeling less safe overall on campus. More than 3 times as many trans students felt ‘not very safe’ compared with LGBQ+ students, and almost half as many felt ‘very safe’ by the same comparison. Gender questioning students felt the least safe, 67% of which said they did not feel very safe and 0% said they felt very safe.

TABLE 6: AS A WHOLE, HOW SAFE DO YOU FEEL ON CAMPUS AS AN LGBQ+ OR TRANS PERSON? (N=190)

	LGBQ+		Trans	
	n	%	n	%
Not very safe	9	5.4%	11	23.9
Somewhat safe	86	51.2%	22	47.8
Very safe	73	43.5%	13	28.3
ARE THERE PLACES ON CAMPUS THAT FEEL <u>LESS</u> SAFE THAN OTHERS?				
Yes	53.2%		51.7%	
ARE THERE PLACES ON CAMPUS THAT FEEL <u>MORE</u> SAFE THAN OTHERS?				
Yes	61.1%		61.0%	

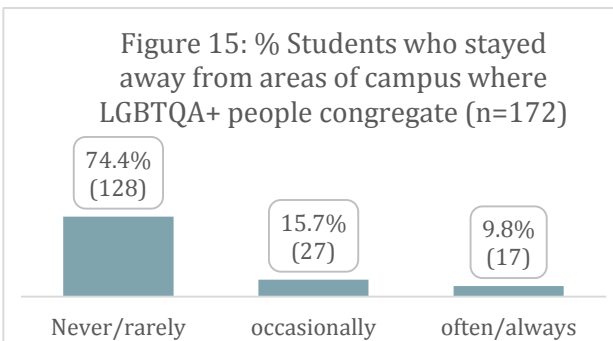
Among those who listed places that were more or less safe on campus, a content analysis was completed using common themes that arose (table 7). The places that felt least safe included Greek row or Greek events, the UA Recreation Center, and bathrooms. Trans students were almost 4 times more likely to list bathrooms as an unsafe space, and twice as likely to list the Recreation Center. The safest spaces listed by students included the LGBTQ Resource Center/LGBTQ Affairs, other departments, Gender and Women’s Studies, and Campus Health Service. Notably, twice as many LGBQ+ students mentioned the student union as a safe space, and almost a third of LGBQ+ students compared with trans students listed Gender and Women’s studies.

FINDINGS - STUDENTS

TABLE 7: WHICH PLACES FEEL LESS OR MORE SAFE ON CAMPUS?

LESS SAFE	LGBQ+		Trans	
	n	%	n	%
Bathrooms/locker rooms	5	5.6	4	19.4
A Specific Department or Center	9	10.0	3	14.3
The Student Union	2	2.2	0	0
The Mall Free Speech Area	18	20.0	1	4.8
Dorms	9	10.0	1	4.8
Recreation Center	14	15.6	8	31.1
Sporting events/athletics	11	12.2	3	14.3
Greek row/greek events	33	36.7	8	38.1
Around certain people	16	17.8	1	4.8
Another place	18	20.0	2	9.5
MORE SAFE				
LGBTQ Affairs/Resource Center	61	57.0	20	57.1
Counseling and Psych Services	5	4.7	2	5.7
Campus Health Service	11	10.3	4	11.4
Student Union	18	16.8	3	8.6
Gender and Women's Studies	9	8.4	8	22.9
Other Departments	18	16.8	8	22.9
Areas with Safe Zone placards	5	4.7	0	0
Administrative Offices	5	4.7	2	5.7
Cultural Centers	14	13.1	0	0
Library	4	3.7	0	0
Some Dorms	7	6.5	1	2.9
Another place	14	13.1	1	2.9

Students were also asked the following question to understand level of comfort and ability to participate in



LGBTQA+ programming on campus: "How often have you stayed away from areas of campus where LGBTQ+ people congregate for fear of being labeled by your sexual orientation or gender identity?". While most students indicated that they do not avoid these areas (figure 15), 16% occasionally did and 9.5% always avoided these areas. This is both a positive finding in that so many people feel comfortable utilizing locations where LGBTQ+ events are held, while at the same

time highlighting that there is a portion of the community that is not being reached by services available in physical locations such as the LGBTQ Resource Center. This is a possible area of growth for outreach efforts.

FINDINGS - STUDENTS

Among the 17 students who often/always stay away from these areas of campus, respondents represented a broad range of identities; however, gender questioning students (33%), sexuality questioning students (18.2%), and bisexual students (16%) were the most likely to stay away from these areas of campus.

1.4 VIOLENCE ON CAMPUS

Violence, in its many forms from verbal to physical, is also a critical means of assessing campus climate for LGBTQA+ students. A number of questions were asked to measure self-reported violence experienced by students on campus. First, we asked about how often students experienced anti-LGBTQA+ slurs on campus. Predictably, non-LGBTQA+ students were more likely than LGBTQA+ students to never hear slurs on campus, but even for these students the number who report never hearing this language is very low, particularly for trans students (3%). 23% of students heard hateful language once a week, and 11% heard it once a day. Most troubling, perhaps, is 10% of LGBQ+ student and 12% of trans students heard slurs several times a day. As Table 8 shows, trans students report hearing slurs more frequently than other students in general.

TABLE 8		HOW OFTEN DO YOU HEAR ANTI-LGBTQA+ SLURS (E.G., "THAT'S SO GAY" TO MEAN SOMETHING IS BAD) ON CAMPUS? (N=303)		
	Non-LGBTQA+	LGBQ+	Trans	
Never	11.2%	9.3%	2.9%	
Once a month or less	42.9%	36.0%	44.1%	
Once a week	30.6%	27.3%	20.6%	
Once a day	10.2%	17.4%	20.6%	
Several times a day	5.1%	9.9%	11.8%	

A 13 item question was asked of students regarding the types of violence they have personally experienced in the past 6 months because of their identity. Unfortunately, while this is one of the most crucial questions in the needs assessment survey, a glitch in the Campus Labs software that was used to administer the software led to data being lost for this question with regard to gender identity. We recognize the significant gap that this presents in the needs assessment, yet despite this it is still important to review findings for violence experienced based on sexual orientation (actual or perceived). Given that we know many of the trans respondents also identify as LGBQ+, this omission isn't a complete erasure of the trans experience. What we know from the other data in this survey and elsewhere is that the same item for trans students is they are likely to report experiencing violence at the same rate or higher as for the sexual orientation question. Overall, it was found that most forms of violence were more likely to be experienced off campus, but on-campus violence was still present. Feeling isolated, feeling pressured to keep silent, and observing others staring were the most commonly selected forms of violence experienced on campus (table 9). On a positive note, no students reported being the target of physical violence on campus. This data shows that while campus appears to be a safer place for LGBQ+ students, much work needs to be done to ensure that no students are experiencing these various forms of violence on campus.

FINDINGS - STUDENTS

TABLE 9: IN THE PAST 6 MONTHS, WHICH OF THE FOLLOWING HAVE YOU PERSONALLY EXPERIENCED BECAUSE OF YOUR ACTUAL OR PERCEIVED SEXUAL ORIENTATION? (N=260)

	On campus	Off Campus
Been the target of derogatory remarks or jokes	14.6%	23.8%
Felt deliberately ignored or excluded	13.8%	16.1%
Felt isolated or left out	22.2%	22.6%
Observed others staring	26.9%	24.6%
Felt intimidated or threatened	11.9%	15.0%
Been the target of physical violence	0%	3.5%
Feared for your physical safety	5.4%	14.7%
Been the subject of graffiti, property destruction, or vandalism	0.8%	2.3%
Felt pressured to keep silent	25.5%	30.5%
Had friends/colleagues who refused to associate with you	4.6%	6.6%
Been pressured to leave campus housing	0.8%	0%
Been denied services	1.2%	1.9%
Been pressured to change research, academic projects, or work activities	3.1%	1.2%

When students experience a hostile campus climate, they are affected in many ways. This study uncovered concrete academic consequences due to anti-LGBTQA+ hostility or a perceived hostile climate. While it appears that most students do not experience such direct hostility, enough do for it to be concerning. Our results indicate that 4-12% of students avoided going to class because of harassment, discrimination, or discomfort, with 3 times as many trans students doing so as LGBQ+ students (table 10). Additionally, 13% of LGBTQA+ students indicated that they felt isolated while working in groups, indicating that the classroom may not always feel like a welcoming or encouraging space for LGBTQA+ students.

TABLE 10: WHICH OF THE FOLLOWING HAVE YOU EXPERIENCED IN THE PAST 6 MONTHS BECAUSE OF YOUR SEXUAL IDENTITY OR GENDER IDENTITY?*

	Sexual identity	Gender identity
Avoided going to class because of harassment, discrimination or discomfort	3.7%	11.8%
Feared getting a bad grade because of a hostile classroom environment	2.4%	3.9%
Felt isolated or left out while working in groups	12.2%	21.6%

*These questions were asked only of students who identified as LGBTQ+

Among the 22% of students who reported having experienced discrimination on campus, 70% of them did not report it (figure 16). There were no significant differences by identity. This figure highlights a significant opportunity for improving awareness of reporting mechanisms for students and removing barriers for reporting discrimination. Only 15 students wrote in who they reported to, but the most

FINDINGS - STUDENTS

frequently mentioned was Residence Life (40%), followed by UAPD (20%) and administration in specific colleges (20%), and finally Student Affairs or the Dean of Students (13%). Forty students wrote in why they did not report the bias incident, while 28% of students said they didn't know where or how to report the event, highlighting an opportunity for educating students about bias reporting procedures. Importantly, 20% thought that reporting it would not lead to any change, highlighting another opportunity for education on how campus departments and officials respond to bias incidents. Seventeen percent of students simply didn't want to report or did not feel empowered to report the incident, and 10% feared retaliation. The remaining 25% of respondents listed reasons such as the bystander effect (assuming others would report), that someone else already handled the situation, that they handled it themselves, or that they didn't find the incident worth reporting. While this content analysis describes key themes, it doesn't necessarily highlight the depth of responses from students. This was a write-in question, giving students the opportunity to define discrimination for themselves. Hateful preachers were, predictably, a common theme in responses. However, because those incidents are protected by free speech policies, they were not included in this analysis. The following excerpts were selected to include student voices in this report on the subject:

“Repeat offenders that go unaddressed set the tone.”

“It's so common in the language nowadays... I don't want to draw unnecessary attention to myself, and these sorts of derogatory remarks happen all the time, so I just kind of keep quiet even though I may be uncomfortable”

“It was on a facebook group for my college and the dean of students saw it and posted in response.”

“I'm not really sure why not. The remarks made to me were derogatory and offensive, but I guess I didn't know who I would report it to, or how I would report strangers when I don't know their names or anything.”

