LGBTQ Campus Climate Task Force Report

September 2012

The Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ) Campus Climate Task Force, established in Spring 2011 by University Life and supported by the Provost's Office and Mason administration, spent 18 months reviewing the issues and concerns across the university for students who are part of the LGBTQ community. The task force was initiated, in part, because of a number of highly publicized suicides in Fall 2010 among students around the country who identified as part of the LGBTQ community. In addition, we all knew individual stories of students who had experienced discrimination. We were charged with collecting data on George Mason University's current policies, programs, procedures and practices related to all aspects of LGBTQ student life at the university. We hoped to discover how free they felt to be themselves on this campus and what Mason's programs and departments might do to promote a campus community that is fully welcoming, safe, respectful and inclusive for students, faculty, and staff of all sexual orientations, gender identities and expressions.

The Task Force was comprised of representatives from a variety of units and constituencies around Mason. The student membership shifted as students graduated and new students joined, but we have consistently had at least three students as active participants in our work.

Co-Chairs: Ric Chollar, Associate Director of LGBTQ Resources
Suzanne Scott, Director of Women and Gender Studies; Faculty,
New Century College
Members: Lynne M. Constantine, Faculty, School of Art, College of Visual and
Performing Arts
Em Eichelberger, Student
Andrea Fraser, Student
LuLu Géza, Graduate Assistant, LGBTQ Resources
Dennis Hicks, Associate Director, Student Involvement
Mark Hopson, Faculty, Communication, College of Humanities and Social
Sciences
Eden King, Faculty, Psychology, College of Humanities and Social Sciences
Carrie Klein, Executive Assistant, University Life
Lisa Lindley, Faculty, Global and Community Health, College of Health
and Human Services
Lauren Mauriello, Assistant Director, Residential Education, Housing and
Residence Life
Rose Pascarell, Associate Vice President, University Life
Caroline Pendry, Graduate Assistant, Women and Gender Studies
Blake Silver, Student
A-Jay Sorrell, Student
Jason Von Kundra, Student
Dan Waxman, Graduate Student and Sustainability Manager, Auxiliary
Enterprises

The purpose of this Task Force Report is to provide an overview and assessment of the campus climate for LGBTQ students at Mason in terms of the university's programs, policies and practices. The findings of the Task Force affirm that in many important ways, Mason's campus climate is supportive of LGBTQ students and their issues and concerns. At the same time, the findings also make clear that our campus community needs to take a number of critical next steps specified in our recommendations. This task force should be considered an important first step in an ongoing process of assuring that Mason remains an open, affirming and welcoming academic community.

Major Findings[1]

- Of the hundreds of respondents who participated in the Mason NASPA survey[2], Mason's LGBTQ students reported both witnessing and experiencing harassment and discrimination on campus at significantly higher rates than heterosexual students.[3]

- When asked who was the source of the harassment and discrimination, LGBTQ students indicated the primary source to be other students (47%), faculty (33%), administrators/staff (27%), and teaching assistants and campus police (13%).[4]

- When asked where on campus the instances of harassment and discrimination occur, over half (53%) of Mason LGBTQ students reported the classroom as the area of greatest concern.[5]

- Very few of Mason's participants in the NASPA survey reported living in a sorority or fraternity, and none of these individuals identified as LGBTQ; suggesting underrepresentation of LGBTQ people in the Mason Greek system.[6]

- Statistical analysis of the Mason NASPA survey responses suggests that transfer students who are LGBTQ find the university less respectful than do heterosexual or non-transfer students.

- Mason NASPA data also show that nearly 20% of survey respondents classified as LGBTQ indicated that they were international students.[7]

- Focus group data suggests that less than half of LGBTQ students had used the following services: 48% had used Career Services, 39% had used Student Health Services, 30% had used Counseling and Psychological Services, and 22% had used Recreational/Intramural Sports (See Appendix VI).

- Evaluations of campus services show that only LGBTQ Resources and Counseling & Psychological Services received ratings between 'good' and 'excellent'. All other services were rated between 'fair' and 'good'(See Appendix VI).

- From focus groups: Less than half of LGBTQ Mason students felt very safe in their classrooms (48%), with other students (44%), on Mason's campus at night (27%), and in the surrounding community during the day (29%) and night (10%). (See Appendix VI).

- Among the focus group of transgender/gender variant students, more than half felt not very safe in the surrounding community at night. 29% of these students reported not feeling very

safe in their classrooms, 17% in their residence halls, and 14% in the surrounding community during the day. (See Appendix VI).

- Approximately 60 bathrooms across Fairfax, Arlington, and Prince William campuses were identified by floor plans from Campus Planning as single-use, and available as gender-neutral restrooms. Eight of these spaces were unable to be found or were inaccessible to students; and at least 8 others had current signage prohibitive to gender inclusive usage.[8]

- Among residential students, the room change process was of particular concern. In addition, residential students reported feeling uncertain about the attitudes by residence hall staff (both Resident Advisors and Resident Directors) toward LGBTQ students.[9]

- Residential students also asked for gender-neutral housing, and that gender options should be added to the Housing Selection Survey.

- Generally, the LGBTQ *students' experiences* in the classroom reported through surveys and focus groups were notably different from the *perceptions of the faculty* interviewed about classroom issues and concerns.[10]

- Faculty interviews show substantial differences between those faculty and instructors who typically teach courses with some LGBTQ and/or feminist content and those who teach courses without such content.[10]

Key Recommendations [11]

1) Institutional Commitment
Inclusion in University Policy and Statements
- Include gender identity and gender expression in non-discrimination clause of University Policy 1201.[12]
- Include gender identity and gender expression on all statements about diversity such as that found on http://equity.gmu.edu/. [13]

University Publications
- Intentionally include LGBTQ images and language in all university publications (HR, Admissions, Student Involvement, Office of Housing and Residence Life, yearbook, etc.)
- Amend language in all University publications, including but not limited to the University's Mission Statement, to be gender-inclusive. "Men and women" should be amended to say "people" or "people of all genders".
- Integrate LGBTQ Community into stock photography at University Relations

Surveys, Forms, Records and Processes
- Include questions regarding sexual orientation and gender identity on all student surveys. Moreover, establish processes to ensure appropriate analysis of these data.[14]
- Offer students, faculty, and staff the ability to self-identify their gender with the options of "Male, Female, Transgender, Self-Identify _____" on all forms, online and printed.
- Offer students, faculty, and staff the ability to have a preferred name on all records, including Mason's People Finder, Mason's identification cards, and class rosters.
- Offer students, faculty, and staff the ability to change the gender designation on all their records.[15]

- The process for name and gender changes and contact information for individuals who can assist with the process should be publicized by the Registrar and the LGBTQ Resources Office.

Facilities: Gender Neutral Bathrooms and Locker Rooms
- Locate all gender-inclusive (unisex) restrooms, single occupancy restrooms, private and single-occupancy showers, and private locker rooms on campus, and publicize their locations on a website and brochure. Include how each room is labeled. Also, allow users to submit additional locations that might be missing.
- Change single-occupancy men's and women's restrooms into single-occupancy, gender-inclusive restroom facilities where plumbing codes allow.
- Update all restroom facilities with consistent and accurate signage.
- Place a symbol for gender-inclusive restrooms on all publicly visible floor maps for each building.
- Require at least one all-gender or single-occupancy, gender-inclusive restroom facility in all renovated buildings.
- Provide all-gender or single-occupancy, gender-inclusive restroom facilities in all campus buildings.
- Include in Student Code of Conduct a statement that students should and will be permitted to use the restroom which corresponds to their gender identity.

Training
- Offer modified Safe Zone Training to Mason top leadership/administration. Continue to keep Mason leadership informed of sexual orientation and gender identity/transgender issues in higher education, relevant professional standards, and applicable state law, rules, and regulations.
- Add Safe Zone Training to Human Resources listings.

Contracts
- Ensure that all of Mason's contracts and relationships with external entities, including subcontractors, meet the minimum standards set forth in our university's nondiscrimination policies.

2) Academic Affairs: Issues for Faculty and Integration into Curricular Education
- Strongly encourage Deans and Department heads to attend Safe Zone Training, including modeling the use of inclusive language, for their departments and offices.
- Provide faculty and instructors with information and training on the regular use of gender inclusive language, as well as the use of preferred names and pronouns for transgender students.
- Integrate transgender experiences and issues of sexual orientation, gender identity and expression into existing and new courses when appropriate.
- In instances where the topic is sexual orientation, gender identity and expression, ensure that the information provided is up to date and accurate.
- Provide university incentives for infusing LGBTQ into the curriculum.[16]
- Increase LGBTQ visibility in faculty events/gatherings.[17]

- Provide university incentives for faculty to participate in LGBTQ-focused informal "meet and greet" activities.[18]
- Signal Mason's LGBTQ friendliness in advertisements and publicity where faculty gather.[19]

3) University Life: Student Services and Integration into Co-Curricular Education

Student Involvement
- Encourage conversation about LGBTQ issues in Fraternity and Sorority Life.[20]
- Coordinate with LGBTQ Resources and LGBTQ student organizations to discuss/encourage development of LGBTQ specific sorority/fraternity, religious, athletic, and/or academic groups.

Career Services
- Hire intern or student assistant to focus exclusively on updating LGBTQ career services information.
- Expand efforts to collect and provide information on LGBTQ issues in the workplace, including coming out and transitioning on the job.
- Offer workshops that support the career development needs of the LGBTQ Community.
- Develop employer mentoring program for LGBTQ students.
- Continue to explore certification through Out for Work for Career Services

Alcohol, Drug, Health Education (ADHE), and Sexual Assault Services (SAS)
- Update encounter/intake forms (to match items in Student Health Services [SHS]).
- Collaborate with LGBTQ Resources to develop/provide "healthy relationships" or "how to identify abusive relationships" programming with LGBTQ students at Mason.
- Ensure that educational programs and services are inclusive of all students regardless of sexual orientation or gender identity and expression.
- Provide educational materials, posters, and programs inclusive of and/or targeting LGBTQ students addressing a variety of health issues.
- Acquire/develop health topic specific health brochures for gay/bi men, for lesbian/bi women, and for transgender/gender-nonconforming students.
- Collaborate with LGBTQ Resources to develop/provide health education programs specific to the needs/interest of LGBTQ students at Mason.
- Develop online feedback box and provide link to it on LGBTQ Resources' webpage.

Campus Recreation
- Look at the National Intramural-Recreational Sports Association (NIRSA) standards and the CAS standards, especially as new LGBTQ standards are published to re-examine club sports system.
- In single gender intramural sports, allow students to join the team of their preferred gender.
- Provide a space in the RAC for students to change/shower/etc that they can access without identifying to front desk staff or educate staff on key check out procedures. Consider a gender-neutral changing area in Skyline. Change signs to include gender-neutral symbols identifying spaces that can be used by those students.

4) University Life: Housing and Residence Life
- Offer a gender identity/gender expression or LGBTQ living learning community housing option.
- Offer students the option to be paired with an LGBTQ-friendly roommate by amending housing forms to include a section asking if they would be comfortable rooming with a student with a different sexual orientation than theirs.
- Offer transgender students the option to be paired with a transgender-friendly roommate by amending housing forms to include a section asking about gender.
- Offer a gender-inclusive housing option in which students of any gender may room together. Students will be able to choose to opt-in to the gender neutral housing option without it being a default option.
- During breaks provide more emergency/back-up housing available for students who have no place to go.

5) University Life: Counseling and Health Care

Student Health Services (SHS)
- Update SHS' mission to include "gender identity and expression" after sexual orientation.
- Assess the training needs of SHS staff (along with staff of Alcohol, Drug, Health Ed, and Sexual Assault Services) re: comfort with and knowledge of LGBTQ student health issues.
- Conduct training(s) with SHS staff based on results from training needs assessment.
- Provide at least one health insurance plan which covers medical services for transgender students, partners, and dependent transgender children of students.[21]
- Update encounter/intake forms. [22]
- Allow patients of Health Services to have a preferred name on their records (in addition to their legal name), and ensure that prescriptions and/or labels include the patient's preferred name.
- Maintain and publicize a current listing of medical professionals in the DC area who have medical knowledge, expertise and services specific to transgender people. Publish this list on the LGBTQ Resource Office website.
- Prescribe, administer, and monitor hormonal replacement therapy. Maintain supply of hormones and syringes for use with patients seeking hormone replacement therapy.
- Provide link to online feedback box re: SHS on LGBTQ Resources' webpage.

Counseling and Psychological Services (CAPS)
- Update encounter/intake forms (to match items in SHS).
- Maintain the position of LGBTQ liaison therapist, and increase the publicity and visibility of that therapist.
- Acquire/develop LGBTQ specific brochures and materials.
- Improve marketing of services available for LGBTQ populations (beyond LGBTQ Resources).
- Partner with SAS to address domestic/relationship violence among LGBTQ populations.
- Support education and recovery of perpetrators of hate crimes.
- Provide programs focusing on LGBTQ and self-harm.

6) University Life: LGBTQ Resources

Improve LGBTQ Resources Website
- Seek overhaul of website by Creative Services.
- Add significant information and links to the website.[23]
- Ensure that all contact information and links for LGBTQ-related resources are accurate and up-to-date
- Increase website visibility of services offered to members of the Mason LGBTQ Community

LGBTQ Safe Zone Program and Trainings
- Expand Safe Zone training - this is dependent upon hiring more staff.
- Ensure that Safe Zone Program trainings are inclusive of gender identity and expression throughout the full training curricula. Continue to provide at least one section of the training on gender identity and expression, and in those sections, assure that the content, trainers, language and guidance provided are up-to-date.

Collaboration with Campus Media
- Support of LGBTQ-focused *Vox Pop* issue associated with Pride Week.
- Have a radio show at WGMU focused on LGBTQ Topics
- Purchase ads in publications

Increase Visibility Through Improved Marketing
- Increase utilization of currently-available Ulbranding.gmu.edu and advertising strategies.[24]
- Secure funding to enhance additional marketing of LGBTQ programs, services, and involvement opportunities. [25]
- Secure funding to promote Pride Week efforts more effectively.
- Ensure LGBTQ presence at Green and Gold Showcases, Convocations, Orientation and other campus-wide resource and organizational fairs.

Enhance LGBTQ Programs & Services
- Post contact information, meeting times and locations of all LGBTQ-associated groups
- Increase collaboration and coordination of events with other groups on campus, particularly faith-based organizations – encourage discussions.
- Provide and promote more visible LGBTQ events beyond Pride Week.
- Provide educational programs addressing safety on campus and in surrounding community.
- Provide more educational programs addressing the intersectionality of race/ethnicity, socio-economic status, ability, religion, and sexual orientation and gender identity and expression. Develop annual and ongoing systematic programming to appeal to specific populations through additional paid staff in LGBTQ Resources.

- Show diversity of LGBTQ people and people outside of traditionally LGBTQ (i.e., gender queer, asexual, pansexual) in educational and promotional materials and educate about all of these populations.
- Utilize social media outlets including Facebook, Twitter, Blogs, Gowalla, podcasting, videos, QR Codes, LinkedIn, Foursquare, etc.
- Ensure that Mason's entry in Campus Pride Campus Climate Index is accurate and up-to-date.

7) University Police: Campus Safety
- Maintain the position of LGBTQ liaison officer, and increase the publicity and visibility of the officer.
- Provide and strongly encourage Safe Zone training for all campus police staff, officers, and cadets; involve LGBTQ Liaison Officer where possible.[26]
- Coordinate specific outreach activities for LGBTQ Liaison Officer with LGBTQ Resources to build rapport with students. Continue to encourage the officer's presence at LGBTQ-related major events and the LGBTQ Resources Office.
- Provide better lighting in areas outside of campus center – especially in wooded areas.

8) Admissions, Orientation and Transfer Offices: Visibility and Recruitment
- Explore LGBTQ transfer student experiences and develop strategies to address the unique challenges they encounter.
- Train Mason Ambassadors through Safe Zone or other LGBTQ-focused training.
- Ensure visible inclusion and representation of LGBTQ community during Admissions events.
- Create a promotional video for "Why I Chose Mason" consisting of students and faculty/staff who identify as LGBTQ or Ally.

9) Intercollegiate Athletics
- Adhere to and keep current on the most recent NCAA regulations regarding the participation of transgender players.

Next Steps: Implementation

The LGBTQ Campus Climate Task Force urges Mason leadership to review these recommendations, and to form an implementation team charged with moving them forward. We suggest that the implementation team comprise key administrators, faculty, staff, and students who have the authority to take action in the areas of the university where we have found these critical steps are needed. This team should be charged with monitoring the progress made across all the areas, and thus the implementation efforts will be ongoing.

We believe the implementation team will find that a number of the recommendations are already being carried out; and a number of these recommendations can be enacted quickly with minimal resources. We suggest that a timeline be established, and that the team determine priorities among this comprehensive set of recommendations. Some of our suggestions may face

challenges such as the limits Mason has as a Virginia public institution (but we felt strongly that we honor the areas consistently identified as important across our research).

Some institutions utilize ongoing groups, such as LGBTQ Advisory teams, to share responsibility across the university for assuring that the climate for LGBTQ community members is safe, welcoming and inclusive. This is a strategy we encourage the implementation team to consider.

In closing, the LGBTQ Campus Climate Task Force is deeply grateful to the leadership of University Life for giving us the opportunity to explore Mason's climate for LGBTQ students. We believe that this effort demonstrates that Mason's commitment to valuing diversity includes calling for inclusion and equity for our community members of all genders and sexual orientations.

Appendices:

Appendix I – Notes

1. Initially, the Task Force as a whole reviewed and analyzed existing research studies from within and outside Mason (See Appendix III - Analysis of 2008-2009 NASPA Survey Data; Appendix IV – Campus Pride Campus Climate Index Criteria; *Lesbian, Gay, Bisexual, and Transgender Program and Services Standards and Guidelines* from the Council for the Advancement of Standards in Higher Education [CAS]; *2010 State of Higher Education for Lesbian, Gay, Bisexual & Transgender People*) to determine where data already existed and where we needed to focus our time. We then divided ourselves into six working groups to explore areas that seemed to have the greatest bearing on LGBTQ campus climate issues:

    1. Student Services
    2. Specific Student Populations
    3. Gender Identity and Expression
    4. Housing and Residence Life
    5. Faculty Attitudes and Behaviors
    6. Visibility and Presence

    In addition to the regular working groups, an additional group of Task Force members, led by principal investigator and faculty member Lisa Lindley, formed to conduct the "Outlook on Mason: LGBTQ PhotoVoice" qualitative research project (See Appendix VIII). The nine Mason undergraduate students who conducted peer research for this project established their own set of recommendations, which are included both as Appendix IX and also integrated into the Key Recommendations of this report.

    We gathered the Task Force findings from the work of the six work groups and the LGBTQ PhotoVoice project. More specifics on the research methods employed by all seven areas are detailed in Appendix II.

2. George Mason University-NASPA Assessment Consortium: Student Benchmarking Data - Diversity/Multiculturalism/Inclusivity Study – conducted Spring 2009. See Appendix III "Analysis of 2008-2009 NASPA Survey Data".

3. However, in comparison to the national LGBTQ average, it appears that Mason's LGBTQ students reported witnessing and experiencing harassment and discrimination at lower rates than other institutions.

4. Figures for both Mason's campus police and teaching assistants are twice as high than national averages. As a result, both campus police and teaching assistants may be areas of concern for our LGBTQ students specifically.

5. Both heterosexual and LGBTQ students reported the classroom and public spaces as specific areas where harassment and discrimination occur. Of the heterosexual students who reported having experienced harassment or discrimination, the majority of them (57%) also cited the classroom as the largest area of concern.

6. The Council for the Advancement of Standards (CAS) suggests that LGBT Programs and Services must promote and advocate for equitable access to services in the area of fraternity and sorority life (particularly with regard to nontraditional sex-segregated categories) and athletic scholarships. In addition, CAS suggests that LGBT Programs and Services should establish relationships with student groups including sororities and fraternities to promote visibility and to serve as a resource.

7. The Council for the Advancement of Standards suggests that LGBT Programs and Services should provide resources for support of international LGBT students.

8. Student Centers have already begun updating their signage of single use bathrooms to include images welcoming trans/gender variant people.

9. Students requested clearer ways of identifying RAs and RDs as allies of LGBTQ students. The data from these students has already begun to result in change. Since the focus groups were conducted, all Residence Life professional staff have participated in Safe Zone training, and all Resident Advisors participated in a training called "Building an Inclusive, Socially Just Campus Community: Our Role as Student Leaders," conducted by Kathy O'Bear.

10. **Classroom issues outside of LGBTQ courses.** Generally, faculty reported that these issues do not come up directly. Virtually all faculty interviewed agreed that they were open to discussions whenever students approached them with issues (e.g., transgender transitioning concerns).

    a. **Student interactions.** Most faculty said they had never noted any bigotry or hostile comments.

    b. **Interactions with transgender students.** Most of the faculty teaching other than LGBTQ courses noted that they had not had a lot of interactions with transgender students – to their knowledge. Virtually all said they tried to take cues from the students, making themselves available and being generally supportive.

- **Classroom issues within LGBTQ courses.** Generally, faculty reported that they deal directly with these issues and that they work to bring along the students for whom "this information" is new.

    a. **Student interactions.** Several faculty said that they had noted students making comments that demonstrated their lack of knowledge, but not outright mean comments. Most said they deal with the issues from a scholarly and pragmatic base.

    b. **Interactions with transgender students.** Most faculty teaching LGBTQ courses have had a range of experiences with students in transition. All expressed a willingness to learn and to understand.

11. These recommendations were developed by and pulled from reports from all six working groups and LGBTQ PhotoVoice student participants. They are organized in sections based on the area of the university we believe will have primary responsibility for implementing them: Institutional Commitment- Mason's top leadership/administration; Academic Affairs; University Life (units including Student Involvement, Career Services, Alcohol, Drug, and Health Education, Sexual Assault Services, Recreation, Housing and Residence Life, Student Health Services, Counseling and Psychological Services, LGBTQ Resources); University Police; Admissions, Orientation and Transfer Offices; and Intercollegiate Athletics.

12. Revise to read: "George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, **gender identity, gender expression**, age, marital status, pregnancy status or genetic information. George Mason University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations."

13. Revise to read: "George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, **gender identity, gender expression**, age, marital status, pregnancy status or genetic information. George Mason University adheres to all applicable state and federal equal opportunity/affirmative action statutes and regulations."

14. One way to do this would be to appoint an LGBTQ liaison in the assessment office that is knowledgeable about the LGBTQ community and will be responsible for collecting and reporting relevant data.

15. This procedure should be clear, easily accessible, and simple, and should allow students to change all their records in one step. The person requesting the change may need to present a written request but should not be subjected to get a written statement from a medical professional or give reason for the change.

16. Mason has a model for infusing subject matter into a curriculum, and already has experienced a great deal of success in "Writing across the Curriculum," "Technology across the Curriculum," and "Sustainability across the Curriculum."

17. To increase LGBTQ visibility in faculty events/gatherings:

- Faculty orientation should include information about Safe Zone training and encouragement at the highest levels to attend.

- Make sure that university forms that relate to faculty include wording and acknowledgement of other than heteronormative family structures. (Even if we cannot offer domestic partner benefits, we can make sure that publications make clear that Mason has LGBTQ faculty.)

- Offer incentives to programs within the university that take important steps to educate faculty on LGBTQ issues.

18. Faculty cannot know what they do not know, but if they are encouraged meet with students and faculty involved in the LGBTQ community at Mason at some point during the academic year, they would learn a great deal about an evolving scholarly and activist community. Informal gatherings allow for honest exchange of ideas.

19. The visibility of items such as the Safe Zone buttons make a huge difference. Since not all faculty take Safe Zone training, the university could take responsibility for making sure that some symbols of LGBTQ are on display where faculty gather. A simple rainbow flag on the faculty pages of the website, for example, could make a big difference.

20. One way to do this would be by making attendance at Safe Zone training a 'benchmark' for fraternities and sororities. Another strategy might be to include LGBTQ issues in mandatory content for new member education or for executive committee members of each council.

21. These medical services should include the following: Ongoing counseling (inclusive of transgender concerns), initiation and maintenance of hormone replacement therapy, gender confirmation (sex reassignment) surgeries, mastectomy and chest reconstruction, breast augmentation, hysterectomy, genital reconstruction, and related procedures.

22. Updates needed:

- Separate sexual orientation from gender identity and expression items.

- Include (under response options for sexual orientation): heterosexual, gay, lesbian, bisexual, **asexual, pansexual, unsure**, and prefer not to respond.

- Include (under response options for gender): male, female, **transgender – male to female (MTF), transgender – female to male (FTM)**, and prefer not to respond.

- For students who identify as transgender, add **Preferred Name you wish to go by:** fill in name; and

- For students who identify as transgender, add **Preferred Pronouns you wish to go by**: he/him/his, she/her/hers, or other (specify): fill in.

23. Add the following to the website: information on graduate students, program assistants, and other staffing; videos of annual events; inclusion of faculty/staff LGBTQ group; icons for Facebook and Twitter; links to online feedback boxes re: Student Health and Health Education Services.

24. Sample Strategies: table tents, cubes, listservs, flyers, chalking, statue, shuttles, LCD screens, websites, monthly/bi-monthly newsletter notices, strategic usage and placement of Pride Week "We are Proud of" signage.

25. Some potentially effective marketing strategies: identifiers for allies and LGBT faculty/Staff (i.e. desk flags and decals); poster campaign showing the diversity among the members of the LGBTQ Community; banners that hang on light poles throughout campus; advertisements in University Life and University-wide publications (i.e. Orientation Guide, Broadside, Alumni magazine); promotion of Lavender Graduation marketing at Graduation Expo and in University bookstore; utilization of the Orca TVs to show presence on campus; and a publication for visitors of the campus.

26. Training should address:

- Appropriate response to incidents involving LGBTQ persons;

- Avoidance of re-victimization of LGBTQ students who have experienced bias; and

- Management of incidents related to bias against LGBTQ individuals.

Appendix II - Working Group Research Processes

1. Student Services
The objectives of the Student Services work group were to assess the range of Mason services provided to LGBTQ students and to gauge the inclusiveness of these services. In order to achieve these objectives, two strategies were employed. First, interviews were conducted with Mason student service administrators inquiring about the services they provided to LGBTQ students. We then compared those services to those listed/recommended in the *Lesbian, Gay, Bisexual, and Transgender Program and Services Standards and Guidelines* from the Council for the Advancement of Standards in Higher Education (CAS) manual. Interviews were conducted in March and April 2012 with staff representatives from the following services:

- Student Health Services
- Alcohol, Drug and Health Education
- Sexual Assault Services
- Counseling and Psychological Services
- Career Services
- University Police
- Student Involvement
- Orientation and Family Services
- Campus Recreation

Second, focus groups were conducted with LGBTQ students to explore their perceptions of and experiences with various student services at Mason. Three focus groups were conducted during the Spring 2012 semester with a total of 24 self-identified LGBTQ Mason students. Students were recruited to participate in the focus groups through 3 LGBTQ student organizations: TQ Mason on February 24 (n=7 students), Stand Out on March 22 (n=12 students), and Pride Alliance on April 17 (n=5 students). The same format and same discussion questions were used for all 3 groups. Along with the group discussion, students completed a short participant survey that collected information about their demographics, use of Mason student services, ratings of those services, and safety on campus. The students were fairly evenly divided among year in school (between 3 and 6 students each were first year, sophomore, junior, senior, and graduate students); and fairly evenly divided between place of residence: on campus (13 students) and off-campus (11 students). Their self-identified race/ethnicity was 59% White, 18% Black/African American, 9% Hispanic/Latino, 9% Asian, and 4.5% MultiRacial. Nine percent were international students. This research project was approved by the Mason HSRB, Protocol #7648.

2. Specific Student Populations
The goal of the working group on Specific Student Populations was to explore the experiences of special groups within the Mason community. The working group began by selecting a list of subgroups to investigate:

- Athletes
- Fraternity/Sorority Members
- ROTC
- Commuter Students

- Transfer Students
- Students of Color
- Religious Groups

The majority of these special populations are listed in the *State of Higher Education* report as groups in which LGBTQ students are likely to be affected. Note that given the foci of the other working groups, we elected to leave transgender/gender non-conforming students and residential students off of our list.

We next considered what is known and what needs to be learned about each of these groups. To do so, we explored the Council for the Advancement of Standards, the Mason NASPA Survey Responses, online resources from Mason Student Life and interviews with staff in Fraternity and Sorority Life.

3. Gender Expression and Identity

The Task Force working group on Gender Identity and Expression sought to learn about the experiences, needs and concerns of Mason's transgender and gender non-conforming students, and to assess areas of Mason's climate for these students. We turned to several sources for this exploration: a) a focus group and participant survey of students identifying as trans* or gender nonconforming; b) a mapping of single use bathrooms across several campuses located by student leaders from the TQ Mason student organization; c) the document, "Transgender Checklist for Colleges and Universities (last edited 3/9/2012)" by Genny Beemyn for the Transgender Law and Policy Institute; d) the document "Promising Practices for Inclusion of Gender Identity/Gender Expression in Higher Education (2011)" from The Pennsylvania State University LGBTA Student Resource Center; and e) the national study, "2010 State of Higher Education for Lesbian, Gay, Bisexual and Transgender People (2010)," by the Q Research Institute for Higher Education.

The focus group, composed of 7 students, took place on February 24, 2012. This group included 4 on-campus and 3 off-campus students, with the following identified ethnicities: 3 White, 2 Black/African American, 1 Hispanic/Latino and 1 student identifying as Multiracial. Four of the students (57%) identified as Trans-Masculine or Trans Male, 1 student identified as Gender Queer, 1 student as Agender, and one student did not state their gender identity. The group was fairly evenly divided with the students' years in school: 1 First Year, 2 Sophomores, 3 Juniors, and 1 Graduate Student.

4. Housing and Residence Life

The objective of the Housing and Residence Life work group was to identify LGBTQ students' experiences with this most significant aspect of their lives on campus, and to make recommendations to improve the climate within the residence halls. Two focus groups were conducted with self-identified LGBTQ students living in the residence halls to determine the answers to key questions: why they lived on campus; how open they were about their sexual orientation or gender identity in their residential community; what impressions they had of Mason housing procedures regarding LGBTQ issues; and what challenges they faced. In addition, interviews were conducted with several members of the professional residence life staff regarding current policies and recommendations to improve the climate for LGBTQ students

within the residence halls. Overall, students reported that the general climate at Mason was what brought them to the University, but that their perception of the campus climate did not affect their decisions to live on or off campus their first year.