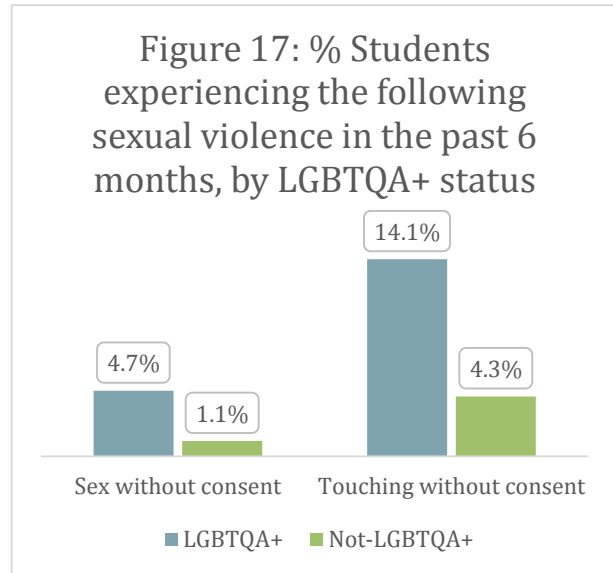
“Fear of repercussion and perception that the harassment was only bothering me.”

Figure 16: % of students experiencing discrimination on campus who reported it



FINDINGS - STUDENTS

As seen in figure 17, there was a marked disparity between LGBTQA+ and non-LGBTQA+ students with regard to experiencing sexual violence in the past 6 months. LGBTQA+ students were four times more likely to have experienced non-consensual sex, and more than three times as likely to experience non-consensual touching. For all LGBTQA+ students, this disparity was significant ($p=.011$) for non-consensual touching but not for sex. Among QPOC students, 8.2% (vs 1.2% of non-QPOC students) reported experiencing non-consensual sex, and both sex and touching without consent was significant for this group ($p=.022$). There were no significant differences among trans students, however a larger percentage of the trans student sample also identified as LGBQ+, which may affect this figure. In comparison with the 2014 Health and Wellness Survey (HWS), sex without consent among LGBTQA+ students is similar to the non-LGBTQA+ student sample in the HWS at 4.2%, but touching without consent is still considerably higher for LGBTQA+ students in this survey than among non-LGBTQA students from the HWS (14.1% vs 8.2%). Putting this figure into wider context highlights that this is an important issue of safety for our LGBTQA+ students, and more prevention is needed.



1.5 LGBTQA+ COURSE CONTENT

The degree to which LGBTQA+ content is included into various curricula across the UA is an important indicator for campus climate for this population. LGBTQA+ content can be included into many different courses, not simply Gender and Women’s Studies courses. While 68% of students said they learned about

Figure 18: Student Experience with LGBTQA+ Course Content



LGBTQ topics in their classes, 53% felt that this content was not taught enough. Sixty eight of faculty who taught courses indicated that they did incorporate LGBTQA+ topics

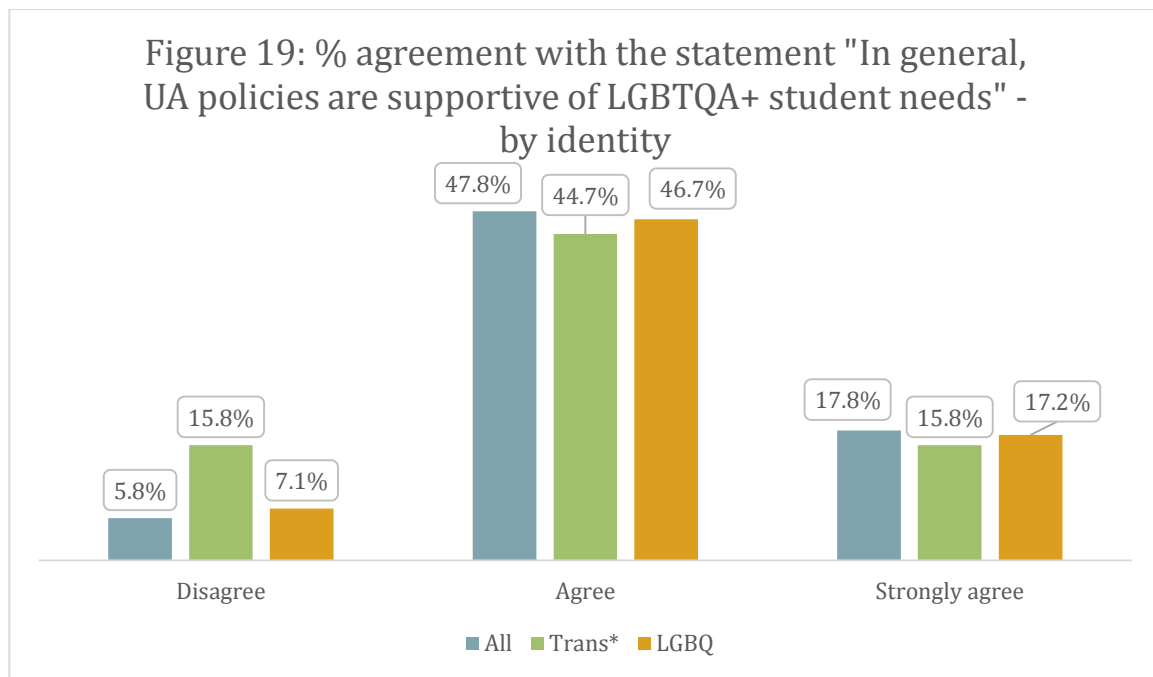
into their classes. Among those who did not include this content in their classes, 81% did not think it was relevant to their courses, and only 4.8% said that they did not have the time or the resources to cover this material. Only 5.1% of faculty who teach indicated offering extra credit for attendance at LGBTQA+ events,

FINDINGS - STUDENTS

but 25% said they didn't offer extra credit in any of their classes, highlighting a potential opportunity for additional curriculum infusion.

1.6 UA POLICIES AND PROCEDURES

Students were asked whether they agreed that UA policies and procedures are supportive of LGBTQA+ students needs. The majority indicated that they agreed or strongly agreed (65.6%), and only 5.8% disagreed that the UA was supportive. No students strongly disagreed with this statement. Worth noting, a higher percentage of both LGBQ+ and Trans students disagreed with the statement (7.1% and 15.8%, respectively). 28.6% were unsure about their agreement with the statement.



Of those who disagreed that UA policies are supportive of LGBTQA+ students, students were asked why they disagreed. Out of those, 7 of 15 (47%) mentioned accommodations for trans students including preferred name policies, bathroom access, and navigation of systems in place such as name change and health insurance for trans students. 4 students (27%) felt that there was a gap between policy and campus culture, and 3 (20%) mentioned specific incidents or reasons. Seventy three of students were aware of the UA anti-discrimination policy (figure 20), highlighting another opportunity for educating students on UA policies and campus climate.

FINDINGS - STUDENTS

Figure 20: % of students who are aware of UA's anti-discrimination policies



1.7 RESIDENCE LIFE

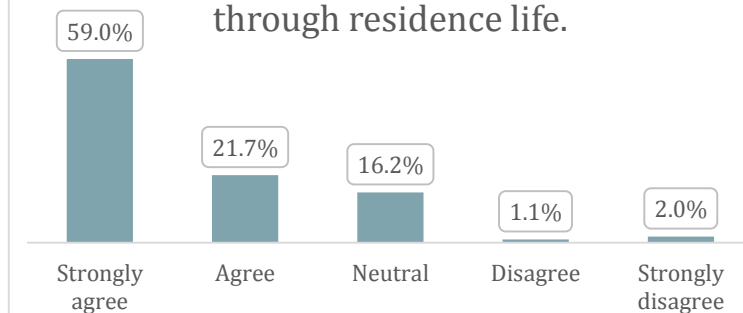
More questions than are reviewed in this report were asked of students who lived on campus, however only a small selection of questions are reviewed here, as a full report was delivered to Residence Life. On the whole, most students feel safe in their residence halls, though the degree of safety they feel varies. While 100% of LGBQ+ students said they felt safe in their hall, 38% marked 'somewhat safe' (Table 11). It may be difficult to interpret precisely what each student means by 'somewhat' vs 'very' safe, but it indicates an opportunity for improvement. Forty percent of trans students felt somewhat safe, and 10% felt 'not very safe' in their residence hall (n=1). While this represents one individual case, it is important to note that safety for trans students in the halls remains a priority at the UA.

TABLE 11: AS A WHOLE, HOW SAFE DO YOU FEEL AS A NON-HETEROSEXUAL OR TRANS PERSON IN YOUR RESIDENCE HALL?

	LGBQ+		Trans	
	n	%	n	%
Very safe	23	62.2%	5	50.0%
Somewhat safe	14	37.8%	4	40.0%
Not very safe	0	0%	1	10.0%
Not at all safe	0	0%	0	0%

All students (not only the on-campus dwelling sample) were asked whether having an LGBTQA+ friendly roommate is important when setting up housing through Residence Life. Overall, 81% agreed or strongly agreed that it was important in setting up housing, while 3% disagreed or strongly disagreed and 16% remained neutral (figure 21). While LGBQ+ and Trans students were more likely to agree or strongly agree, 72.1% of non-LGBTQA+ students also felt this was important in setting up housing on campus.

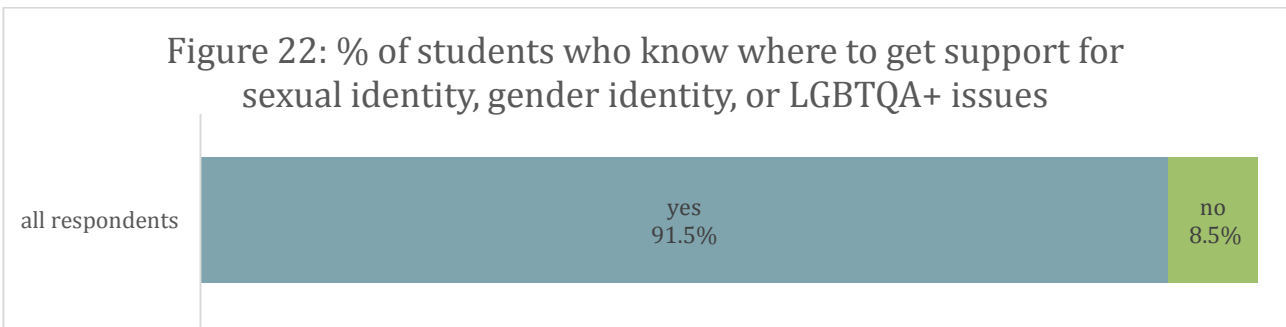
Figure 21: % who feel that having an LGBTQA+ friendly roommate is important when setting up housing through residence life.