5. Faculty Attitudes and Behaviors

The working group on Faculty Attitudes and Behaviors conducted in-person interviews and a focus group with a total of 16 faculty members from the following schools and colleges:

- CHSS
- CEHD
- COS
- CVPA
- Global and Community Health
- New Century College
- Women and Gender Studies
- Sociology/Anthropology
- English

All but one of the participants were U.S.- born; one person was Chinese. Only one participant was African American. Twelve of the participants were female; four were male. Two of the males were gay; one was heterosexual, and one did not identify his sexuality. One of the females identified as queer; one as lesbian. The other interviewees all identified as heterosexual. All of the gay, lesbian, and queer faculty were "out" to students.

6. Visibility and Presence of LGBTQ on Mason's Campus

The working group on the LGBTQ presence on campus noted that seeing ourselves and our issues prominently displayed around the Mason campus helps create a sense of community. In addition, seeing ourselves and being able to make connections with others who have similar interests and life experiences are critical to healthy development. At Mason, the LGBTQ community has a significant presence through the LGBTQ Resources Office, various student organizations, Pride Week, and student publications featuring LGBTQ topics.

The working group on Visibility and Presence reviewed campus media, marketing programs and services and training programs on the campus. In addition to specific recommendations, the group pointed out that improvements could be made in three main areas: increased LGBTQ presence through campus media; enhanced marketing of LGBTQ programs, services and volunteer opportunities; and collaboration with units to integrate LGBTQ resources into existing training programs to raise awareness.

7. OUTLook on Mason: LGBTQ PhotoVoice

The OUTLook on Mason PhotoVoice project brought together four faculty researcher/facilitators, two graduate assistants and nine undergraduate members of the lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) community at Mason. PhotoVoice is a participatory research method that gives creative voice to members of a community who often feel silenced. Over the course of five months, the students took photographs and wrote narratives about the images; and they met weekly with the facilitators to discuss the images and their implications. The project culminated in a week-long art exhibition in Mason Hall Atrium and

public forum during Pride Week 2012, where students provided their recommendations to administrators, faculty, staff and other students. See the PhotoVoice student participants' recommendations in Appendix IX.

Appendix III - Analysis of 2008-2009 NASPA Survey Data

In keeping with the goals of the LGBTQ Campus Climate Task Force, this report is a statistical data analysis of the George Mason University NASPA survey, "Diversity/Multiculturalism/Inclusivity 2009," conducted for the 2008-2009 school year.

Methodological Issues

During the course of this analysis we noted a number of methodological issues that we need to address. As a general acknowledgement, this survey was distributed for the 2008-2009 school year. Although the data is three years old, we still find the information relevant to Mason's current student population.

Our main concern in using the NASPA survey data relates to the question of determining who is included or excluded in analysis. For the purposes of this task force we decided to construct two categories of students for comparison, one comprising those who identify as heterosexual and those who we classified as LGBTQ. It is important to note that our LGBTQ sample includes students who responded lesbian, gay, bisexual, queer, genderqueer, pansexual, questioning, and other. We did not include those who identified as asexual, nor those who responded "prefer not to answer." While the LGBTQ community typically includes those who identify as asexual, because of the various potential meanings asexuality has for the large number of respondents, we have elected to omit those participants from our analysis. The elimination of these respondents significantly reduces the number of respondents compared in our analysis.
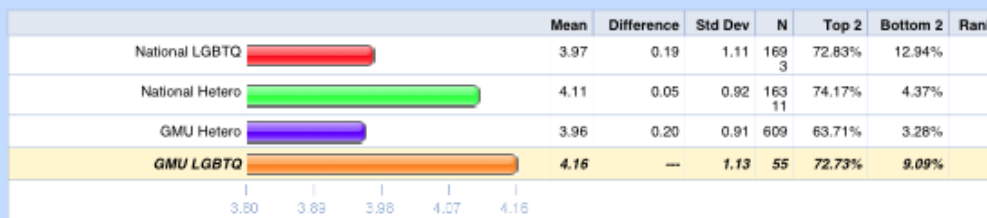
In addition, we are uncertain about the level of comparison between George Mason University and peer institutions. In reviewing the data and analysis we should take note that Mason's overall student population includes a significant number of graduate students as well as a large representation of individuals from diverse backgrounds that are reflected within the data.

Findings

In analyzing the NASPA survey data, we compare the responses of Mason students identified as heterosexual and those who identify as LGBTQ. In addition, we compare Mason's LGBTQ responses to national LGBTQ averages.

- When asked whether students perceived the university as supportive of those who identify as LGBTQ (Q11) the numbers show that LGBTQ students at Mason see the university as supportive of LGBTQ people more than the GMU heterosexual respondents. Perhaps noteworthy is the fact that this trend is reversed when compared to national averages, which show that heterosexual students more so than LGBTQ students perceive their campuses to be supportive of LGBTQ people. The data seem to demonstrate that Mason's LGBTQ students see Mason as supportive of their community at a higher rate than both Mason's heterosexual population and other LGBTQ students nationally.
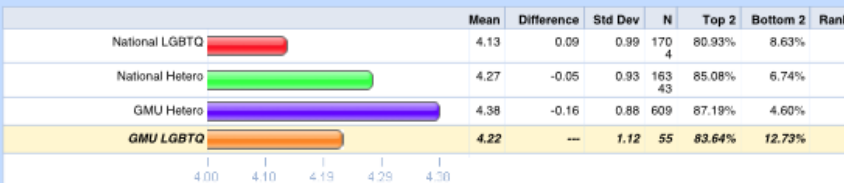
	Mean	Difference	Std Dev	N	Top 2	Bottom 2	Rank
National LGBTQ	3.97	0.19	1.11	1693	72.83%	12.94%	
National Hetero	4.11	0.05	0.92	16311	74.17%	4.37%	
GMU Hetero	3.96	0.20	0.91	609	63.71%	3.28%	
GMU LGBTQ	4.16	---	1.13	55	72.73%	9.09%	

3.80   3.89   3.98   4.07   4.16

	National LGBTQ	National Hetero	GMU Hetero	GMU LGBTQ
Strongly agree	40.46%	42.13%	35.63%	56.36%
Somewhat agree	32.37%	32.04%	28.08%	16.36%
Neither agree nor disagree	14.24%	21.46%	33.00%	18.18%
Somewhat disagree	9.57%	3.56%	3.12%	5.45%
Strongly disagree	3.37%	0.80%	0.16%	3.64%
Total Respondents	1693	16311	609	55

- When students were asked whether they felt they were treated fairly on campus (Q16), Mason's LGBTQ students did not agree that they are treated fairly on campus at the same rate as heterosexual students.

	Mean	Difference	Std Dev	N	Top 2	Bottom 2	Rank
National LGBTQ	4.13	0.09	0.99	1704	80.93%	8.63%	
National Hetero	4.27	-0.05	0.93	16343	85.08%	6.74%	
GMU Hetero	4.38	-0.16	0.88	609	87.19%	4.60%	
GMU LGBTQ	4.22	---	1.12	55	83.64%	12.73%	

4.00   4.10   4.19   4.29   4.30

	National LGBTQ	National Hetero	GMU Hetero	GMU LGBTQ
Strongly agree	43.31%	50.57%	56.81%	54.55%
Somewhat agree	37.62%	34.51%	30.38%	29.09%
Neither agree nor disagree	10.45%	8.19%	8.21%	3.64%
Somewhat disagree	6.22%	5.07%	2.96%	9.09%
Strongly disagree	2.41%	1.67%	1.64%	3.64%
Total Respondents	1704	16343	609	55

- When students were asked about witnessing and experiencing harassment and discrimination on campus during the last year (Q21-24), Mason's LGBTQ students reported both witnessing and experiencing harassment and discrimination on campus at significantly higher rates than heterosexual students. However, in comparison to the national LGBTQ average, it appears that Mason's LGBTQ students reported witnessing and experiencing harassment and discrimination at lower rates than other institutions. While overall our students report experiencing less harassment and discrimination than students from other institutions, we should be

aware that the data shows our LGBTQ students remain to be a target of discrimination and harassment more than their heterosexual peers. The pattern of the data reveals that both in terms of harassment and discrimination, the national LGBTQ average report the highest rates, while Mason's heterosexual population is the lowest.

- When asked whether students felt that they have been singled out in class because of their identity (race, gender, sexual orientation, etc) (Q25), the data shows no significant difference in responses between Mason's students and the national averages. However, it appears that Mason students, both LGBTQ and heterosexual, report being singled out at lower rates than the national LGBTQ average. There is a greater disparity between LGBTQ and heterosexual students nationally than we see at Mason. The significant finding is that both nationally and at Mason, LGBTQ students reported that they have been singled out at higher rates than heterosexual students.

- When asked what the discrimination or harassment was based on (Q26), the LGBTQ students at Mason who had reported experiencing discrimination and/or harassment, cited that it was most frequently based on age (50%) and sexual orientation (50%) followed by physical appearance (36%), biological sex (36%), and political views (36%). In comparison, of Mason's heterosexual students who reported feeling harassed or discriminated against, the most often reported answer was another's perception of their appearance (51%), ethnicity (42%), and race (32%).

Do you feel that the discrimination or harassment you experienced was due to someone else's perception of your . . .? (Check all that apply)

	National LGBTQ	National Hetero	GMU Hetero	GMU LGBTQ
Age	25.11%	30.86%	30.00%	50.00%
Appearance/physical characteristics	46.67%	47.06%	51.67%	35.71%
Biological sex	25.56%	32.78%	26.67%	35.71%
English language proficiency/accent	4.44%	9.41%	16.67%	7.14%
Ethnicity	22.22%	34.49%	41.67%	28.57%
Gender identity	21.33%	14.39%	15.00%	14.29%
Learning disability	5.33%	4.33%	3.33%	14.29%
Military/veteran status	1.33%	2.62%	6.67%	0.00%
Nationality/country of origin	7.11%	10.48%	21.67%	21.43%
Parental status (having children)	2.67%	2.94%	5.00%	14.29%
Physical disability	2.89%	3.37%	3.33%	7.14%
Political views	23.56%	25.88%	25.00%	35.71%
Psychological disability	6.44%	3.05%	3.33%	7.14%
Race	18.67%	34.44%	31.67%	14.29%
Religious beliefs	21.11%	29.25%	26.67%	28.57%
Sexual orientation	61.56%	5.35%	0.00%	50.00%
Socioeconomic status	17.78%	19.47%	11.67%	14.29%
Other (please explain)	5.78%	8.66%	6.67%	7.14%
Total Respondents	450	1870	60	14

- When asked *who* was the source of discrimination and harassment (Q27), LGBTQ students reported primarily other students (46.67%), followed by administrators/staff (27%), faculty (33%), and teaching assistants and campus police (13%). Noteworthy in this analysis is that the figures for both Mason's campus police and teaching assistants are twice as high in comparison to the national LGBTQ average of 5.5% for campus police and 4% for teaching assistants. As a result, both campus police and teaching assistants may be areas of concern for our LGBTQ students specifically.
    - o On the other hand, Mason's heterosexual students' top responses cite other students (68%) and faculty (41%) as sources of their experiences of harassment and/or discrimination.

	National LGBTQ	National Hetero	GMU Hetero	GMU LGBTQ
Administrator/staff member	17.74%	20.64%	15.00%	26.67%
Another student	81.15%	75.40%	68.33%	46.67%
Campus police or security officer	5.54%	5.99%	8.33%	13.33%
Faculty member	25.06%	27.54%	41.67%	33.33%
Publication (posters, brochures, handouts)	13.53%	10.16%	11.67%	13.33%
Resident assistant or resident coordinator	2.00%	3.48%	5.00%	6.67%
Teaching assistant	3.99%	2.51%	5.00%	13.33%
Person not associated with your college/university	23.06%	17.06%	15.00%	20.00%
Don't know/unknown	9.31%	9.79%	6.67%	20.00%
Other (please specify)	6.43%	5.72%	3.33%	13.33%
Total Respondents	451	1870	60	15

- When students were asked *where* instances of harassment and discrimination take place on campus (Q28), both heterosexual and LGBTQ students reported that the classroom and public spaces as specific areas where harassment and discrimination occur. The largest area of concern for Mason students overall is experiencing discrimination within the classroom (57% heterosexual and 53% LGBTQ). Noteworthy, but not statistically significant, Mason's rates of discrimination and harassment both within the classroom and in public spaces are higher than the national average. In addition, the response rate for Mason's LGBTQ reporting that they experienced discrimination and/or harassment while working at a campus job was twice as high as the national LGBTQ average.
    - o Significantly, in this survey, none of Mason's LGBTQ students reported discrimination or harassment in a faculty office, off campus housing or in on campus dining facilities.

	National LGBTQ	National Hetero	GMU Hetero	GMU LGBTQ
Campus event	14.48%	12.46%	11.86%	13.33%
Campus office	7.57%	7.30%	8.47%	6.67%
In a class	43.21%	45.60%	57.63%	53.33%
In a faculty office	4.90%	5.37%	8.47%	0.00%
In a group meeting	10.02%	12.67%	15.25%	6.67%
In a meeting with one other person	5.57%	6.39%	6.78%	6.67%
In a public space on campus	41.20%	32.98%	27.12%	20.00%
Off-campus housing	8.24%	8.06%	3.39%	0.00%
On-campus dining facility	10.24%	7.89%	5.08%	0.00%
On-campus housing	25.61%	18.53%	13.56%	13.33%
On-campus recreation or athletic facility	5.35%	3.97%	3.39%	6.67%
While walking on campus	28.73%	20.73%	10.17%	6.67%
While working at a campus job	5.57%	5.85%	0.00%	13.33%
Off campus	22.49%	18.53%	13.56%	13.33%
Other (please explain)	6.68%	7.63%	8.47%	13.33%
Total Respondents	449	1862	59	15

- When students were asked to identify particular instances of harassment and discrimination (Q29), Mason's LGBTQ students reported four areas of concern. The data show that LGBTQ students experience harassment and discrimination at much greater levels than heterosexual students. They report being the target of obscene or threatening language on an online community (11.5% compared to 1.9%), fearing for personal safety (11.5% compared to 3.8%), receiving hostile or threatening comments and/or gestures (9.6% compared to 3.9%), and being the target of offensive humor (21.2% compared to 9.5%).
  - o For Mason's campus it seems that one specific issue that Mason's LGBTQ face is being the target of obscene or threatening language in an online community (11.5% in comparison to the national LGBTQ average at 5%, national and Mason heterosexual at 2%). The data may have been influenced by a particular instance of online discrimination and harassment during time the data was collected.

	National LGBTQ		National Hetero		GMU Hetero		GMU LGBTQ
Received offensive personal email (targeted at you personally, as opposed to spam)	2.93%		1.57%		2.21%		1.92%
Been the target of obscene or threatening language on an online community	4.81%		2.38%		1.87%		11.54%
Received obscene or threatening phone calls	2.25%		1.49%		1.53%		0.00%
Been the target of offensive humor	26.33%		13.52%		9.54%		21.15%
Received hostile or threatening comments and/or gestures	9.51%		5.04%		3.92%		9.62%
Feared for my personal safety	11.64%		7.84%		3.75%		11.54%
Been the target of racial or ethnic profiling	5.61%		4.23%		3.24%		0.00%
None of the above	62.04%		76.46%		83.13%		69.23%
Total Respondents	1641		15810		587		52

Recommendations

From reviewing this data we find several areas where we recommend further exploration, attention, and resources. From this survey, we can see that Mason's LGBTQ students reported being the target of obscene or threatening language in an online community at a higher rate than Mason's heterosexual student population in addition to National averages of both heterosexual and LGBTQ student responses. We can conclude that the majority of harassment and discrimination is taking place in classrooms and public spaces on campus. In addition, some primary locations where Mason's LGBTQ students experience harassment occur at campus events and on-campus housing. However, when compared to national averages, Mason's students are less likely to report experiencing discrimination in a public space on campus. Drawing from the NAPSA survey data we recommend that the university make a greater effort to target campus police and security officers, teaching assistants, and the general faculty for skill building in relation to LGBTQ issues.