FINDINGS - STUDENTS

1.8 KNOWLEDGE OF RESOURCES

One resoundingly positive finding was the high degree of knowledge among students on where to access resources for sexual identity, gender identity, or LGBTQA+ issues - 92% of students reported that they had this knowledge (figure 22). There were no differences across subgroups with this finding, suggesting that students know where to get support. More research is needed to know where they feel they can or should go for this support, but the following section on programming elucidates some of the resources they are aware of and utilizing.



2 PROGRAMMING

In order to better understand the impact of and need students have around programming on LGBTQA+ topics at the UA, students were asked a series of questions about what they have participated in, what they are familiar with, where their interests are and what they have found to be the most meaningful. This information is of most relevance to the Office of LGBTQ Affairs and the departments on campus that they regularly collaborate with to provide impactful programming to this population, and this data is being utilized heavily for planning purposes. However, it has relevance more broadly for various departments, groups, or individuals on campus who may also offer programs for this and other intersecting communities.

Key highlights from the program data indicate both successes and opportunities related to what is offered for students. These include the following:

- The Office of LGBTQ Affairs, Campus Recreation, the LGBTQ Resource Center, UA Pride Alliance and Safe Zone training were the most utilized programs and services.
- The greatest unmet needs (those who selected 'need but do not use', table 11) were found for Safe Zone training, the LGBTQ Resource Center, the LGBTQA Support Group, Counseling and Psych Services (CAPS), and Pride Alliance.
- Unmet needs due to a lack of awareness of programs or services were highest for the Institute of LGBT Studies, Med Pride, Pride Law, and the Dean of Students Student Assistants.
- Among all respondents, the most meaningful programs were Safe Zone, Transgender Awareness Week, and Coming Out Week. When considering only those who attended each program that they

FINDINGS - STUDENTS

rated as most meaningful, the top programs were Safe Zone, the LGBTQ Internship Program, and the QPOC Discussion Group.

- Approximately 20% of LGBTQQA+ students said that Counseling and Psych Services, LGBTQ Affairs, and the LGBTQ Resource center has helped them to stay in school, indicating that these services have a high academic impact for this population.

Predictably, LGBTQQA+ students were more likely to utilize most of the campus resources listed, except for the Campus Recreation Center, the Dean of Students Student Assistants, and Med Pride. However, many of these resources are also valuable for allies, so this gap may highlight areas for further ally engagement, particularly with regard to Safe Zone training (52% of non-LGBTQA+ students said they neither need nor use this resource), the Office of LGBTQ Affairs, the LGBTQ Resource Center, the Institute for LGBT Studies, and the Pride Alliance. For support groups, a higher proportion of students had unmet needs than were using these resources.

TABLE 12: WHAT IS YOUR EXPERIENCE WITH THE FOLLOWING CAMPUS RESOURCES?

		LGBTQA+		Non-LGBTQA+	
		n	%	n	%
Office of LGBTQ Affairs	Use	64	41.0%	9	9.4%
	Need but do not use	38	24.4%	7	7.3%
	Neither need nor use	54	34.6%	80	83.3%
Safe Zone Training	Use	56	35.9%	29	30.2%
	Need but do not use	39	25.0%	17	17.1%
	Neither need nor use	61	39.1%	50	52.1%
Gender Spectrum Support Group	Use	6	3.9%	1	1.1%
	Need but do not use	36	23.5%	10	10.5%
	Neither need nor use	111	72.5%	84	88.4%
Queer People of Color Discussion Group	Use	12	7.7%	0	0%
	Need but do not use	22	14.2%	7	7.3%
	Neither need nor use	121	78.1%	89	92.7%
LGBTQ Resource Center	Use	56	36.1%	6	6.4%
	Need but do not use	47	30.3%	8	8.5%
	Neither need nor use	52	33.5%	80	85.1%
LGBTQA Support Group	Use	18	11.8%	3	3.2%
	Need but do not use	56	36.6%	7	7.4%
	Neither need nor use	79	51.6%	85	89.5%
Counseling and Psych Services	Use	41	26.3%	10	10.5%
	Need but do not use	39	25.0%	21	22.1%
	Neither need nor use	76	48.7%	64	67.4%
Oasis Program Against Sexual Assault and Relationship Violence	Use	12	7.7%	7	7.4%
	Need but do not use	21	13.5%	10	10.6%
	Neither need nor use	123	78.8%	77	81.9%

FINDINGS - STUDENTS

		LGBTQA+		Non-LGBTQA+	
Sexual Health Counseling	Use	15	9.6%	6	6.3%
	Need but do not use	32	20.5%	13	13.5%
	Neither need nor use	109	69.9%	77	80.2%
Eating Disorder Support Group	Use	4	2.6%	2	2.1%
	Need but do not use	20	12.8%	15	15.8%
	Neither need nor use	132	84.6%	78	82.1%
Campus Recreation	Use	69	44.5%	48	50.5%
	Need but do not use	41	26.5%	19	20.0%
	Neither need nor use	45	29.0%	28	29.5%
UA Pride Alliance	Use	50	32.5%	6	6.3%
	Need but do not use	46	29.9%	9	9.4%
	Neither need nor use	58	37.7%	81	84.4%
Delta Lambda Phi	Use	10	6.5%	0	0%
	Need but do not use	15	9.7%	7	7.4%
	Neither need nor use	130	83.9%	88	92.6%
Med Pride	Use	4	2.6%	11	11.5%
	Need but do not use	22	14.1%	7	7.3%
	Neither need nor use	130	83.3%	78	81.3%
Pride Law	Use	1	.7%	3	3.1%
	Need but do not use	22	14.5%	7	7.3%
	Neither need nor use	129	84.9%	86	89.6%
LGBT Institute	Use	16	10.3%	4	4.2%
	Need but do not use	35	22.6%	9	9.4%
	Neither need nor use	104	67.1%	83	86.5%
Dean of Students Student Assistants	Use	9	5.8%	7	7.3%
	Need but do not use	30	19.2%	10	10.4%
	Neither need nor use	117	75.0%	79	82.3%

Among all the resources listed, students were least aware about Med Pride, Pride Law, the Institute for LGBT Studies, and the Dean of Students Student Assistant Program (table 13). Approximately 30% of students were not aware of the Office of LGBTQ Affairs, the Gender Spectrum Support Group, Sexual Health Counseling, the Eating Disorder Support Group, the Delta Lambda Phi Fraternity, and the UA Pride Alliance. These all represent opportunities to raise awareness for these resources. While highlighting the 'other' reasons people did not use each of these resources is beyond the scope of this report, the Office of LGBTQ Affairs, the LGBTQ Resource Center, and Safe Zone training will be highlighted.

Among the most common answers as to why students aren't using the Office of LGBTQ Affairs and the LGBTQ Resource Center are limited time, a perception that the service is for undergraduates only, non-readiness of being 'out' publicly, and not identifying as LGBTQA+. For Safe Zone, far and away the most prominent reason was time conflicts with trainings or limited time to participate, but students also

FINDINGS - STUDENTS

mentioned that they weren't aware of when the trainings were, and others perceived that they already had enough knowledge about this population.

TABLE 13: AMONG THOSE WHO SELECTED 'NEED BUT DO NOT USE', % SELECTED THAT THEY WERE UNAWARE OF THIS RESOURCE

	LGBTQA+	
	n	%
Office of LGBTQ Affairs	11	31.4%
Safe Zone Training	9	25.0%
Gender Spectrum Support Group	9	29.0%
Queer People of Color Discussion Group	4	22.2%
LGBTQ Resource Center	10	24.4%
LGBTQA Support Group	9	17.6%
Counseling and Psych Services	2	5.6%
Oasis Program Against Sexual Assault and Relationship Violence	3	17.6%
Sexual Health Counseling	10	35.7%
Eating Disorder Support Group	5	33.3%
Campus Recreation	2	5.6%
UA Pride Alliance	11	27.5%
Delta Lambda Phi	3	33.3%
Med Pride	12	66.7%
Pride Law	11	64.7%
LGBT Institute	19	63.3%
Dean of Students Student Assistants	14	58.3%

FINDINGS - STUDENTS

Students were asked to rank the top 3 most useful programs and events that they have been to. When looking at all respondents regardless of participation, the most meaningful programs were Safe Zone, Transgender Awareness Week, and Coming Out Week (figure 23). For the sake of brevity, only the first 7 programs were listed in this figure. Because these are skewed toward events that more students participate in, the same data were analyzed only among those who participated in each program that they ranked, such that the denominator did not include anyone who didn't participate in the program (figure 24). In this analysis, the most meaningful programs were Safe Zone Training, the LGBTQ Internship Program, and the QPOC Discussion Group.

Figure 23: % Respondents' top 3 most useful or meaningful events and programs (all respondents)

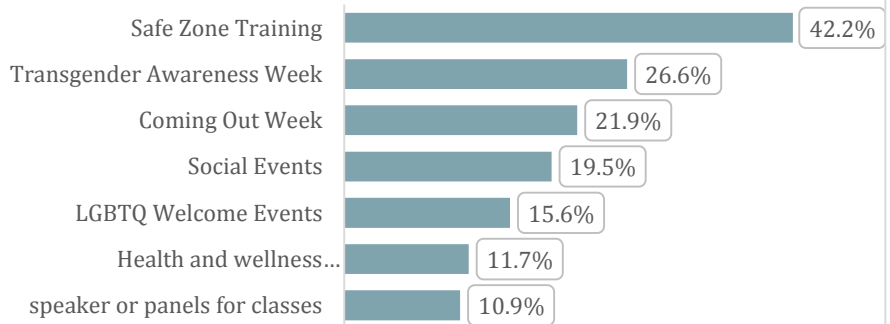
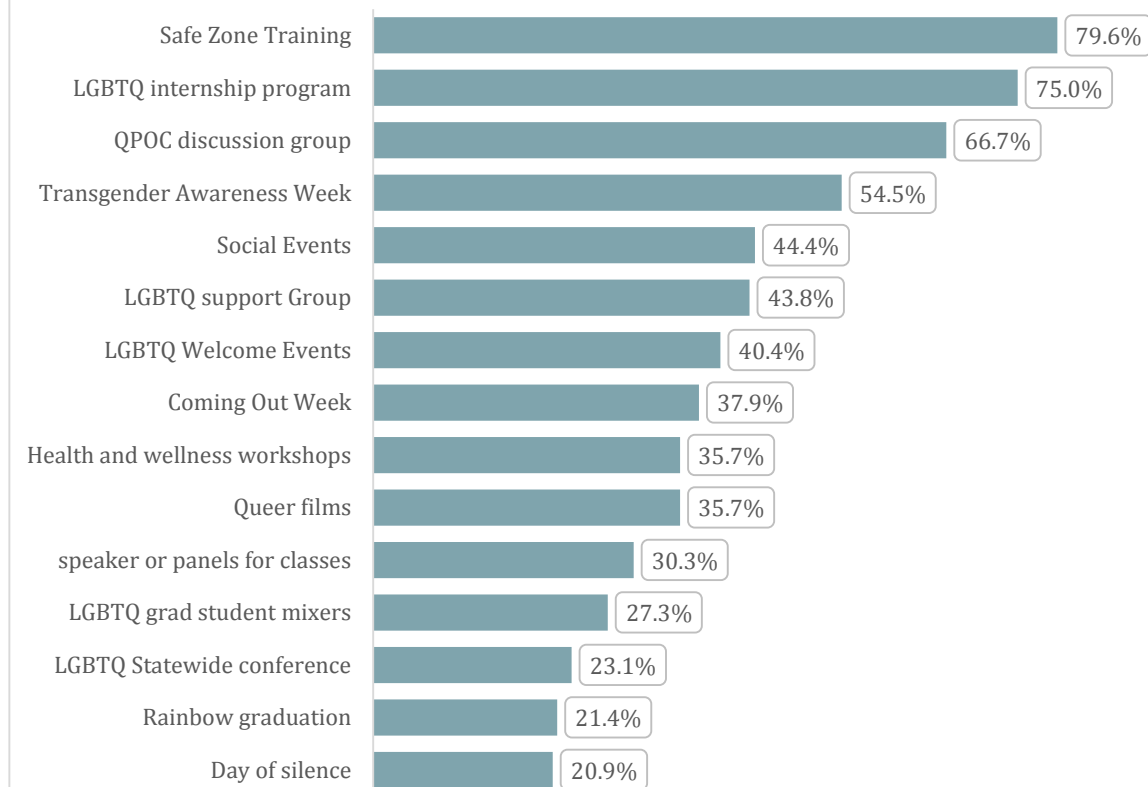
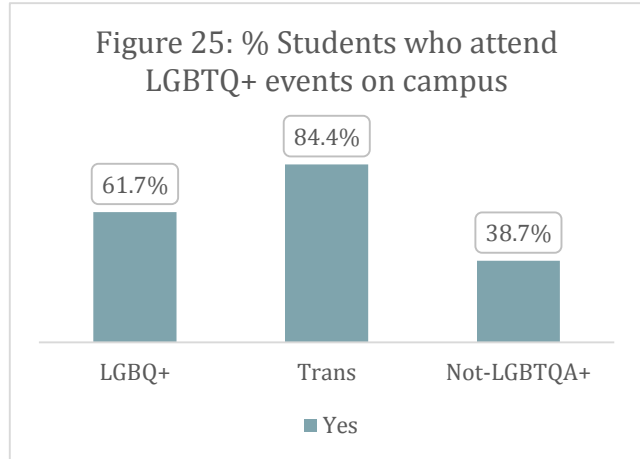


Figure 24: % Respondents' top 3 most useful or meaningful events and programs (among those who participated in said programs)



FINDINGS - STUDENTS

While 53% of all students attended LGBTQA+ events, a much higher proportion of LGBQ+ and Trans students reported attendance (62% and 84%, respectively, figure 25). Only 39% of non-LGBTQA+ reported participating in such events, showing much opportunity for improving engagement of allies in LGBTQA+ programming on campus.



Students were also asked if any university resources had helped them to stay in school, specifically among those who have used the resources listed (table 14). Among LGBTQA+ students, CAPS was the most likely to have helped them remain a student at the UA, with 80% of students selecting this resource (as compared with 44% of non-LGBTQA+ students). The Oasis Program Against Sexual Assault and Relationship Violence was the second most likely to have helped students who used this resource, followed by LGBTQ Affairs.

	LGBTQ+		Non-LGBTQA+	
	n	%	n	%
CAPS one-on-one appointments	32	80.0%	4	44.4%
Oasis Program Against Sexual Assault and Relationship Violence	7	58.3%	2	28.6%
Office of LGBTQ Affairs	29	48.6%	1	11.1%
LGBTQ Resource Center	22	40.0%	1	16.7%
Gender Spectrum Support group	2	33.3%	0	0%
LGBTQ Support Group	5	29.4%	1	33.3%
Campus Health Service Medical Services	25	25.5%	18	31.0%

*Of those students who used the services listed

For programming purposes, students were also asked which events or programs would interest them the most. Table 15 lists those programs, and various stakeholders beyond the Office of LGBTQ Affairs are encouraged to review this list for inspiration.

	LGBTQ+		Non-LGBTQA+	
	n	%	n	%
Safe Zone training	72	37.9%	41	36.6%
LGBTQ Welcome events and mixers	72	37.9%	9	8.0%
Coming Out Week	65	34.2%	14	12.5%
Mental health and wellness	58	30.5%	37	33.0%

FINDINGS - STUDENTS

	LGBTQA+		Non-LGBTQA+	
LGBTQ support group/coming out group	57	30.0%	4	3.6%
Roommate connection	57	30.0%	9	8.0%
Social events such as LGBTQ dances on campus	57	30.0%	7	6.2%
Student mentor program	56	29.5%	22	19.6%
Queer Film Series	56	29.5%	9	8.0%
LGBTQ history classes	55	28.9%	14	12.5%
Counseling	55	28.9%	30	26.8%
Transgender Awareness Week	51	26.8%	12	10.7%
Online chat group for people who are closeted or looking for online support	49	25.8%	11	9.8%
Queer speaker series	46	24.2%	8	7.1%
LGBTQ day at the _____	45	23.7%	5	4.5%
Faculty fellow program	45	23.7%	6	5.4%
Rainbow Graduation	43	22.6%	8	7.1%
LGBTQ Camping Trip	42	22.1%	6	5.4%
Student intern program with LGBTQ Affairs	42	22.1%	9	8.0%
Health and wellness workshops	42	22.1%	43	38.4%
Alternative Spring Break trip	42	22.1%	11	9.8%
Outreach to High School GSAs	41	21.6%	7	6.2%
Activism group	41	21.6%	9	8.0%
Sex(uality) and Spirit(uality) discussion group	39	20.5%	10	8.9%
Out on the Job	39	20.5%	9	8.0%
Staff/Faculty mentor program	39	20.5%	14	12.5%
Arts and cultural events/activities	40	20.1%	17	15.1%
Gender and sexuality book club	38	20.0%	7	6.2%
Hate/bias incident reporting support	36	18.9%	20	17.9%
Academic tutoring	33	17.4%	13	11.6%
Trans* support group and resources	29	15.3%	5	4.5%
Travel funds for conferences	28	14.7%	10	8.9%
Speakers bureau program	28	14.7%	10	8.9%
LGBTQ diplomats (work on allied causes)	28	14.7%	2	1.8%
LGBTQ Leadership retreat	27	14.2%	5	4.5%
QPOC and two spirit discussion group	25	13.2%	2	1.8%
Athletes and Allies Tracking homophobia in sports	24	12.6%	12	10.7%
LGBTQ Service Learning projects	22	11.6%	6	5.4%
Organize a statewide LGBTQ conference	21	11.1%	5	4.5%
Careers in LGBTQ advocacy for class credit	21	11.1%	6	5.4%
LGBTQ and Greek group	19	10.0%	4	3.6%
Group for LGBTQ parents and parents-to-be	18	9.5%	3	2.7%

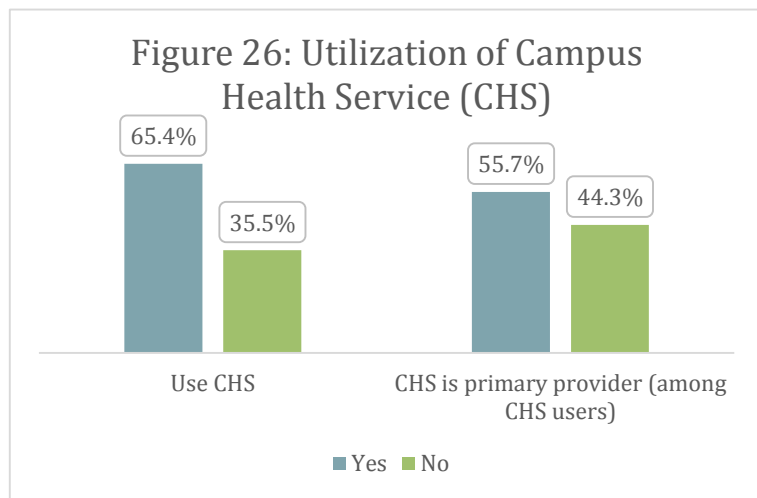
FINDINGS - STUDENTS

	LGBTQA+		Non-LGBTQA+	
	n	%	n	%
Straight allies group	17	8.9%	21	18.8%
Tobacco/smoking cessation group	14	7.4%	9	8.0%
LGBTQ and Jewish group	11	5.8%	3	2.7%

3 HEALTH AND WELLNESS

3.1 USE OF SERVICES

Approximately the same amount of LGBTQA+ students utilize Campus Health Service (CHS) as compared with non-LGBTQA+ students, around 65% (figure 26). Among CHS users, the same is true of those using CHS as their primary health care provider, at about 56% in both groups. In fact, there are no appreciable differences in CHS utilization across any groups surveyed. While it is unclear from these data alone, it is hoped that such similar utilization indicates relatively equal accessibility of services for all UA students.



However, while this may be true, disparities can be seen with regard to the reason students who do not use CHS listed in the survey. More than twice the percentage of LGBTQA+ students than non-LGBTQA+ students who don't use CHS indicated that they do not seek medical care (table 16). A full 35% of LGBTQA+ didn't seek medical care, which is a troubling figure for its disparity in comparison to other students. A slightly higher percentage of LGBTQA+ students listed 'other' reasons for not using CHS, the majority of which included financial reasons and no perceived need for medical care. While there were no identity-based reasons listed by students, several LGBTQA+ students mentioned anxiety about seeking medical service, which was not mentioned by other students.

TABLE 16: WHY DON'T YOU USE CAMPUS HEALTH SERVICE FOR MEDICAL SERVICES (CHECK ALL THAT APPLY)?

	LGBTQ+		Not LGBTQ+	
	n	%	n	%
I have a different primary care provider	33	61.1%	26	81.2%
I do not seek medical care	19	35.2%	5	15.6%
Other	9	16.7%	4	12.5%

FINDINGS - STUDENTS

While it isn't specifically clear why LGBTQA+ students are so much less likely to seek care, table 17 shows that disclosing sexual or gender identity is a concern for one fifth to one third of LGBTQA+ students. 12% of trans students said they have refrained seeking help at CHS due to fear of disclosing (compared with 2% of LGBQ+ students), and 28% said that they had done so at another provider (compared with 19% of LGBQ+ students). This figure highlights an opportunity for CHS to do outreach to LGBTQA+ students in order to demonstrate that it is a safe and accepting resource for students. The amount of students not seeking help for this reason seems to suggest that the disparity in seeking medical care is due to fear of outing themselves to their provider.