Appendix IV – Campus Pride Campus Climate Index Criteria

LGBT-Friendly Campus Climate Score™ National Assessment Tool Questions
(http://www.campusclimateindex.org/details/overall.aspx)

LGBT Policy Inclusion

1. Does your campus prohibit discrimination based on sexual orientation by including the words "sexual orientation" in its primary non-discrimination statement or Equal Employment Opportunity policy?

2. Does your campus include sexual orientation in public written statements about diversity and multiculturalism?

3. Does your campus prohibit discrimination based on gender identity or gender expression by including the words "gender identity" or "gender identity or expression" in its primary non-discrimination statement or Equal Employment Opportunity policy?

4. Does your campus include gender identity/expression in public written statements about diversity and multiculturalism?

5. Does your campus offer health insurance coverage to employees' same-sex partners?

6. If Yes, does your campus "gross up" wages for employees who enroll for same-sex partner health benefits to cover the added tax burden from the imputed value of the benefit that appears as income for the employee?

7. If No, does your campus offer cash compensation to employees to purchase their own health insurance for same-sex partners?

8. What other benefits does your campus offer equally to both opposite-sex spouses of employees as well as same-sex partners of employees? Please indicate your response accurately on what your campus offers.

    a. Dental

    b. Vision

    c. Spouse/partner's dependent medical coverage

    d. Sick or bereavement leave

    e. Supplemental life insurance for the spouse/partner

    f. Relocation/Travel assistance

    g. Tuition Remission for spouse/partner/dependents

    h. Survivor benefits for the spouse/partner in the event of employee's death

    i. Retiree health care benefits

    j. Employee discounts

    k. Use of campus facilities/privileges for spouse/partner/family

    l. Child-care services for spouse/partner family

9. Does your campus include LGBT issues and concerns and, or representations of LGBT people in the following:

Grievance procedures

Housing guidelines

Admission application materials

Health-care forms

Alumnae materials/publications

10. Does your campus have inclusive methods for transgender students to self-identify their gender identity/expression on standard forms for the following:

Application for Admission

Application/Designation for Housing

Student Health Forms

11. Does your campus have an accessible, simple process for students to change their name and gender identity on university records and documents?

LGBT Support & Institutional Commitment

1.   Does your campus have a full-time professional staff member who is employed to support LGBT students and increase campus awareness of LGBT concerns/issues as 50% or more of the individual's job description?

1a. If No, does your campus have at least one graduate staff person who is employed to support LGBT students and increase campus awareness of LGBT concerns/issues as 50% or more of the individual's job description?

2. Does your campus have an LGBT concerns office or an LGBT student resource center (i.e. an institutionally funded space specifically for LGBT, gender and sexuality education and/or support services)? 2b. If No, does your campus have another office or resource center that deals actively with and comprises LGBT issues and concerns (e.g. Women's Center, Multicultural Center)?

3. Does your campus have a Safe Zone, Safe Space and, or Ally program (i.e. an ongoing network of visible people on campus who identify openly as allies/advocates for LGBT people and concerns)?

4. Does your campus have a standing advisory committee that deals with LGBT issues similar to other standing committees on ethnic minority/multicultural issues that advises the administration on constituent group issues and concerns?

5. Do senior administrators (e.g. chancellor, president, vice-president, academic deans) actively demonstrate inclusive use of the words "sexual orientation" and/ or "lesbian, gay, bisexual" when discussing community, multicultural and/or diversity issues on campus?

6. Do senior administrators (e.g. chancellor, president, vice-president, academic deans) actively demonstrate inclusive use of the words "gender identity/expression" and/or "transgender" when discussing community, multicultural and/or diversity issues on campus?

7. Does your campus have a LGBT alumni group within the existing alumni organization?

8. Does your campus provide gender-neutral/single occupancy restroom facilities in administrative and academic buildings?

L GBT Academic Life

1. Does your campus have LGBT-specific courses offered through various academic departments and programs?

2. Does your campus have a LGBT studies program that offers a one or a combination of the following:

> Academic Major If so, Name of Degree Major:

> Academic Minor If so, Name of Academic Minor:

> Academic Concentration If so, Name of Academic Concentration:

> Academic Certificate If so, Name of Academic Certificate:

3. Does your campus integrate LGBT issues into existing courses when appropriate?

4. Does your campus have a significant number of LGB-inclusive books and periodicals on sexual orientation topics in the campus library/libraries?

5. Does your campus have a significant number of transgender-inclusive books and periodicals on gender identity/expression topics in the campus library/libraries?

6. Does your campus include sexual orientation issues in new faculty/staff programs and training opportunities?

7. Does your campus include gender identity/expression issues in new faculty/staff programs and training opportunities?

LGBT Student Life

1. Does your campus regularly offer activities and events to increase awareness of the experiences and concerns of lesbians, gay men, and bisexuals?

2. Does your campus regularly offer activities and events to increase awareness of the experiences and concerns of transgender people?

3. Does your campus regularly hold social events specifically for LGBT students?

4. Does your campus have a college/university-recognized organization for LGBT students and allies?

5. Does your campus have any student organizations that primarily serve the needs of underrepresented and/or multicultural LGBT populations (e.g. LGBT Latinos/Latinas, international LGBT students, LGBT students with disabilities)?

6. Does your campus have any student organizations that primarily serve the social and/or recreational needs of LGBT students (e.g. gay social fraternity, lesbian volleyball club, gay coed lacrosse club)?

7. Does your campus have any academically-focused LGBT student organizations (e.g. LGBT Medical Association, LGBT Public Relations Organization, Out Lawyers Association)?

8. Does your campus have any student organizations that primarily serve the religious/spiritual needs of LGBT students (e.g. Unity Fellowship for Students, Gays for Christ, LGBT Muslims)?

LGBT Housing & Residence Life

1. Does your campus offer LGBT students a way to be matched with a LGBT-friendly roommate in applying for campus housing?

2. Does your campus enable transgender students to be housed in keeping with their gender identity/expression?

3. Does your campus provide a LGBT theme housing option or a LGBT/Ally living-learning community program?

4. Does your campus offer students with non-student same-sex partners the opportunity to live together in family housing equally to those married opposite-sex couples in the same situation?

5. Does your campus allow residence life staff with same-sex partners who are not affiliated with the college/university to live together in a residence hall on an equal basis with married opposite-sex couples?

6. Does your campus offer gender-neutral/single occupancy restrooms in campus housing?

7. Does your campus offer individual showers in campus housing to protect the privacy of transgender students?

8. Does your campus provide on-going training on LGBT issues and concerns for residence life professional and student staff at all levels?

LGBT Campus Safety

1. Does your campus have a clear and visible procedure for reporting LGBT-related bias incidents and hate crimes?

2. Does your campus have a bias incident and hate crime reporting system for LGBT concerns that includes the following:

    Bias Incident Team

    Methods for supporting the victim

    Outreach for prevention of future incidents

    Protocol for reporting hate crimes and bias incidents

3. Does your campus public safety office do outreach to LGBT people and meet with LGBT student leaders/organizations?

4. Does your campus provide training for public safety officers on sexual orientation issues and concerns and/or anti-gay violence?

5. Does your campus provide training for public safety officers on gender identity/expression issues and concerns and/or anti-transgender violence?

LGBT Counseling & Health

1. Does your campus offer support groups for LGBT individuals in the process of coming out and for other LGBT issues/concerns?

2. Does your campus offer individual counseling for students that is sensitive and affirming for (supportive) LGBT issues/concerns?

3. Does your campus provide training for health-center staff to increase their sensitivity to the special health care needs of LGBT individuals?

4. Does your campus actively distribute condoms and LGBT-inclusive information on HIV/STD/STI services and resources?

5. Does your campus enable transitioning transsexual students to have their hormone replacement therapy covered by insurance?

LGBT Recruitment & Retention Efforts

1. Does your campus actively seek to recruit and retain LGBT students, similar to other targeted populations (e.g. ethnic/multicultural students, athletes, international students)?

2. Does your campus have any scholarships specifically for LGBT students and LGBT allies?

3. Does your campus include sexual orientation issues in new student orientation programs?

4. Does your campus include gender identity/expression issues in new student orientation programs?

5. Does your campus have a Lavender or Rainbow Graduation (i.e. a special graduation ceremony for LGBT students and allies)?

6. Does your campus have a LGBT mentoring program to welcome and assist LGBT students in transitioning to academic and college life?

7. Does your campus participate in an LGBT admissions fair to do outreach to prospective LGBT college students?

Appendix V - Results from Participant Surveys: LGBTQ Student Focus Groups

Lisa Lindley, Facilitator
Conducted for:
LGBTQ Campus Climate Task Force
George Mason University

Spring 2012

Focus Group Discussions (Spring 2012)

- 3 Focus Groups were conducted during the Spring 2012 semester with self-identified LGBTQ Mason students (n=24).

- Students were recruited to participate in the focus groups through 3 LGBTQ student organizations:
    - **TQ Mason**: FG conducted (2/24), n=7 students
    - **Stand Out**: FG conducted (3/22), n=12 students
    - **Pride Alliance**: FG conducted (4/17), n=5 students

- The same discussion guide was used for all 3 focus groups.

- Participants received a $10 Target gift card after completing the focus group.

- Students completed a short participant survey that collected info re: demographics, use of Mason student services, ratings of those services, and safety on campus.

- This research project was approved by the GMU HSRB, Protocol #7648, October 17, 2012.

Demographic Characteristics: LGBTQ Mason Students who participated in Focus Group Discussions

(n = 24)

Age Range: 18-28 years

Mean Age: 20.4 years

Residence:

On Campus: 54.5%

Off Campus: 45.5%

Transfer Student: 17.4%

Employed On Campus: 56.5%

Year at Mason

- Freshman — 26.1
- Sophomore — 21.7
- Junior — 21.7
- Senior — 13
- Graduate Student — 17.4

Race/Ethnicity

- White — 59.1
- Black/AA — 18.2
- Hispanic/Latino — 9.1
- Asian — 9.1
- MultiRacial — 4.5
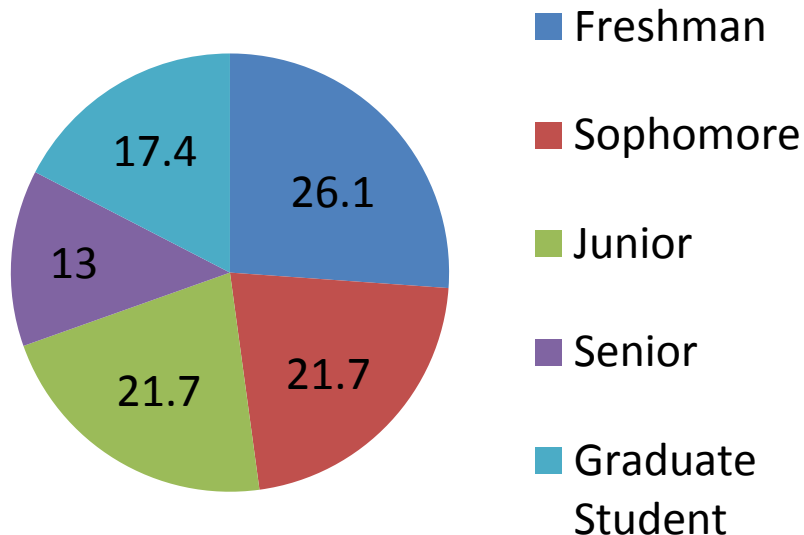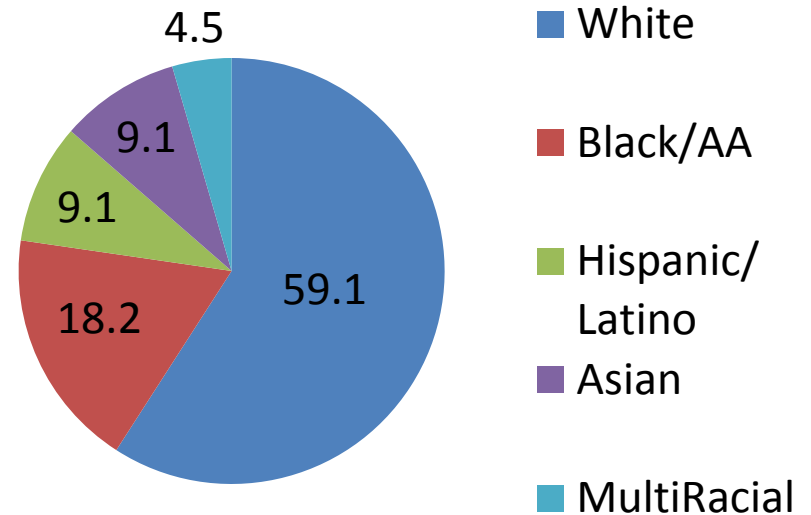
9.1% were International Students

Demographic Characteristics: LGBTQ Mason Students who participated in Focus Group Discussions

(n = 24)

Gender Identity

- Male — 26.1
- Female — 21.7
- Transmasculine — 17.4
- GenderQueer — 8.7
- Gender Variant — 8.7
- Agender — 8.7
- None — 4.3
- Aggressive — 4.3

Sexual Orientation

- Queer — 36.4
- Gay — 18.2
- Lesbian — 13.6
- Bisexual — 9.1
- Pansexual — 9.1
- Asexual — 9.1
- Non-heterosexual — 4.5
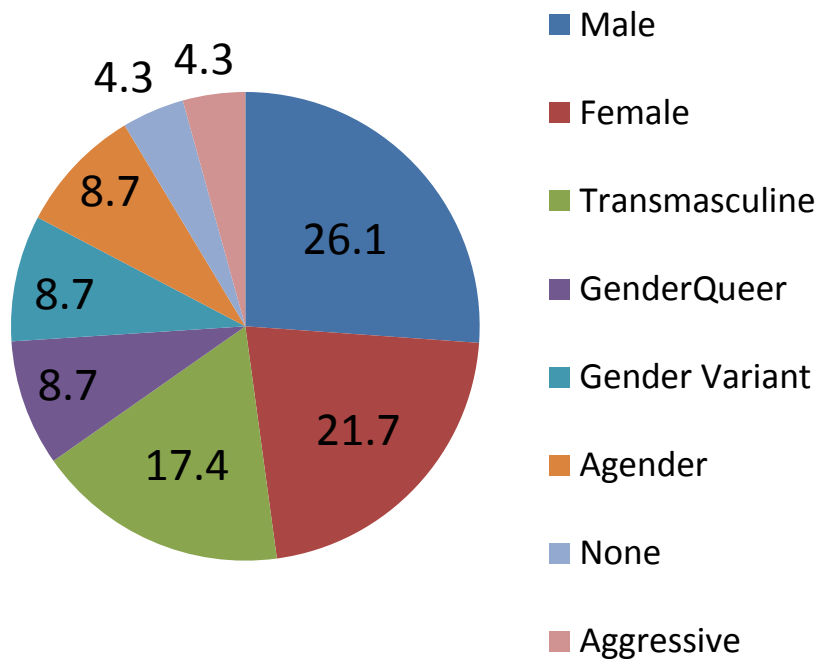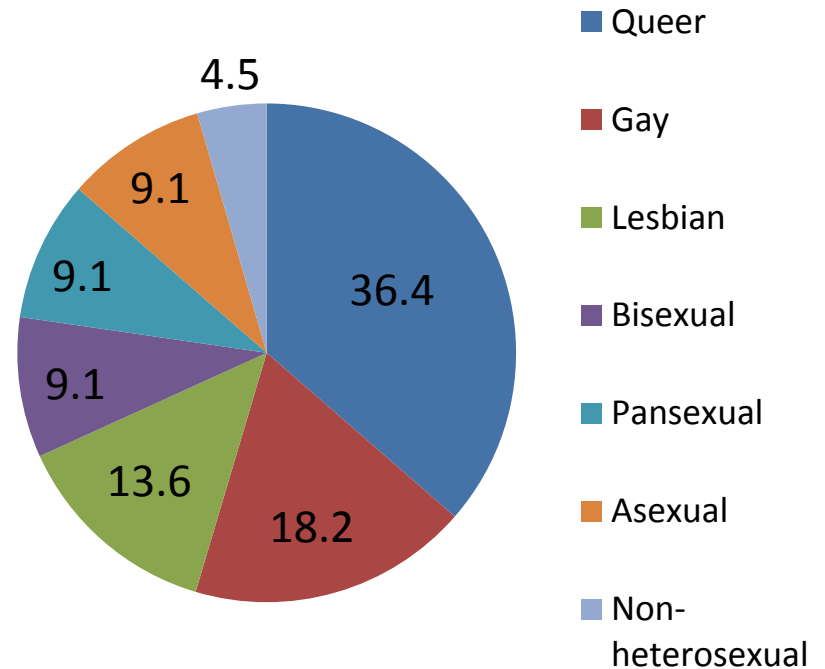
Percent of LGBTQ Mason Students who Used the Following Campus Services in the Past Year