TABLE 17: HAVE YOU EVER REFRAINED FROM SEEKING MEDICAL CARE WHEN IT WAS NEEDED BECAUSE YOU WERE AFRAID OF DISCLOSING YOUR SEXUAL IDENTITY OR GENDER IDENTITY TO YOUR PROVIDER?

	Sexual Identity		Gender Identity	
	n	%	n	%
Yes, at CHS	3	1.9%	5	11.6%
Yes, at another provider	30	19.4%	12	27.9%
No	124	80.0%	29	67.4%

3.2 COMFORT LEVEL BEING OUT WITH PROVIDERS

In general, students were more comfortable being out to their CHS provider about their sexual identity than their gender identity, which mirrors the disparities seen in not seeking care discussed above (table 18). A slight majority said they were out and comfortable talking about their sexual identity, where 43% said the same of their gender identity. Twice the proportion of students were out but not comfortable discussing their gender identity compared with sexual identity, though this was the smallest percentage for both questions. Interestingly, around 20% said that they were not out to their CHS provider, though they would like to be. This suggests that there are efforts that CHS may be able to take to increase comfort level among students discussing their sexual or gender identity with CHS providers.

TABLE 18: ARE YOU OUT TO YOUR CAMPUS HEALTH PROVIDER ABOUT YOUR SEXUAL OR GENDER IDENTITY?

	Sexual Identity		Gender Identity	
	n	%	n	%
Yes, and I am comfortable discussing my sexuality with them	55	56.6%	18	42.9%
Yes, but I am NOT comfortable discussing my sexuality with them	5	5.1%	4	9.5%
No, but I would like to be	22	22.2%	8	19.0%
No, I do not wish to be out to my medical provider	16	16.3%	12	28.6%

FINDINGS - STUDENTS

3.3 USE OF CAMPUS RECREATION

While an in-depth sub-report was provided to Campus Recreation to help inform their efforts toward continuing to increase inclusion for their services, some information is presented here on utilization and comfort with Campus Rec. Generally speaking, differences in use of services were found between LGBTQA+ identified respondents and non-LGBTQA+ identified respondents, and among subgroups. Although the differences were not statistically significant, 25% vs 19% of LGBTQA+ students indicated that they needed but did not use Campus Recreation (unmet need), a quarter vs a fifth of students. This difference is important despite statistical non-significance, and highlight unmet needs. Similar differences were found between trans and cisgender male respondents, though cisgender female-identified respondents also showed higher unmet needs. Two-spirit, genderqueer, gender questioning, bisexual and pansexual respondents were most likely to indicate that they needed but did not use the services.

TABLE 19: USE AND COMFORT LEVEL OF CAMPUS RECREATION CENTER FACILITIES

	LGBTQ+		Not LGBTQ+	
	n	%	n	%
Use campus recreation more than 3 times a week	15	9.8%	11	11.8%
Use campus recreation 1 to 3 times a week	18	11.8%	18	19.4%
Use campus recreation 3 days a month or less	43	28.1%	27	29.0%
Never use campus recreation	77	50.3%	37	39.8%
Very comfortable using campus recreation	44	30.6%	28	31.1%
Somewhat comfortable using campus recreation	65	45.1%	50	55.6%
Not at all comfortable using campus recreation	35	24.3%	12	13.3%

The degree of comfort which students feel at the recreation center varied substantially by identity group. Among all students, most felt very or somewhat comfortable, but 21% felt not at all comfortable. Trans students felt significantly less comfortable than cisgender students in the facilities ($p = .032$), but LGBTQA+ and LGBQ+ comparisons were not statistically significant. Cisgender males, gay, and bisexual identified students indicated the highest level of comfort, while trans, FtM, genderqueer, two-spirit, gender-questioning, queer, and sexuality-questioning students indicated the lowest levels of comfort.

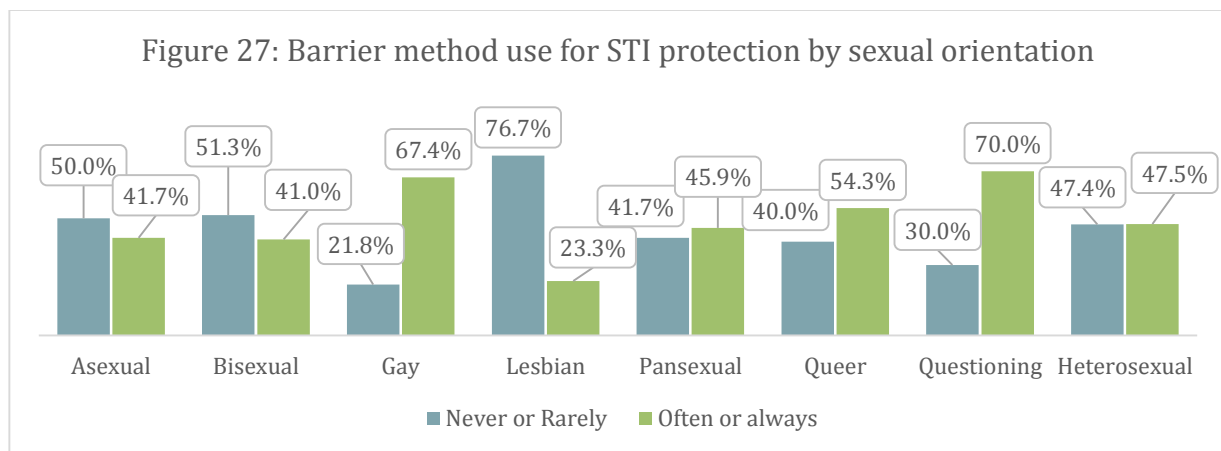
3.4 MOST IMPORTANT HEALTH TOPICS

Students were asked to write in what they perceived to be the most important health topics for LGBTQA+ students on campus. There was a wide variety of topics mentioned, with 24 themes emerging from the content analysis of this question. The top 3 most important health issues were clear, with the top 2 being far and away most mentioned: **sexual health** (32%), **mental/emotional health and wellbeing** (23%), and **nutrition/exercise** (9%). Following these key 3 health topics, the next most frequently mentioned were body image/positive self-image, social health and community, healthy relationships and intimate partner violence prevention, and general health and wellness (5% for each category). These rankings give us an idea of how LGBTQA+ students perceive their own needs related to health and wellness

FINDINGS - STUDENTS

3.5 SEXUAL HEALTH

As part of a comprehensive health questionnaire, students were asked a number of questions about sexual behaviors and sexual health. The questions reviewed below relate to Sexually Transmitted Infection and HIV Risk Perceptions, knowledge, and prevention. First, a great deal of variation was found among students by identity groups regarding whether a barrier method (condom, dental dam, gloves, etc.) was used during sex. Before discussing this data point, a caveat is necessary – out of all students answering this question, only 47% indicated that they always or often used a barrier method during sex. This compares to 69% found in the Health and Wellness 2014 survey, suggesting students here may not have understood what a ‘barrier method’ was. This will be fixed in future years to ensure the validity of the data. This figure is still presented, however, because although use of barrier methods to prevent STIs is underreported, some important variation is found and is likely to be reflected in a more valid measure as well (figure 27). Namely, gay and questioning students reported the highest use of barrier methods (67% and 70%), while lesbian students reported the lowest (23%). This suggests some areas for targeted prevention within the community, despite issues with this data point.



Risk perception among sexually active students suggests that although the majority of all students perceive themselves to have low risk, LGBTQA+ students are more likely to report perceiving their risk of HIV and other STIs as high or moderate than non-LGBTQA+ students. 11% vs 3% indicated moderate risk for contracting HIV, and 20% vs 6% rated themselves at moderate risk for other STIs.

		LGBTQ+		Not LGBTQ+	
		n	%	n	%
HIV	High	2	1.7%	0	0%
	Moderate	13	11.1%	2	2.5%
	Low	102	87.1%	77	97.4%
STI other than HIV	High	6	5.0%	2	2.5%
	Moderate	24	20.3%	5	6.4%
	Low	88	74.5%	71	91.0%

FINDINGS - STUDENTS

For STIs, perceived higher risk among LGBTQ+ students doesn't appear to translate into prevention in the form of STI screenings. While about the same amount of all students, around 24%, had an STI test in the last 6 months (the recommended time interval for screening), 60% of LGBTQ+ students had not had an STI test within the past 12 months, compared with 54% of non-LGBTQ+ students. However, LGBTQ+ students were more likely to have had an HIV test within the past 12 months, with 39% saying they had done so as compared with 32% of non-LGBTQ+ students. Among all students, the proportion of those who had been tested in the last 6 months is only from 15-24% for both types of test, indicating a need for more education and access to prevention for all students. Additionally, only 35% of students were aware of Post-Exposure Prophylaxis for HIV prevention, highlighting another opportunity for education.

		LGBTQ+		Not LGBTQ+	
		n	%	n	%
STI Test	NA, Have never had an STI test	59	38.8%	34	36.6%
	In the last 6 months	35	23.0%	23	24.7%
	Between 6 and 12 months ago	26	17.1%	20	21.5%
	More than 12 months ago	32	21.1%	16	17.2%
HIV Test	NA, Have never had an HIV test	63	41.4%	45	48.4%
	In the last 6 months	36	23.7%	14	15.1%
	Between 6 and 12 months ago	23	15.1%	16	17.2%
	More than 12 months ago	30	19.7%	18	19.4%

While approximately the same proportion of all students indicated that they had the information necessary for practicing safer sex, LGBTQ+ students were less likely to describe themselves as 'very competent' in practicing safer sex skills (table 22). This highlights a potential need for more safer sex education opportunities for LGBTQ+ students.

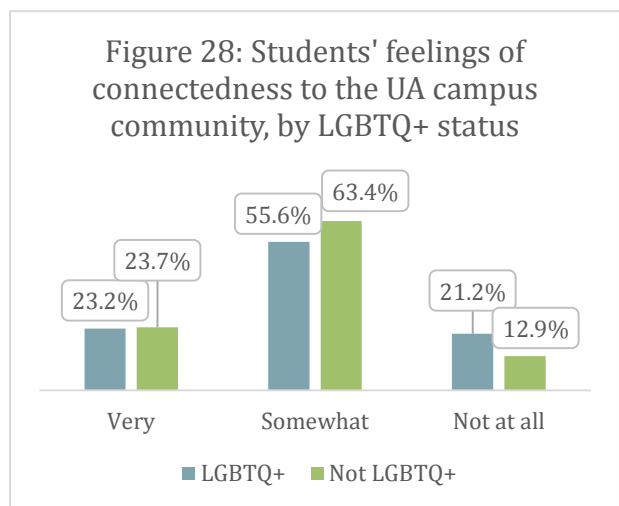
		LGBTQ+		Not LGBTQ+	
		n	%	n	%
Do you feel you have the information necessary to practice safer sex?	Yes	140	92.7%	87	94.6%
	No	11	7.3%	5	5.4%
How confident do you feel in your ability to practice safer sex skills?	Very confident	99	65.1%	75	80.6%
	Somewhat confident	28	18.4%	8	8.6%
	Not at all confident	2	1.3%	0	0%

FINDINGS - STUDENTS

3.8 MENTAL AND EMOTIONAL HEALTH

A number of disparities were found between LGBTQA+ students and non-LGBTQA+ students in the area of mental health and wellness. While 10% of LGBTQA+ students said they rarely or never get the social and emotional support they need, only 1% of non-LGBTQA+ students said the same. On the flipside of this question, only 58% said that they often or always got the support they need, compared with 83% of non-LGBTQA+ students. When asked about their most common sources of social support, only 56% of LGBTQA+ students mentioned family, as opposed to 82% of other students. LGBTQA+ students rated the internet and counselors/therapists more highly for sources of social and emotional support.

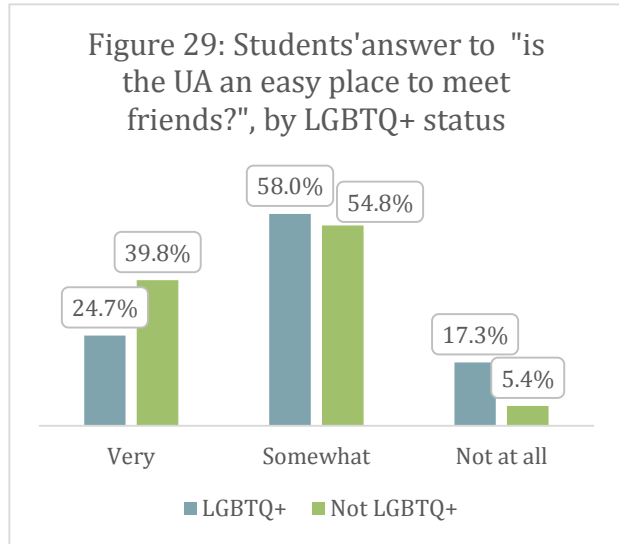
		LGBTQ+		Not LGBTQ+	
		n	%	n	%
How often do you get the social and emotional support you need?	Never	2	1.3%	0	0%
	Rarely	14	9.3%	1	1.1%
	Occasionally	47	31.1%	15	16.1%
	Often	71	47.0%	56	60.3%
	Always	17	11.3%	21	22.6%
From whom do you normally get the social and emotional support you need?	Friends	139	92.1%	90	96.0%
	Family	85	56.3%	76	81.7%
	Partners	73	48.3%	63	67.7%
	The internet	54	35.8%	26	28.0%
	Coworkers/colleagues	38	25.2%	36	38.7%
	Counselors/therapists	39	25.8%	15	16.1%
	University staff	25	16.6%	17	18.3%
	Professors/faculty	19	12.6%	17	18.3%
	Other	10	6.6%	3	3.2%



Following this, LGBTQA+ students were significantly more likely to indicate that they didn't feel connected to the UA campus community (figure 28). However, about the same amount of all students felt very connected to the campus community at the UA. More than 3 times the percentage of LGBTQA+ students said that the UA was not an easy place to make friends (17% vs 5%), and significantly less said that it was a very easy place to make friends (figure 29). While this speaks to social and emotional support at the UA, it

FINDINGS - STUDENTS

also touched on the topic of campus climate insofar as students are able to connect with others and find community at the UA.



When looking in depth at the amount and types of stress that students experience, a picture emerges of college being a generally stressful time for all students. The most common stressors for both groups of students were coursework and money/financial worries. However, there appear to be some differences in both the levels and types of stress students experience (table 24). While 77% of non-LGBTQA+ students said they experienced more than average or tremendous stress in the past school year, 83% of LGBTQA+ students said the same, with the biggest gap being among those experiencing 'tremendous stress'. LGBTQA+ students were also more likely to indicate money/financial insecurity, problems in

the workplace, acceptance from family, a diagnosed mental health issue, trauma, and all forms of discrimination as key stressors. More than 4 times the proportion of LGBTQA+ students mentioned diagnosed mental health issues as stressors, and almost 4 times the amount mentioned family acceptance – both reflected almost a third of all LGBTQA+ respondents. 14% said that trauma was a significant stressor, compared with only 3% of non-LGBTQA+ students. 10% of LGBTQA+ students mentioned discrimination based on sexual identity or gender identity as major stressors.

While the top ways of reducing stress were the same for both groups, LGBTQA+ students were less likely to use socially-based stress coping strategies than non-LBGTQA+ students. While both groups use alcohol equally to relieve stress, 6 times the proportion of LGBTQA+ students rely on other drugs to cope, amounting to 12% of these respondents.

		LGBTQ+		Not LGBTQ+	
		n	%	n	%
Within the past school year, please rate the amount of stress you have experienced	No stress	0	0%	0	0%
	Less than average stress	4	2.6%	1	1.1%
	Average stress	22	14.5%	20	21.5%
	More than average stress	75	49.3%	45	48.4%
	Tremendous stress	51	33.6%	27	29.0%

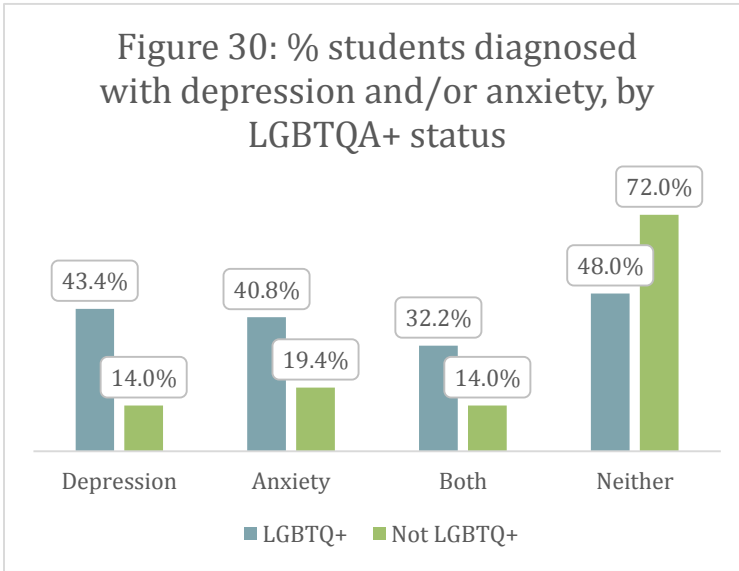
FINDINGS - STUDENTS

		LGBTQ+		Not LGBTQ+	
		n	%	n	%
In the past school year, what have been the most significant stressors in your life?	Coursework or work related to your degree	137	90.1%	88	94.6%
	Money or financial insecurity	115	75.7%	63	67.7%
	Balancing school, work and/or relationships	110	72.4%	78	83.9%
	Relationship issues	63	41.4%	38	40.9%
	Diagnosed mental health issue	43	28.3%	6	6.5%
	Acceptance from family	42	27.6%	7	7.5%
	Problems in the workplace	29	19.1%	11	11.8%
	Illness	28	18.4%	18	19.4%
	Trauma	21	13.8%	3	3.2%
	Discrimination related to your sexual orientation	14	9.2%	0	0%
	Acceptance from friends	14	9.2%	6	6.5%
	Discrimination related to your gender identity or expression	12	8.6%	2	2.2%
	Discrimination related to your race/ethnicity	11	7.2%	2	2.2%
	Discrimination related to your disability	9	5.9%	1	1.1%
	Other discrimination	4	2.6%	2	2.2%
What method(s) do you typically use to reduce stress? (check all that apply)	Eat	114	75.5%	75	80.6%
	Talk to a friend	111	73.5%	76	81.7%
	Exercise	86	57.0%	66	71.0%
	Spend time alone	97	64.2%	55	59.1%
	Socialize	76	50.3%	58	62.4%
	Have sex	48	31.8%	29	31.2%
	Drink alcohol	47	31.1%	27	29.0%
	Meditate or use relaxation techniques	44	29.1%	24	25.8%
	Do yoga	31	20.5%	28	30.1%
	Write in a journal	25	16.6%	14	15.1%
	Play a sport	19	12.6%	16	17.2%
	Use other drugs	18	11.9%	2	2.2%
	Smoke cigarettes	10	6.6%	6	6.5%

LGBTQA+ students reported being diagnosed with anxiety and/or depression at much higher rates than the non-LGBTQA+ sample, and being more affected by it in their day-to-day lives. Twice the amount or more of LGBTQA+ students were diagnosed with depression or anxiety, or both (figure 30). Furthermore, 33% indicated that anxiety and/or depression made it very difficult to work, study, go to class, or get along

FINDINGS - STUDENTS

with other people, as compared with 23% of non-LGBTQA+ students. The question on difficulty does not require a diagnosis. 91% said they had some difficulties from anxiety or depression, as compared with 85% of other students.



Probably one of the most concerning pieces of data collected in this survey can be found in table 24. Students were asked how many times in the past school year they have considered and attempted suicide. Fully **one quarter of LGBTQA+ students reported seriously considering suicide one or more times in the last school year**. This is compared with 8% of other students, more than 3 times the percentage. 3% of LGBTQA+ students have attempted suicide in the past year, as compared with 1% - a lower but very troubling figure as well. While any amount of students

considering or attempting suicide is too high, the amount of LGBTQA+ students considering suicide in this sample is staggering and is a call to action for any stakeholder across campus concerned with student safety and wellbeing. While LGBTQ Affairs and Campus Health Service work to make suicide prevention available to all students, there remains a strong need here.

TABLE 25: CONSIDERING AND ATTEMPTING SUICIDE

		LGBTQ+		Not LGBTQA+	
		n	%	n	%
How many times during the last school year have you seriously considered attempting suicide?	0 times	113	74.8%	85	92.4%
	1-4 times	26	17.2%	7	7.6%
	5-8 times	6	4.0%	0	0%
	9+ times	6	4.0%	0	0%
How many times during the past school year have you attempted suicide?	0 times	143	96.0%	91	98.9%
	1 time	5	3.4%	1	1.1%
	2 times	1	.7%	0	0%

3.9 ALCOHOL AND OTHER DRUG USE

While there are not substantial differences in the Alcohol and Other Drug (AOD) use between LGBTQA+ and non-LGBTQA+ students, the following data give a sense for what AOD use looks like in this sample and the disparities which do appear to exist. A slightly higher percentage of LGBTQA+ students reported having 5 or more drinks in one sitting at least once in the last 2 weeks (17% vs 15%), but the difference was not

FINDINGS - STUDENTS

significant (figure 31). For alcohol use in the past 30 days, 66% of LGBTQA+ vs 57% of other students indicated that they have drunk in the past 30 days (table 26).