(n = 24)

Chart values by service:
- University Libraries: 95.7
- LGBTQ Resources: 87
- University Life: 52.2
- Career Services: 47.8
- Student Health Services: 39.1
- Counseling & Psych Services: 30.4
- Recreational Sports: 21.7
- University Police: 13
- Sexual Assault Services: 8.7

Service

Mean Rating of Overall Experience with Campus Services (past year)

Bar chart showing:
- LGBTQ Resources: 2.75
- Counseling & Psych Services: 2.6
- University Libraries: 1.95
- University Life: 1.8
- Career Services: 1.6
- Intra/Rec Sports: 1.4
- Sexual Assault Services: 1.33
- Student Health Services: 1.3
- University Police: 1.25

X-axis: Rating of Service

Legend:
- LGBTQ Resources
- Counseling & Psych Services
- University Libraries
- University Life
- Career Services
- Intra/Rec Sports
- Sexual Assault Services
- Student Health Services
- University Police

Ratings*:
0=Poor; 1=Fair; 2=Good; 3=Excellent
*Among students who used the service in the past year.

Percent of LGBTQ Mason Students who Felt **Very Safe** ...

(n = 24)

- On Campus-Day
- With University Staff
- With Professors
- In Residence Halls*
- In Classrooms
- With Other Students
- In Community-Day
- On Campus-Night
- In Community-Night

Percent who Felt Very Safe

*Among students who lived in residence halls.
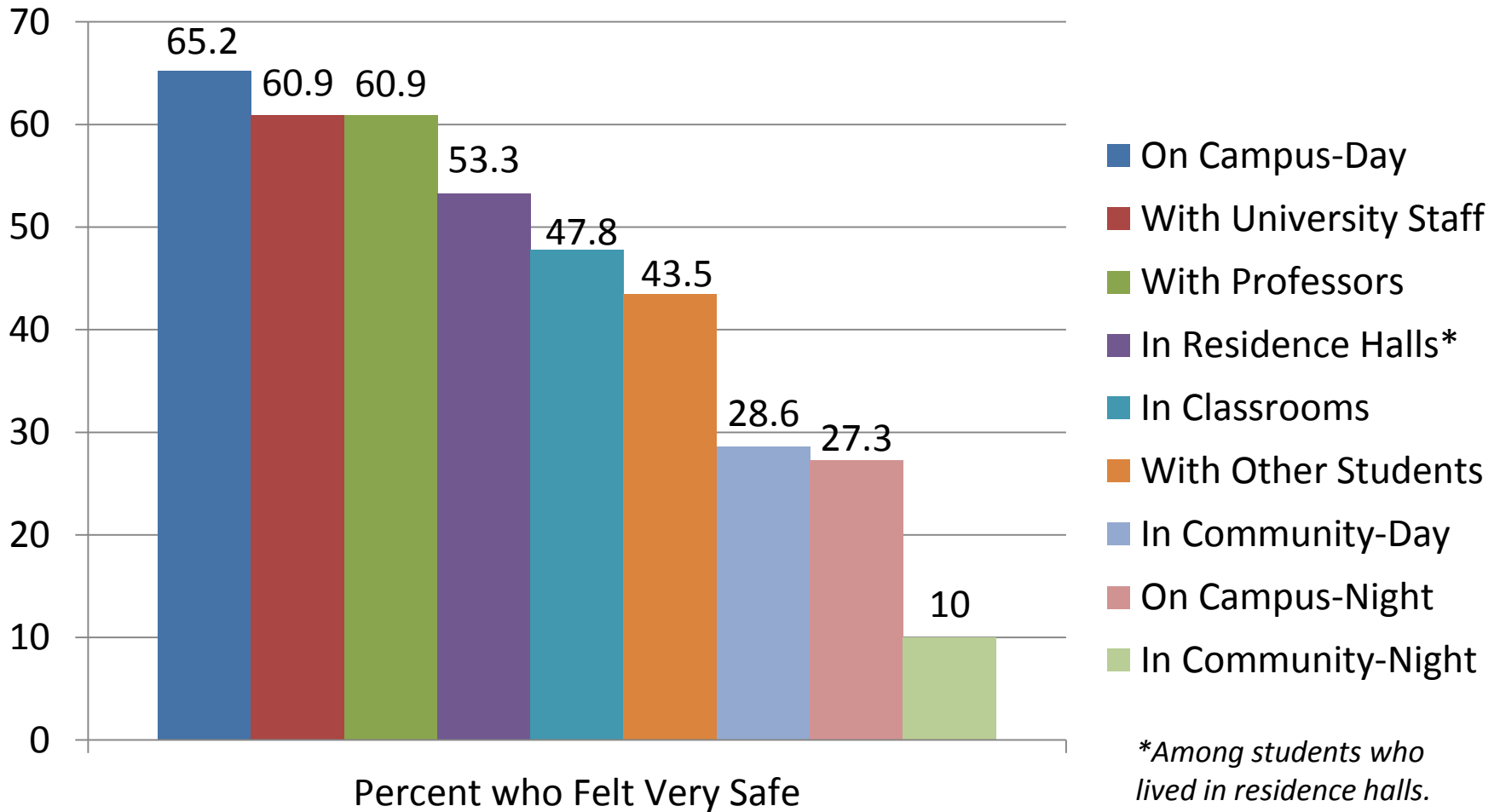
Summary of Findings

- **59.1%** identified their sexual orientation as something <u>other than</u> gay, lesbian, or bisexual.

- **52.2%** identified their gender as something <u>other than</u> male or female.

- Less than half of LGBTQ students used the following services (past year):
  - Career Services (47.8%), Student Health Services (39.1%), Counseling and Psychological Services (30.4%), and Recreational/Intramural Sports (21.7%).

- Only **LGBTQ Resources** and **Counseling & Psychological Services** received ratings between *good and excellent*.

- **All other services** were rated between *fair and good*.

- **Less than half** of LGBTQ Mason students *felt very safe* in their *classrooms*, *with other students*, *on Mason's campus at night*, and *in the surrounding community (during the day and night)*.

Appendix VI -
Results from Participant Survey: Transgender/Genderqueer Student Focus Group (2/24/12)

Lisa Lindley, Facilitator
Conducted for:
LGBTQ Campus Climate Task Force
George Mason University

Demographic Characteristics: Transgender/Genderqueer Students at Mason who participated in Focus Group (2/24/12) (n = 7)

Age Range: 18-22 years

Mean Age: 20 years

Residence:

On Campus: 57.1%

Off Campus: 42.9%

Transfer Student: 14.3%

Employed On Campus: 85.7%

Year at Mason
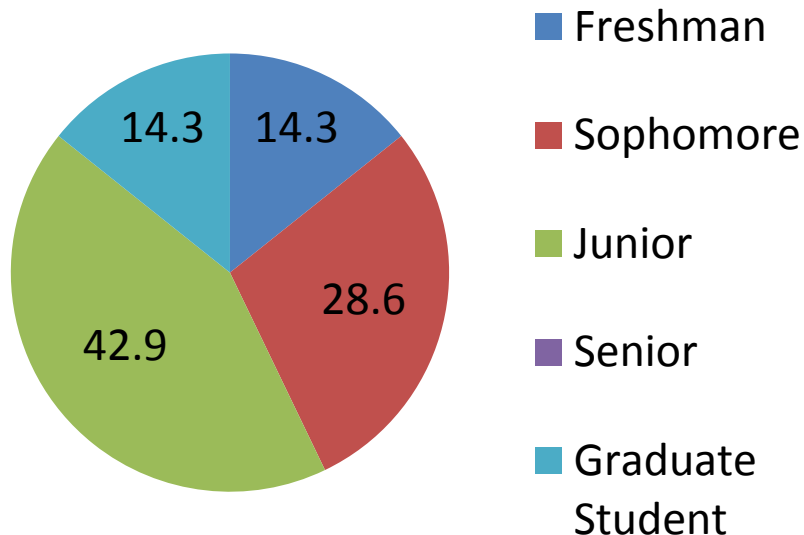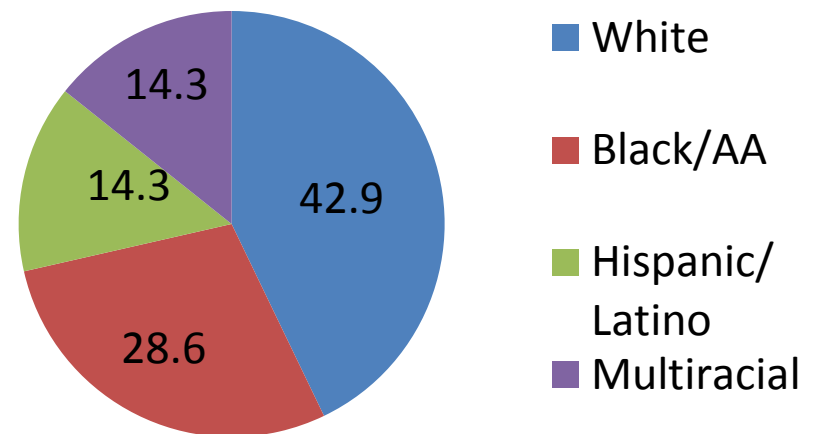
- Freshman 14.3
- Sophomore 28.6
- Junior 42.9
- Senior
- Graduate Student 14.3

Race/Ethnicity

- White 42.9
- Black/AA 28.6
- Hispanic/Latino 14.3
- Multiracial 14.3

Demographic Characteristics: Transgender/Genderqueer Students at Mason who participated in Focus Group (2/24/12) (n = 7)

Gender Identity
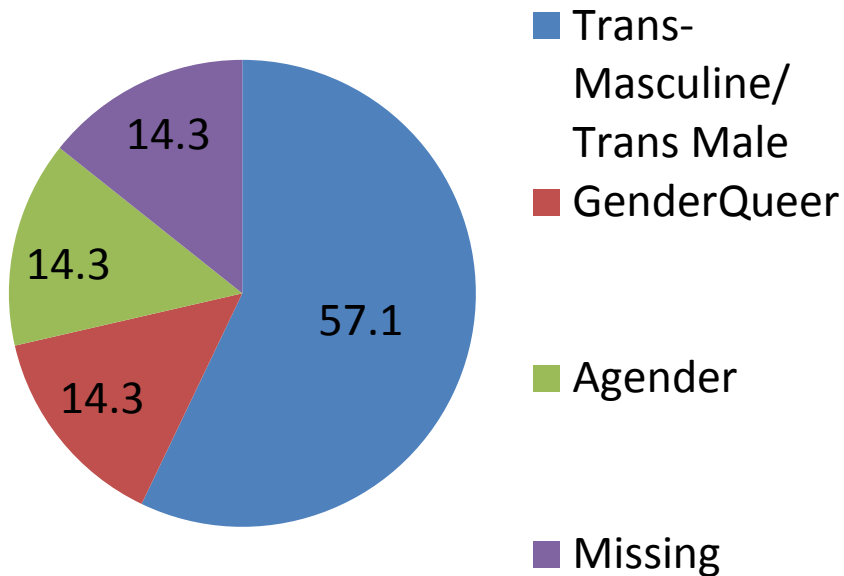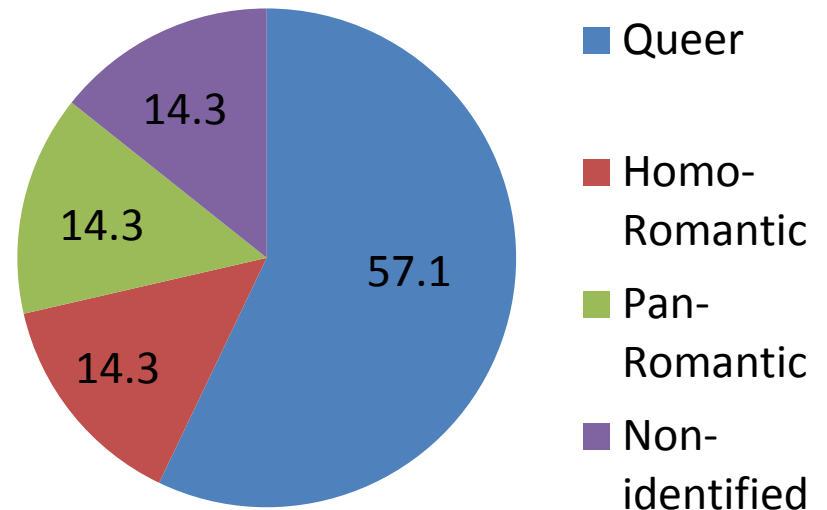
- Trans-Masculine/ Trans Male — 57.1
- GenderQueer — 14.3
- Agender — 14.3
- Missing — 14.3

Sexual Orientation

- Queer — 57.1
- Homo-Romantic — 14.3
- Pan-Romantic — 14.3
- Non-identified — 14.3

Transgender/Genderqueer Students at Mason: How Safe Do You Feel (%)
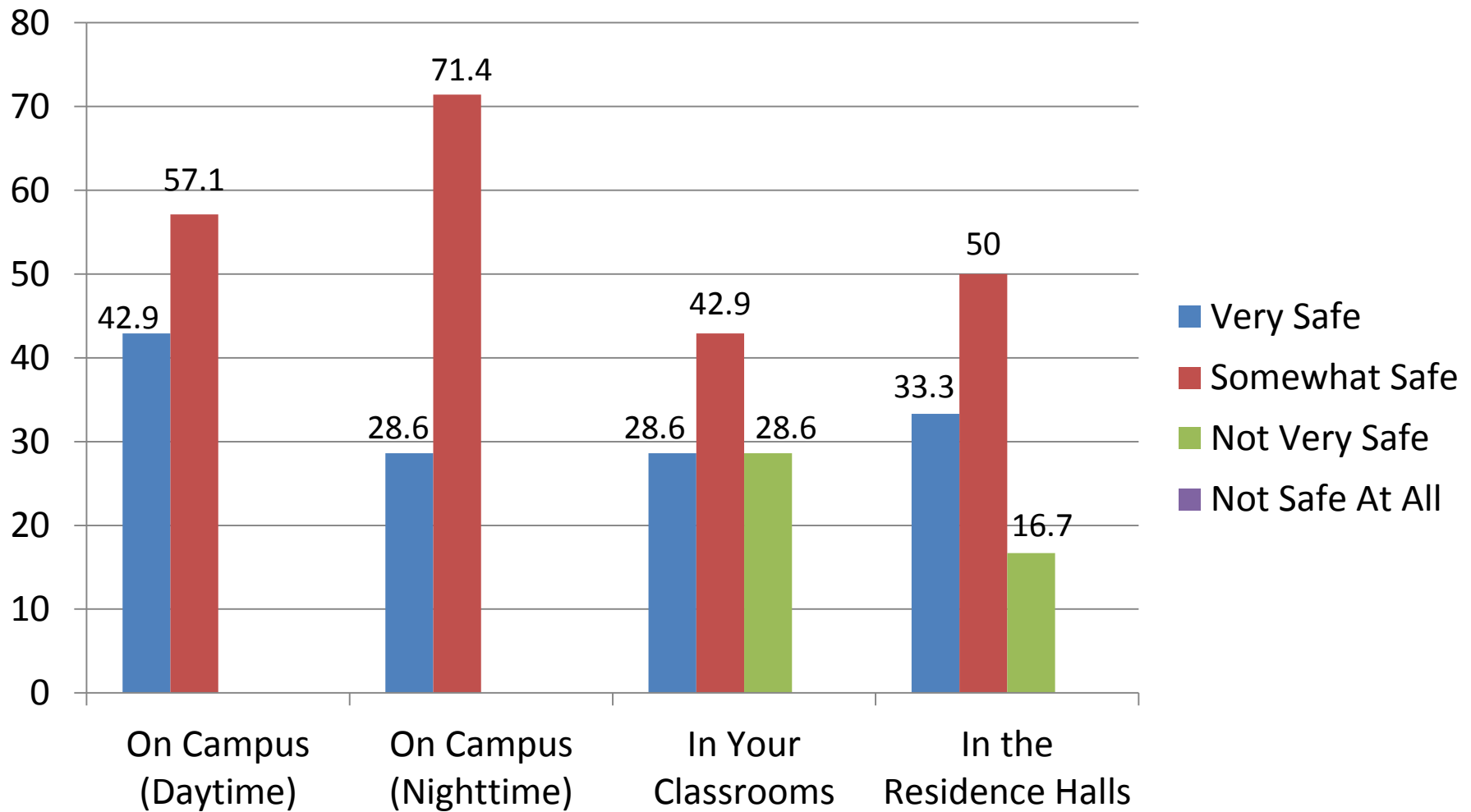
Transgender/Genderqueer Students at Mason: How Safe Do You Feel (%)
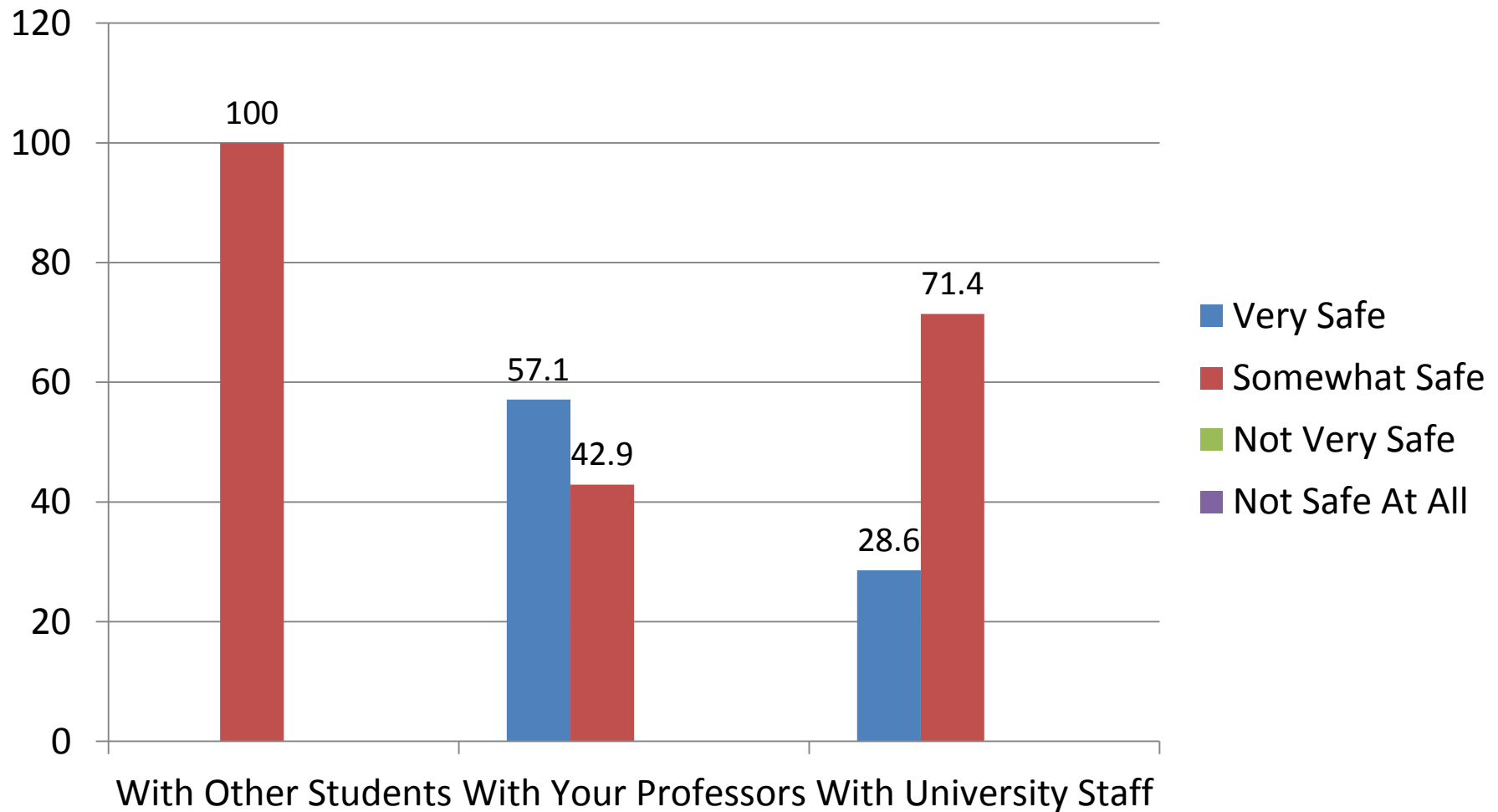
Transgender/Genderqueer Students at Mason: How Safe Do You Feel (%)
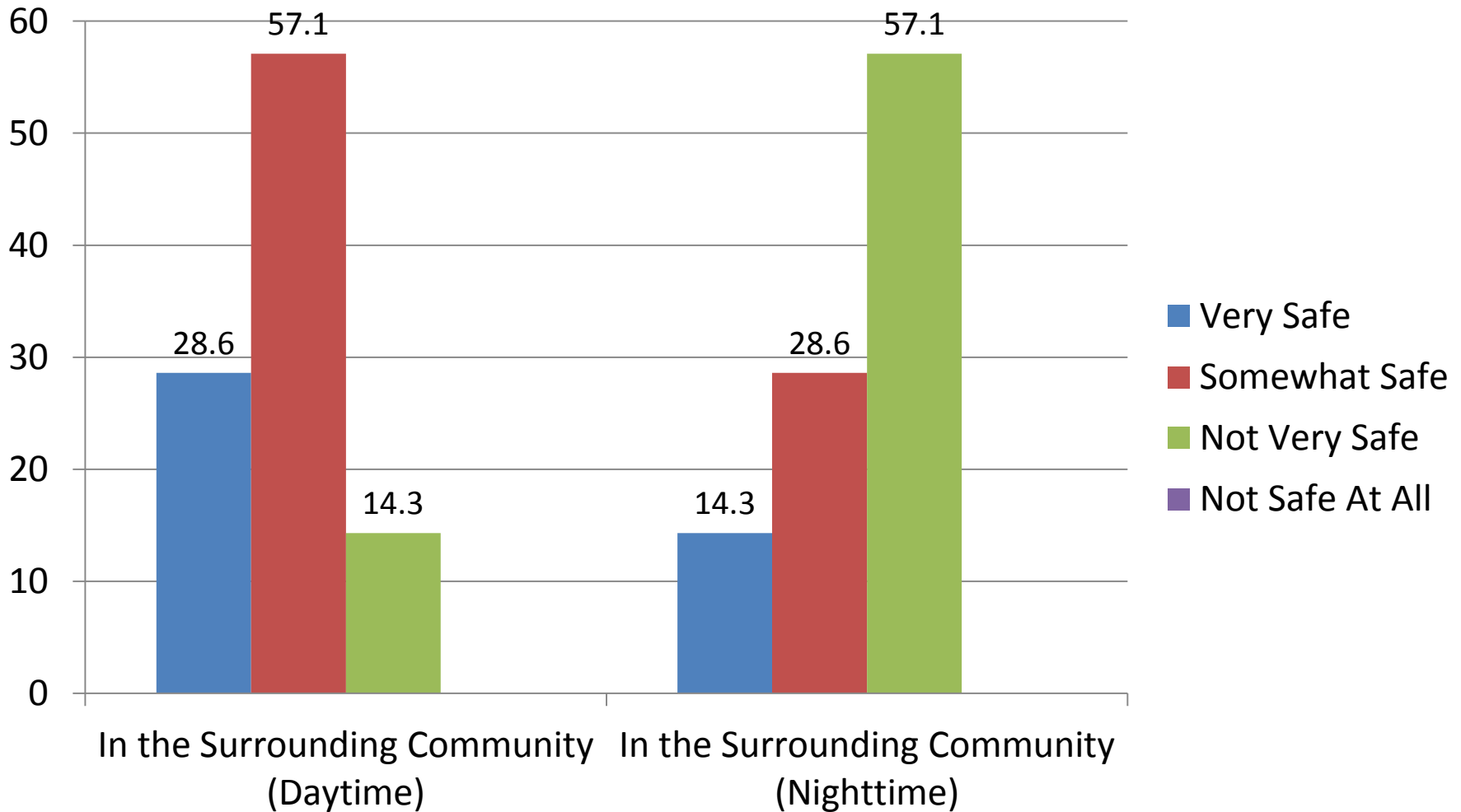
Transgender/Genderqueer Students at Mason: Percent Who Used Campus Services (past year)

Percent Used
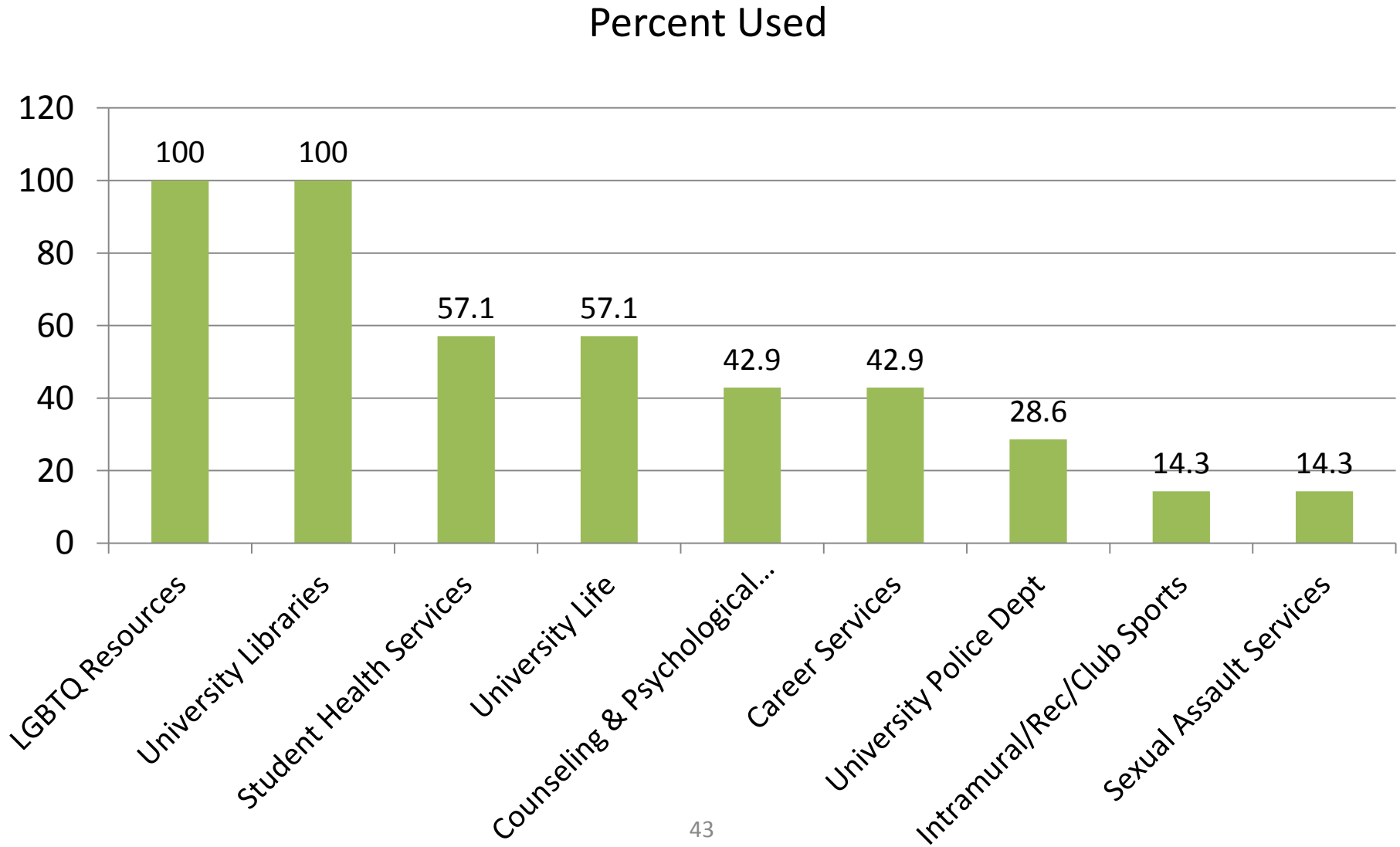
Transgender/Genderqueer Students at Mason: Rating of Overall Experience with Campus Services* (past year)

Legend: Good/Excellent (blue), Fair/Poor (red)

Service	Good/Excellent	Fair/Poor
LGBTQ Resources	100	
University Libraries	66.7	33.3
Student Health Services	50	50
University Life	75	25
Counseling & Psych Services	100	
Career Services	33.3	66.7
University Police Dept	50	50
Intramural/Rec/Club Sports	100	
Sexual Assault Services		100