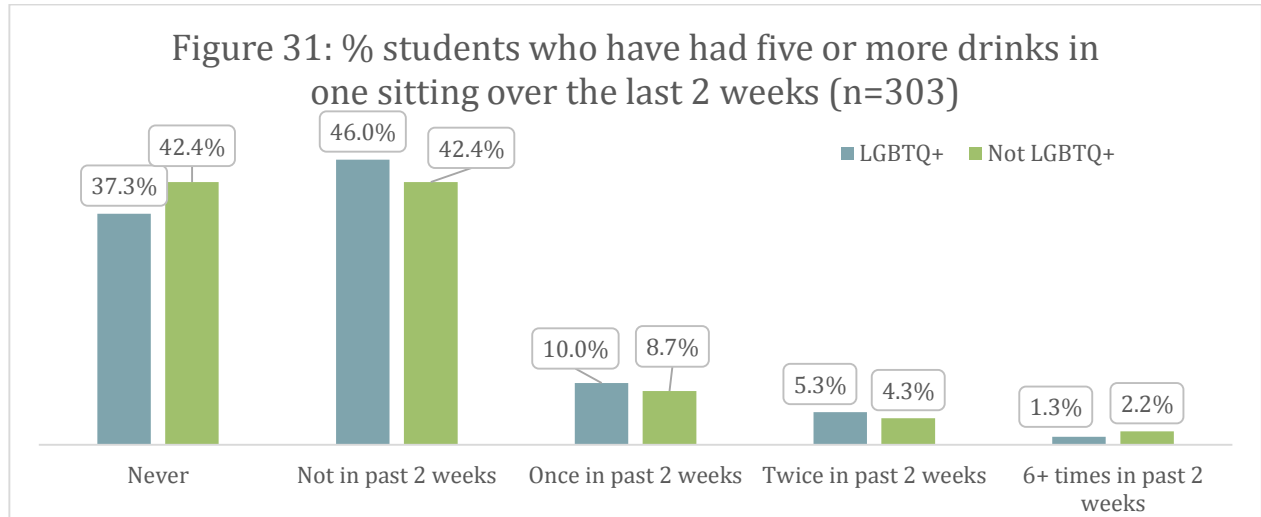


Table 26 shows 30 day and year use of a number of different substances, many of which showed no differences between groups. Of note is a slightly higher use of tobacco and sedatives among LGTBQA+ students, and a substantially higher use of marijuana.

TABLE 26: HOW OFTEN HAVE YOU USED THE FOLLOWING SUBSTANCES NOT PRESCRIBED TO YOU BY YOUR PHYSICIAN? (N=303)

		LGBTQ+		Not LGBTQ+	
		n	%	n	%
Tobacco	Not used	121	80.1%	70	77.8%
	Used in past year	30	19.8%	20	22.3%
	Used in past 30 days	15	9.9%	6	6.7%
Alcohol	Not used	20	13.2%	18	19.6%
	Used in past year	131	86.8%	74	80.4%
	Used in past 30 days	99	65.6%	52	56.5%
Marijuana	Not used	97	64.2%	64	71.9%
	Used in past year	34	35.8%	25	28.1%
	Used in past 30 days	29	19.2%	7	7.9%
Cocaine	Not used	146	97.3%	83	95.4%
	Used in past year	4	2.7%	4	4.6%
	Used in past 30 days	0	0%	2	2.3%
Heroin	Not used	151	100%	88	98.9%
	Used in past year	0	0%	1	1.1%
	Used in past 30 days	0	0%	1	1.1%

FINDINGS - STUDENTS

		LGBTQ+		Not LGBTQ+	
		n	%	n	%
Pain pills	Not used	133	88.1%	84	93.3%
	Used in past year	11	7.3%	4	4.4%
	Used in past 30 days	7	4.6%	2	2.2%
Sedatives	Not used	130	86.1%	84	93.3%
	Used in past year	21	13.9%	6	6.6%
	Used in past 30 days	9	6.0%	4	4.4%
Ritalin/Adderall/ Concerta	Not used	141	93.4%	81	90.0%
	Used in past year	10	6.6%	9	10.0%
	Used in past 30 days	5	3.3%	2	2.2%
Ecstasy/MDMA/Molly	Not used	147	97.4%	84	94.4%
	Used in past year	4	2.6%	5	5.6%
	Used in past 30 days	0	0%	2	2.2%
Methamphetamines	Not used	150	99.3%	87	98.9%
	Used in past year	1	.7%	1	1.1%
	Used in past 30 days	0	0%	1	1.1%
Other Illegal drugs	Not used	143	96.6%	87	97.8%
	Used in past year	5	3.4%	2	2.2%
	Used in past 30 days	3	2.0%	1	1.1%

Overall, the above depicts an LGBTQA+ student population with both resilience and unmet needs regarding health and wellness. While college can be a stressful period in any student's life, health disparities between LGBTQA+ and non-LGBTQA+ students were found in a number of the areas investigated here. This is a prime starting point to better understand gaps in health and wellness in order to address those disparities in the UA student population.

FINDINGS – FACULTY/STAFF

FINDINGS – FACULTY/STAFF

1. CAMPUS CLIMATE

1.1 BEING “OUT” ON CAMPUS

It is important to understand outness among faculty/staff for 2 primary reasons: (1) being out can be an indicator of both community and self-acceptance, which can impact health and wellbeing just as it does for students; and (2) visibility of successful LGBTQA+ adults can be an important influencing factor in young people’s coming out process. Thus, outness and acceptance among faculty and staff might be informative about campus climate for the entire UA community.

As would be expected, LGBTQA+ faculty/staff are more likely to be out in nearly every social area the survey probed for (table 27). No respondents marked that they weren’t out to any of their friends, though 12-16% were only out to a few. While 71-76% were out to most of their families, 8-12% were not out to anyone in their families. Faculty/staff were the least out to their students, with 36% being out to most about their sexual identity and 58% about their gender identity. Faculty/staff were significantly more likely to not be out to any students about sexual identity (27%) compared to gender identity (13%). Finally, while about two thirds of all faculty/staff respondents were out to most supervisors, they were more likely to not be out at all based on gender identity (29%) compared with sexual identity (24%). This may indicate areas of opportunity in the workplace for supporting LGBTQA+ faculty/staff.

		Sexual Identity	Gender Identity
Friends	None	0%	0%
	A few	16.1%	12.0%
	Most	83.9%	88.0%
Students I teach or work with	None	26.7%	12.5%
	A few	34.3%	29.2%
	Most	39.0%	58.3%
Supervisors	None	24.1%	29.2%
	A few	15.2%	4.2%
	Most	60.7%	66.7%
Family	None	11.6%	8.0%
	A few	17.9%	16.0%
	Most	70.5%	76.0%

Faculty/staff did rate almost all of their social spheres to be very accepting of their sexual and/or gender identities, with 80-100% saying that that friends, students, and supervisors were very accepting of their identity. However, this is in stark contrast with family, where only 52-60% described their families as very

FINDINGS – FACULTY/STAFF

accepting. There may be some generational influences at play here, although it mirrors and is even slightly higher than student respondents for the same question (48-50%).

		Sexual Identity	Gender Identity
Friends	Not at all accepting	0%	0%
	Somewhat accepting	4.6%	4.3%
	Very accepting	95.4%	95.7%
Students I teach or work with	Not at all accepting	0%	0%
	Somewhat accepting	16.2%	20.0%
	Very accepting	83.8%	80.0%
Supervisors	Not at all accepting	0%	0%
	Somewhat accepting	12.2%	0%
	Very accepting	87.8%	100%
Family	Not at all accepting	1.1%	0%
	Somewhat accepting	47.4%	40%
	Very accepting	51.6%	60%

Eighty-two percent of LGBTQA+ faculty/staff indicated that they were comfortable being out in the workplace, representing 87% of trans faculty/staff and 82% of LGBQ+ faculty/staff. Put another way, 13-18% of LGBTQA+ faculty/staff do *not* feel comfortable being out in the workplace, for which those who were not answered what made them uncomfortable about being out (table 29). Only 2 respondents were trans identified, therefore no comparisons can be made. The most common reason cited was that LGBTQA+ faculty/staff worried that their colleagues would treat them differently. This finding might suggest an opportunity for safe zone trainings among faculty/staff in departments to increase comfort of being out in the workplace.

	LGBQ+	Trans
I'm worried about what my boss will think	27.8% (5)	0%
I'm afraid my colleagues will treat me differently	55.6% (10)	50.0% (1)
I'm afraid I might get fired	11.1% (2)	0%
I'm not out to my family, and I don't want them to find out	33.3% (6)	0%
I'm worried it might affect how my research is received by the academic community	5.6% (1)	0%

1.2 GENERAL CAMPUS CLIMATE

Respondents were asked to rate their perceptions of campus climate for faculty/staff at the UA, which yielded similar patterns to the student question. While 73% said it was accepting or very accepting for LGBQ+ faculty/staff, only 37% said the same for trans faculty/staff, indicating a gap in overall perceived

FINDINGS – FACULTY/STAFF

campus climate for trans employees. More than twice as many respondents said that it was somewhat unaccepting for trans faculty/staff as compared with LGBQ+, and only a third as many said campus climate was very accepting. This suggests some opportunities for growth in campus climate for these employees.

	CC for LGBQ+	CC for Trans
No basis to judge	11.4% (24)	30.2% (64)
Very unaccepting	.5% (1)	.9% (1)
Somewhat unaccepting	5.2% (11)	12.7% (27)
Neutral	9.5% (20)	18.9% (40)
Somewhat accepting	38.6% (81)	26.9% (57)
Very accepting	34.8% (73)	10.4% (22)

When asked whether campus climate had changed since they first arrived at the UA, faculty/staff respondents again mirrored the student data more or less. No significant differences were found between groups, but respondents were more likely to mark ‘no basis to judge’ for campus climate among trans faculty/staff than LGBQ+. Overall, 40% marked that campus climate was much or slightly better for LGBQ+ faculty staff, and 34% said the same for trans faculty/staff. Almost half as many marked trans campus climate as much better now compared with LGBQ+.