Among trans students who used service in past year.
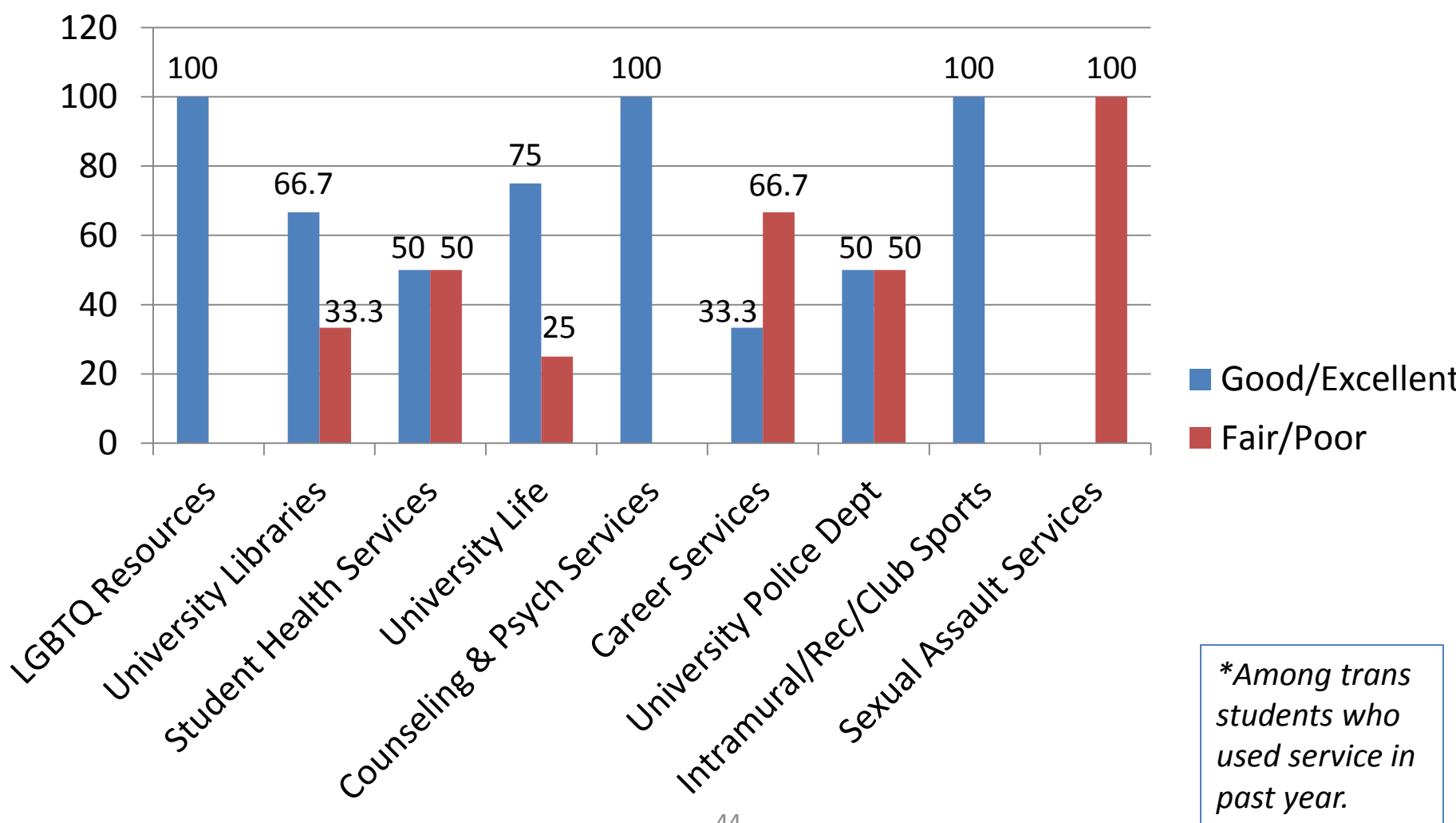
Appendix VII - Transgender/Genderqueer Student Focus Group (2/24/12)

Lisa Lindley, Facilitator

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Focus Group Discussion

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1. **What is it like to be a lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) student at George Mason University (Mason) in 2011/2012?**

"It's not bad. In general, it's okay. There could definitely be more done. But it's not terrible."

"It's probably better than a lot of other universities. That's part of why I decided to transfer to Mason. Because it seemed like a very good environment to go to. The resource office is like crazy awesome. It's definitely better than at some universities I've seen, but there's a lot of work that could be done."

I always email my teachers ahead of time, before the first class to let them know I don't go by the pronouns or the name that's on my documents. That's a bit cumbersome for me.

I pass a lot, which makes it very easy. But for some people who haven't transitioned to that point it could be a lot harder.

The worst response so far was, "Well, it's a huge class so it might not matter." But it kinda matters to me.

"Oh, this class is big, it doesn't really matter." But I had to send multiple emails to teachers about legal name change. Some teachers are really good about it and care. Other teachers don't seem to care.

2. **What is the campus climate like for you at Mason?**
   PROBE: How safe/welcomed/included do you feel on campus? In the residence halls? In the classrooms? In the surrounding community?

As a trans female coming from off campus, it's very difficult to navigate the campus. Because of having to be so selective of whom I ask for directions. I've had situations where people have asked me what I'm doing, if I was part of a protest or skit.

It's interesting. I feel included in some aspects. But it does feel like things are left out that could be appealing to me. I'm asexual as well. It is just not including them.

Certain classes they just keep on topics of gender. I usually just keep quiet because I don't feel comfortable saying things, esp. when I get really angry. I don't want to out myself. Hearing people's comments and hearing how wrong they are there's no way I could say what I want to say in a way that will be productive. I usually have a friend around who… they understand and they know

and they're able to say what I needed to say. That makes me feel safe. But a lot of people don't have that. It's uncomfortable being in that type of situation because and you start to feel unsafe. Hearing how uneducated they are and have harsh feelings about it… it makes you wonder what the rest of the campus thinks.

Now it's not about feeling unwelcomed. It's about being into the places I do feel welcomed. I have a few locations that I frequent. I've avoided those situations.
I feel a lot safer in the Art and Design Building. Because I perceive everyone in there to be open minded. Whereas, any classes outside of the A&D building I'm less likely to out myself.

I do live on campus. I wouldn't venture out. You stay by yourself. I spend a lot of time in the LGBTQ Resource Office because I know there are people who are like me who are going through the same things I'm going through. I don't want to venture into an unsafe place.

I don't necessarily feel comfortable in my own room because I live with three people who identify as female. While I do like them as people it never really feels right to me.

One of the things that's a bit problematic is the issue of parking and getting to and from buildings. We either have to pay to park in pond or find somewhere quite some distance away to park. And then we have to walk in the dark. Personally, I would be grateful if Mason would look at. Closer free parking that campus security can patrol.

Used "urban dictionary" to define cis and transgender. Really disappointing.

I have a lot less problems with teachers than I've had with students. I've overheard very offensive comments. I didn't feel like I could speak up… mostly because I didn't think anyone would have my back and I didn't want to make myself a target. I wish all students could go through Safe Zone training.

3. **What, if any, positive experiences have you had on campus with other students, faculty, and staff?**

At the different eateries on campus and the convenience stores and places like that I get misgendered a lot. I'd get called by female pronouns (instead of male pronouns) … and I'd politely correct them. At the places that I frequent the workers have picked up on it and they start referring to me with male pronouns. And it's pretty cool. Really respectful.

Teachers accepting my name change. Generally have been willing to go with the name I want.

4. **What, if any, negative experiences have you had on campus with other students, faculty, and staff?**

Walking out alone. Group of males outside smoking. Start yelling out… "hey, what's your name. they started yelling out male names… and female names… and they started arguing about names…" I just wanted to go back to my room and cry.

Group walking right behind us and yelling. I felt very unsafe. They were drunk.

The really huge negative experiences that I've had have just been with discomfort. None of them have been violence towards me… generally it's in the bathrooms or just the way that I dress sometimes some people, generally men, will make a comment, usually in passing. I don't really care. It's something that I've just gotten used to. Maybe that's not a good thing.

I obsess over taking precautions to make sure stuff doesn't happen. Like no can say something to me about coming out of the bathroom, because I don't use the public bathrooms. If someone was saying something behind my back, I probably wouldn't hear them because I walk around wearing headphones. Like I won't ever take them off until I get into the classroom. So, it's like I obsess over doing these things to make sure I don't make myself hear or see these things. Which I guess isn't a good thing either. Because I'm constantly thinking about what I'm going to do to avoid something like that happening.

**Mostly males making these comments.
**Sharing a bathroom. Very uncomfortable.
** No point to list gender next to name.

5. **What have been your experiences, positive or negative, with student services on campus at Mason?**
   PROBE: What have been your experiences with student health services?

On the website – the Women's Health Clinic or Women's Health Services. I don't like that. It's not really what they mean. What they mean is female reproductive health.

They have you sign in on the computer and I was really surprised when it asked for gender it actually had transgender on there. But it didn't have an option for Trans Male or Trans Female. It never asked me for my preferred name but it did have a comment box. So, I put in there "this is my name," "call me by male pronouns." Even after doing that the nurse that called me out called my birth name. I was very, very angry and I was already sick. I was like "I'm not in the mood for this, what is wrong with you? I put the name right there for you." I corrected the nurse right then and there. This is embarrassing as it is, having to hear that name when I don't identify with it, but then having other people hear that name and having them associate it with me when that's not my name. I just got up and walked in as quickly as I could. The same nurse did it twice, then the doctor did it, then another nurse did it. I told them, "just put it (my preferred name) on my file!"

I've had pretty good experiences with health services. It seems like they're trying. Which is a lot more than a lot of places are doing.

Disrespectful to not use your preferred name.

   PROBE: What have been your experiences with counseling and psychological services?

They were nice. They didn't even question it (my preferred name) at all. They were like "Okay, this is your name, these are the pronouns you go by." They didn't mess up once. They were great!

A lot of the counselors there are Safe Zoned trained. So that made it easy.

   PROBE: What have been your experiences with LGBTQ Resources?

The place you always are in. It's great. They're super inclusive of everything. It's a very safe place to go. You can always find someone who knows where you're coming from. There's always people there to talk to.

Ric is always willing to listen and help you work through things.

Need to get them more funding!

They're awesome.

Making some more community connections would be good. There are a lot of places that don't have an office like this. It would be a good opportunity for college students to be able to work with some of those high school kids. And it would be wonderful for those kids because they can't get anything in their schools without people raising hell.

> **PROBE: What have been your experiences with other university life departments (besides LGBTQ Resources)? Includes new Student Involvement, the Office of Diversity, Inclusion and Multicultural Education, new student orientation, sexual assault services, etc.**

Sexual assault services is really lacking in knowledge and acknowledgement of non-cis identities. When they speak of body parts its just not inclusive of people. Their presence on campus, their informational materials are not inclusive at all.

> **PROBE: What have been your experiences with university police? Hate crimes/bias incident reporting?**

I don't ever want to deal with them. I was an RA for two years and I had to deal with them. Part of it is just being a police officer. I just think there's this kinda weird power thing going on.

Issues with ID. Not matching – having birth name.

Constantly make me nervous.

Liaison officer. He seems okay. I don't know how he'd react in certain situations. Also, he's not available all the time. So that's something to worry about it you do get in a situation and can't reach him.

> **PROBE: What have been your experiences with recreational/intramural/club sports?**

I've played with a bunch of coed sports. They have sexist rules that are supposed to be equalizing. Sticking to a binary that is like wtf? Like if you play soccer you have to pass to a woman over half or it doesn't count as a goal. And if a woman scores its two points, while if a man scores it's one. In basketball, scoring is different for males and females. There's no consideration for people who don't fall into one of these two categories.

> **PROBE: What have been your experiences with career services?**

> **PROBE: What have been your experiences with library services?**

Getting a job there is fine. They all respect my identity. It's a fine place to work.
Gender expression. Hair and nails

There seems to be a more negative view of feminine expression and masculine expression is a little more accepted.

PROBE: What have been your experiences with employment on campus?

Still called a Women's Center. And sometimes people assume things. So that can be problematic.

6. **What recommendations do you have to improve the campus climate for LGBTQ students at Mason?**
    PROBE: What, if any, policies should be changed or put into place?
    PROBE: In what ways can administrators, faculty, or staff improve to best meet the needs of LGBTQ students?
    PROBE: In what ways can student services improve to best meet the needs of LGBTQ students?

    - Gender identity and expression need to be added to non-discrimination policy.
    - More staff, faculty get Safe Zone trained.
    - More gender neutral bathrooms – at least a few in every building. Or marking those that are single stall bathrooms, but have gender markings.
    - If way system would allow for a preferred name and distributed to professors, and RAs, or to be associated with your G number would help.
    - Gender neutral housing. Just having some available on campus.
    - Housing forms – selecting "friendly" roommates.
    - Living Learning Community for LGBTQ. Something really general.
    - Better sense of LGBT stuff fostered in the community – esp. among students. More effort to educate students about LGBTQ issues.

7. **What do you most want other students, faculty, staff, and administrators to know about your experiences as an LGBTQ student at Mason?**

    - Preferred pronouns and names may not matter that much to them, but it means a lot to us. Just because it doesn't matter to you doesn't mean it doesn't matter to me.
    - Just the fact that we exist. Not everybody is cis-gender, not everyone is heterosexual, and not everyone is binary.
    - It is uncomfortable to always have to think about being safe and having to take measures to be safe in the environment where you live. And having to worry about where you pee.
    - It's important to put personal opinion aside and consider things objectively. To look at things from another person's point of view.

8. **Is there anything else about your experiences at Mason as an LGBTQ student that we should have asked but didn't? Anything else you'd like us to know?**

Appendix VIII – "OUTlook on Mason: LGBTQ PhotoVoice" Proposal
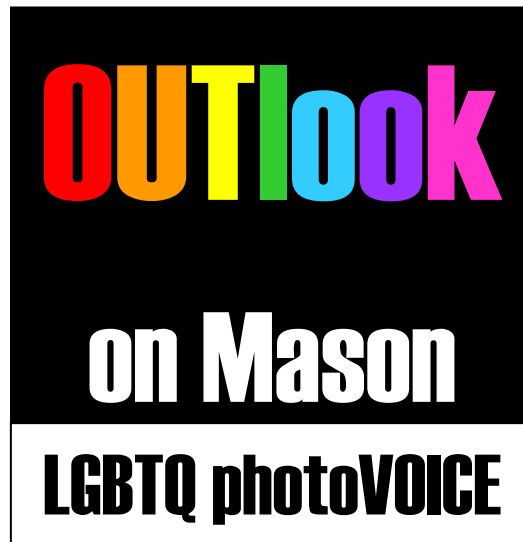
Creative Awards Program Proposal

Submitted by:
Lisa L. Lindley, DrPH, MPH, CHES
Associate Professor
Department of Global & Community Health
College of Health & Human Services
George Mason University
(703) 993-1908 office
(703) 993-1936 fax
llindley@gmu.edu

July 1, 2011

DESCRIPTION OF THE PROJECT
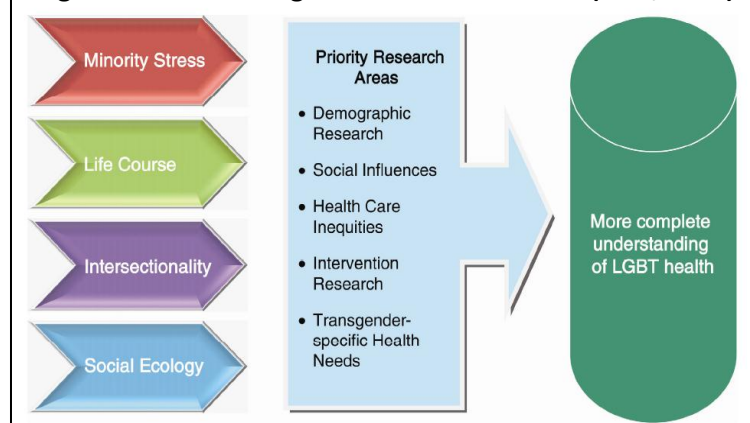
Statement of the Problem

According to the American College Health Association (2008), stress is the main factor negatively affecting academic performance among college students in the U.S. In 2006, one-third (32.9%) of traditional-age college students (aged 18-24 years) attending four-year institutions in the U.S. reported that stress negatively affected their academic performance in the past year (i.e., they received a lower grade on an exam or important project; received a lower grade in a course; received an incomplete or dropped a course; or disrupted their thesis/dissertation research or practicum work). However, for college students who identified as lesbian, gay, bisexual, transgender, or queer/questioning (LGBTQ), the odds of stress negatively affecting their academic performance in the past year was 38% greater than that for heterosexual students (Lindley, 2011).