	CC for LGBQ+	CC for Trans
No basis to judge	18.1% (38)	32.1% (68)
Slightly worse now	.5% (1)	.5% (1)
About the same	41.4% (87)	33.0% (59)
Slightly better now	29.5% (62)	27.8% (59)
Much better now	10.5% (22)	6.6% (14)

1.3 UA POLICIES AND PROCEDURES

UA Faculty and Staff were asked about their perceptions of UA policies and procedures for UA employees (table 32). Overall, 63% agreed or strongly agreed that policies and procedures supported them as UA employees, while less than 5% disagreed or strongly disagreed. However, 27% of respondents were unsure if policies and procedures were supportive of them, indicating an opportunity for educating employees about UA policies and procedures as related to LGBTQ+ members of the campus community. Those who indicated that they didn’t feel the UA was supportive of LGBTQ+ employee needs through policies and procedures were asked to write in their reasoning. Of the 7 respondents, 71% mentioned disparities in the benefits packages for LGBTQ+ employees, and 43% specifically mentioned exclusionary health benefits for trans employees. Other reasons listed were the need for more awareness training among staff and faculty, and the gap between policies and enforcement of policies: “while there may be LGBTQ+

FINDINGS – FACULTY/STAFF

friendly policies in place, the staff interpreting and implementing policies are not always coming from the same supportive nature.”

TABLE 32: PLEASE INDICATE YOUR LEVEL OF AGREEMENT: IN GENERAL, UA POLICIES ARE SUPPORTIVE OF MY NEEDS AS AN LGBTQA+ EMPLOYEE. (N=196)

	n	%
Strongly agree	33	16.8
Agree	103	52.6
Unsure	52	26.5
Disagree	7	3.7
Strongly disagree	1	.51

Faculty and staff were also asked to identify the ways in which the UA has succeeded in being supportive of them as an LGBTQA+ employee and the ways in which it can improve. Content analysis found 9 categories of responses for the first question and 15 categories for the second (table 33). For areas in which the UA has succeeded, 76 participants responded. The top 4 categories were domestic partner benefits, general statements about supportive policies, the UA anti-discrimination policy, and LGBTQA+ programming on campus (including specific mention of Safe Zone trainings). The top 4 categories of areas in which the UA might improve supporting it’s LGBTQA+ employee population include the presence of an advocacy group and events specifically for LGBTQA+ faculty/staff (note, there is a staff group called OUTReach, but perhaps it could be more widely publicized), the provision of trans health insurance (or rather, removing the exclusion of services for trans employees), improvements or continuation of domestic partner benefits, and more Safe Zone trainings across campus.

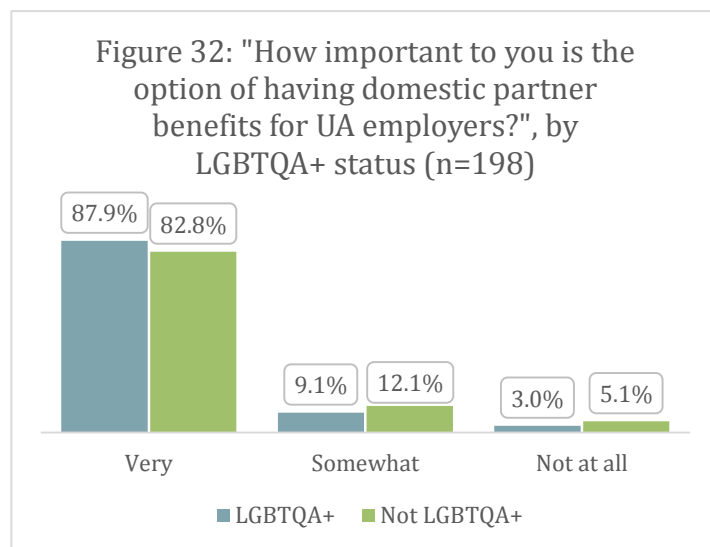
TABLE 33: WHAT ARE SOME WAYS IN WHICH THE UA HAS SUCCEEDED IN SUPPORTING YOU AS AN LGBTQA+ EMPLOYEE? WHAT ARE SOME WAYS IT CAN IMPROVE?

SUCCEEDED (N=76)	n	%
Domestic Partner Benefits	40	52.6
Generally supportive policies	13	17.1
Anti-Discrimination Policy	10	13.1
LGBTQA+ Programming, Safe Zone	10	13.1
Departmental support	9	11.8
The presence of LGBTQ Affairs and the Institute for LGBT Studies	9	11.8
The yearly Out and Proud advertisement in the Daily Wildcat	4	5.3
Administrative support	2	2.6
Campus Health Campaigns and posters	1	1.3
TO BE IMPROVED (N=52)	n	%
Advocacy group and events for LGBTQA+ staff/faculty	11	21.1
Trans health insurance	9	17.3
Improvements or continuation of Domestic Partner Benefits	9	17.3
More Safe Zone and other similar trainings	6	11.5

FINDINGS – FACULTY/STAFF

Upholding LGBTQA+ rights at the state level	5	9.6
Educating faculty/staff on LGBTQA+ relevant policies and procedures	2	3.8
More inclusive policies around Family Medical Leave	2	3.8
Improved trans inclusion policies	1	1.9
Staff-focused LGBTQA+ resources	1	1.9
More inclusive events	1	1.9
Improved visibility efforts	1	1.9
Improved gender inclusive bathroom policies	1	1.9
Improved bias response procedures	1	1.9
More administrative support on LGBTQA+ issues	1	1.9
Inclusive child care policies	1	1.9

Faculty/staff were also probed for their knowledge of the current status of domestic partner benefits at the UA. Seventy one percent of respondents said that as far as they knew, same sex domestic partners of UA employees were eligible to receive benefits, and only 9% said they were not (they are currently eligible, or were at the time of administration). Twenty percent did not know. Predictably, non-LGBTQA+ respondents were twice as likely to mark ‘no’ (12%) as LGBTQA+ respondents. When asked about how important having



an option for domestic partner benefits as a UA employee was to them, 85% of all respondents marked that it was very important. As indicated in figure 23, there was no substantial difference by LGBTQA+ status, showing that the benefit is important to allies and members of the community alike. The importance of domestic partner benefits for both LGBTQA+ employees and their allies was clear from this data. As one respondent put in a comment, “DP benefits are very important, and I hope that UA will continue to offer [them] despite any legislation changes. DP benefits are a

determining factor when accepting/declining professional positions (as well as terminating existing employment).” Fourteen percent of respondents specifically mentioned domestic partner benefits as a factor influencing their decision to stay at the UA.

1.4 VIOLENCE ON CAMPUS

In order to gain a fuller picture of campus climate for the whole community, it is important to look at faculty and staff experiences around the myriad forms of violence that can be directed at this population. While faculty/staff report hearing anti-LGBTQA+ slurs far less than students, 15% of all respondents

FINDINGS – FACULTY/STAFF

reported hearing them once a week, and 5% heard them once a day (table 34). While the pool of trans respondents was much smaller than the other groups, a substantially smaller proportion of them reported never hearing slurs.

TABLE 34: HOW OFTEN DO YOU HEAR ANTI-LGBTQA+ SLURS (E.G., "THAT'S SO GAY" TO MEAN SOMETHING IS BAD) ON CAMPUS? (N=192)

	Non-LGBTQA+ (n=97)	LGBQ+ (n=94)	Trans (n=11)
Never	28.9%	25.5%	18.2%
Once a month or less	52.6%	51.1%	72.7%
Once a week	13.4%	17.0%	0%
Once a day	3.1%	6.4%	9.1%
Several times a day	2.1%	0%	0%

Following this, faculty/staff were also asked about their experiences of a range of violent acts on and off campus. Unfortunately, as with student data, a glitch in Campus Labs led to missing data on violence experienced in the last 6 months because of their actual or perceived gender identity. Still, the data on sexual orientation-based violence is important and worth considering. While for most categories the proportion of violence experienced was higher off campus, there were a few exceptions (table 35). More respondents noted feeling isolated or left out on campus, and feeling pressured to keep silent. On a more positive note, most forms of violence were experienced by less than 5% of respondents on campus.

TABLE 35: IN THE PAST 6 MONTHS, WHICH OF THE FOLLOWING HAVE YOU PERSONALLY EXPERIENCED BECAUSE OF YOUR ACTUAL OR PERCEIVED SEXUAL ORIENTATION? (N=186)

	On campus	Off Campus
Been the target of derogatory remarks or jokes	2.2%	11.3%
Felt deliberately ignored or excluded	9.7%	9.2%
Felt isolated or left out	12.4%	9.7%
Observed others staring	5.9%	14.6%
Felt intimidated or threatened	4.3%	10.2%
Been the target of physical violence	.5%	1.6%
Feared for your physical safety	2.7%	10.8%
Been the subject of graffiti, property destruction, or vandalism	0	2.2%
Felt pressured to keep silent	17.1%	15.5%
Had friends/colleagues who refused to associate with you	1.6%	2.7%
Been denied services	1.1%	1.1%
Been pressured to change research, academic projects, or work activities	1.6%	1.1%

Overall, the faculty data indicates a generally positive and improving campus climate for LGBTQA+ faculty and staff at the UA, with some areas of opportunity for improvement. Faculty and staff spoke about the ways they felt supported and made suggestions for the support they still need, and we urge departments

FINDINGS – FACULTY/STAFF

and administrators to take note of the ways in which LGBTQA+ employees at UA might continue to be better supported.

CONCLUSION

Conclusion

This report documents an LGBTQA+ student population with both resilience and unmet needs regarding health, wellness and campus climate at the UA. On the one hand, there are signs of progress in campus climate and wellness for LGBTQA+ students, staff and faculty. Ninety two percent of students knew where to get support for sexual identity, gender identity, or LGBTQA+ related issues, 62% of respondents said the campus was somewhat or very accepting of LGBQ+ students, and 73% of students are aware of the UA antidiscrimination policies. At the same time, disparities in health, wellness, and campus climate exist not only between LGBTQA+ and non-LGBTQA+ students, but within the LGBTQA+ community itself. LGBTQA+ students experienced higher levels of violence, were more likely to struggle with mental health symptoms, and reported persistent discrimination and microaggressions on campus related to their identities.

Because health and wellbeing are multifaceted constructs, with all aspects of life contributing positive or negative forces to our overall wellness, all those who are a part of the campus community have a role and a stake in improving health and wellbeing, from administrators to other students. We urge readers to consider the gaps presented here and the ways in which each of us might respond or work toward closing these gaps in our respective areas.

CONTACT INFORMATION

Contact Information

JEN HOEFLE OLSON
PROGRAM DIRECTOR,
LGBTQ AFFAIRS

LAUREN PRING
EVALUATION SPECIALIST,
CAMPUS HEALTH SERVICE

PEGGY GLIDER
COORDINATOR OF
EVALUATION AND
RESEARCH, CAMPUS
HEALTH SERVICE

Tel 520.626.1996
jhoefle@email.arizona.edu

Tel 502.500.2528
pring@email.arizona.edu

Tel 520.621.5973
glider@email.arizona.edu

Lgbtq.arizona.edu