According to Meyer's minority stress theory (2003), LGB individuals experience more stress and more negative mental health outcomes than heterosexuals as a result of a hostile and stressful social environment created by stigma, prejudice, and discrimination surrounding their sexual orientation. This phenomenon is especially true for LGBQ students as they reported experiencing significantly more harassment on campus in the past year (23%) than heterosexual college students (12%) (Rankin, Weber, Blumenfeld & Frazer, 2010). Trans-masculine (39%), trans-feminine (38%), and gender non-conforming (GNC) college students (31%) were also significantly more likely to experience harassment than either male (20%) or female college students (19%) (Rankin, Weber, Blumenfeld & Frazer, 2010). Not surprisingly, LGBQ college students felt significantly less comfortable with their overall campus climate, their department climate, and classroom climate than their heterosexual counterparts; as did transgendered students compared to male and female students (Rankin, Weber, Blumenfeld & Frazer, 2010). LGBTQ college students were also significantly more likely to fear for their physical safety and to consider leaving their institution due to intimidation or fear of negative consequences (Rankin, Weber, Blumenfeld & Frazer, 2010).

Compared to heterosexual college students, LGBTQ college students are also significantly more likely to engage in a variety of health risk behaviors, including cigarette smoking, illicit drug use, having multiple sex partners, and attempting suicide (Lindley, 2009; Lindley, Phaup & Wilson, 2008). Due to fear of negative repercussions, LGBTQ individuals are less likely to seek regular health care or to disclose their sexual orientation or gender identity to health care providers (Mayer, Bradford, Makadon et al, 2008). Moreover, information specific to LGBTQ health is often not available, leading some LGBTQ subpopulations to underestimate their risk for disease and/or to not seek regular care. For example, limited information exists regarding lesbians' and women who have sex with other women (WSW)'s risk for sexually transmitted diseases, including HIV/AIDS (Marrazzo, 2005; Lindley, Friedman & Struble, 2011). As a result, many of these women do not perceive themselves to be at risk for HIV/STD, do not practice safer sex, and seek gynecological care less frequently than recommended (Marrazzo, 2005; Lindley, Brandt, Annang, et al., 2009).

In April 2011, the Institute of Medicine (IOM) released, "The Health of Lesbian, Gay, Bisexual, and Transgender (LGBT) People: Building a Foundation for Better Understanding," which assessed the state of the science on LGBT health and outlined a research agenda to assist the National Institutes of Health in

Figure 1: Research Agenda for LGBTQ Health (IOM, 2011)

Minority Stress

Life Course

Intersectionality

Social Ecology

Priority Research Areas

- Demographic Research
- Social Influences
- Health Care Inequities
- Intervention Research
- Transgender-specific Health Needs

More complete understanding of LGBT health

enhancing its research efforts in this area. The report stressed that experiences of stigma and minority stress; cohort and age differences; racial, ethnic, socioeconomic, and geographic diversity; and community and social circumstances should inform future LGBT health research (See **Figure 1**). Furthermore, the report called for additional research into the health of transgender and LGBT subpopulations, as well as research into the roles that families, schools, workplaces, religious institutions, and community organizations play in the lives of LGBT people. Research regarding the health care experiences of LGBT people and the development of interventions to increase access to care and reduce mental and physical health disparities among LGBT populations were also emphasized (Institute of Medicine, 2011). The IOM report, in addition to the aforementioned health disparities experienced by LGBTQ college students, informed the development of the following research proposal.

Photovoice
Photovoice is a participatory research method that uses photography to bring about social action and community change (Wang & Burris, 1997). It is a process by which people at the grassroots level identify, represent, and enhance their community by: 1) recording and reflecting on their community's strengths and concerns, 2) promoting critical dialogue and knowledge about important issues through large and small group discussions, and 3) reaching policy makers (Wang & Burris, 1997). Photovoice has been used to initiate community change in a variety of populations throughout the world, including rural village women in China, persons with paraplegia in Australia and Cameroon, non-gay identified African American men who have sex with men in San Francisco, and the homeless in Ann Arbor, Michigan (Allotey, Reidpath, Kouame & Cummins, 2003; Mamary, McCright & Roe, 2007; Wang, 1999; Wang & Burris, 1994, 1997; Wang, Yi, Tao & Carovano, 1998). The power of Photovoice comes from the images taken and stories provided by populations often considered hardest-to-reach.

In order to improve the campus climate for LGBTQ college students, the proposed research project will empower LGBTQ students (aged 18-24 years) at George Mason University (GMU)'s Fairfax campus to share their experiences and bring about community change through focus group discussions and a Photovoice project.   It is anticipated that results from this project will be presented to other students, faculty, and staff at GMU, particularly policy-makers and other influential campus leaders, through a Photovoice exhibit, community forum, and formal written report.

Questions to be Addressed
The proposed research project will address the following questions through a series of focus group discussions and a Photovoice project conducted with LGBTQ students at GMU during the 2011-2012 academic year:

1) What is the campus climate like for LGBTQ students at GMU? How safe and welcome do LGBTQ students feel on campus?

2) What experiences (positive and negative) have LGBTQ students had on campus (particularly in the residence halls and classrooms) with other students, faculty, and staff?

3) What have been LGBTQ students' experiences (positive and negative) with student services (particularly with health services, health education, counseling and psychological services, public safety, student life, library services, and recreational sports) and campus employment?

4) What recommendations do LGBTQ students have to improve the campus climate at GMU? What policies should be changed or put into place? How can student services improve to best meet the needs of LGBTQ students?

<u>Significance</u>

The proposed research project will supplement the current efforts of the LGBTQ Campus Climate Task Force at GMU, which was formed in response to the epidemic of teen/young adult LGBTQ suicides during the Fall of 2010. Of particular significance was the death of Tyler Clementi, an eighteen year old freshman at Rutgers University, who jumped off a bridge three days after his roommate streamed live on the Internet his intimate same-sex encounter. The GMU LGBTQ Campus Climate Task Force, which is comprised of students, faculty, and staff from across campus, began assessing the campus climate at GMU by interviewing representatives from student services and gathering existing data. However, during the process of data gathering, it became apparent to Task Force members that more recent information regarding the campus climate needed to be collected and needed to come directly from LGBTQ students.

Thus, the proposed research project is significant for several reasons. First, as with previous Photovoice projects, this project will provide LGBTQ students with skills in photography, creative writing, and research ethics. It will bring about a deeper understanding among these students of their community through the documentation, discussion, and sharing of photographs and it will empower LGBTQ students to advocate for changes they believe will improve the campus climate for themselves and other students (See **Figure 2**).

Figure 2: Photovoice Impact Model

Catalani & Minkler, 2010
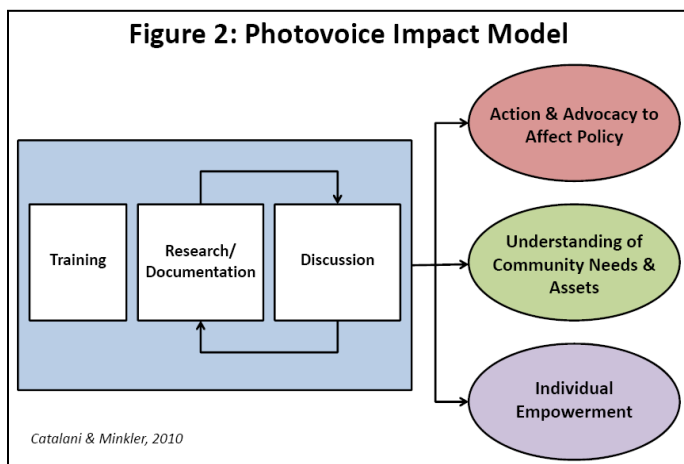
Second, this project will benefit the larger campus (GMU) community by bringing increased awareness to the issues of LGBTQ students. By sharing their experiences with other students, faculty, and staff, including influential leaders on campus (i.e., the president, provost, deans, department chairs, and directors of student services) and advocating for specific changes, it is anticipated that efforts will be made to improve the campus climate at Mason for LGBTQ students. Ultimately, an improved campus climate for LGBTQ students will result in reduced stress, improved health, increased retention, and positive educational outcomes, not only for LGBTQ students, but all students at GMU.

Thirdly, this project will allow the principal investigator (PI) to continue building her research program; particularly with regard to how minority stress, the social environment, and the availability of community services/resources influence LGBTQ populations' health. Such information will be vital for the development of future interventions targeting LGBTQ populations and the professionals who serve them.

<u>Objectives</u>

The objectives for the proposed research project are to:

1) Involve LGBTQ students (aged 18-24 years) at GMU in a series of <u>five focus groups</u> discussing their experiences on campus and making recommendations to improve the campus climate.

2) <u>Involve 10 LGBTQ students</u> (aged 18-24 years) at GMU <u>in a Photovoice project</u> through which they capture images, share their experiences, and formulate recommendations to improve the campus climate.

3) Conduct <u>a formal Photovoice exhibit and community forum</u> on GMU's campus through which LGBTQ students share their images, experiences, and recommendations with other students, faculty, and staff, including influential campus leaders.

4) Produce <u>a written report</u> summarizing results from the focus groups, Photovoice project, and other data collected by the GMU LGBTQ Campus Climate Task Force regarding the current climate for LGBTQ students.

<u>Methods</u>
This project will employ two qualitative research methods through which the experiences of LGBTQ students (aged 18-24 years) at GMU and their recommendations to improve the campus climate will be collected. The first method will be a series of five focus groups conducted with LGBTQ students and the second will be a Photovoice project.

<u>Focus Groups</u>
A purposive sample of LGBTQ students (aged 18-24 years) attending GMU will be selected for participation in focus groups. Participants will be stratified initially into one of 3 groups (male, female, and transgender – trans-masculine, trans-feminine, gender queer/gender variant – students). The male and female groups will be further stratified into four groups based on sexual orientation (gay males, bisexual males, lesbians, and bisexual females). A total of five (5) focus groups will be conducted with 8-10 participants in four groups and 6-8 participants in the transgender group (i.e., sample size will range from 38 to 48 participants). These five groups will provide sufficient variability for comparison of data (See **Figure 3**).

Figure 3: Sampling Plan for GMU LGBTQ Student Focus Groups

PURPOSES: To learn about the experiences of and obtain recommendations to improve the campus climate for lesbian, gay, bisexual, and transgender students (aged 18-24 years) at George Mason University, Fairfax Campus.

Students (aged 18-24 years) attending George Mason University, Fairfax Campus

Male Students — Gay Males (1), Bisexual Males (1)
Female Students — Lesbians (1), Bisexual Females (1)
Transgender Students — MTF, FTM, gender-queer (1)

Total = 5 Focus Groups
(38-48 LGBTQ students)

Focus group participants will be identified and recruited by the principal investigator with assistance from the leadership of several partnering offices on campus (Ric Chollar, LGBTQ Resources; Suzanne Scott, Women and Gender Studies; and Danielle Lapierre, Office of Alcohol, Drug, and Health Education), as well as members of the GMU LGBTQ Campus Climate Task Force, through word-of-mouth, flyers, and a Facebook invitation (See Appendices: **letters of support from partnering offices**). The leadership at partnering offices on campus will inform interested LGBTQ students of the focus groups, along with specific times and locations. Inclusion criteria are current students attending GMU's Fairfax campus, aged 18 to 24 years, who self-identify as lesbian, gay, bisexual, or transgender. Exclusion criteria are students under the age of 18 years or 25 years of age or older who do not identify as LGBTQ, or attend classes primarily on other campuses.

Focus group questions will be developed by the principal investigator (PI) with assistance from leaders of the aforementioned offices and members of the GMU LGBTQ Campus Climate Task Force. The questions will be open-ended and designed to allow participants to expand upon their answers to provide additional information. Focus group questions will be based upon those listed under the "Questions to be Addressed" section (page 2) of this proposal.

The PI will lead each focus group and at least one graduate student will serve as recorder/note-taker. Each focus group will be audio recorded. In accordance with Human Subjects Review Board policies and
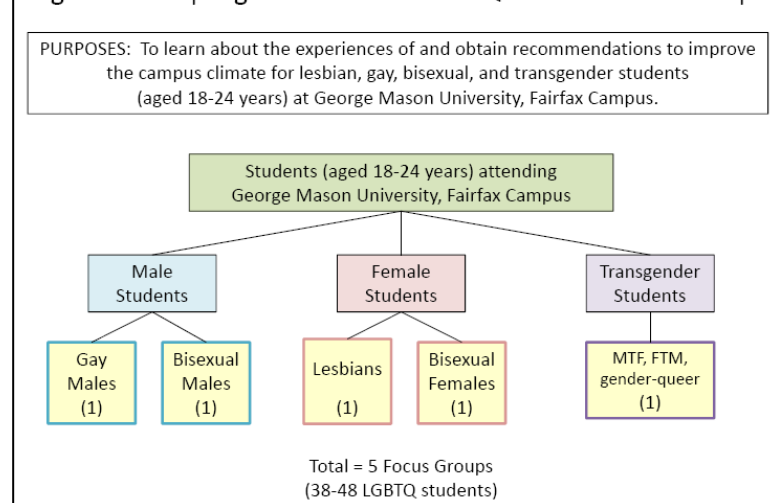
procedures, informed consent and permission to audio record the discussion will be obtained from each participant prior to beginning data collection. Participants will be given assurance that the information shared will be confidential and data will be reported at the group (aggregate) – not individual level – with potential identifiers removed. Before each focus group begins, participants will be asked to complete a brief paper-pen survey developed to provide basic information (age, gender, race/ethnicity, year in school, residence (on- versus off-campus), sexual orientation, and utilization of campus services) as well as perceptions of campus climate. Focus groups will range in length from 90 to 120 minutes and refreshments will be provided at each focus group. Each focus group participant will receive a $10 gift card at the completion of the focus group discussion. It is anticipated that focus groups will begin in late September-early October 2011.

Digital audio files (in .wav format) of focus group discussions will be transcribed into Microsoft Word by graduate students with personal identifiers from the text (.doc) files removed. When necessary, manual field notes taken by the recorder(s) will be typed and referred to for clarification. Hard copies of Word files will be reviewed by the PI and graduate student(s) for identification of codes and common themes. Graduate students will summarize results from each focus group and create a final report of all focus groups, which will be developed with and approved by the PI.

OUTlook on Mason: LGBTQ PhotoVOICE
A purposive sample of 10 LGBTQ students (aged 18-24 years) attending GMU's Fairfax campus will be selected to participate in the Photovoice project. Students interested in participating in the Photovoice project will be required to submit an application describing their interest in the project. Applicants for the Photovoice project will be identified and recruited in the same ways as focus group participants (i.e., by word-of-mouth, flyers, and a Facebook invitation) and the same inclusion and exclusion criteria used for the focus groups will apply. Applications will be reviewed by the PI and members of the LGBTQ Campus Climate Task Force. A diverse group of students will be selected based on their sexual orientation, gender identity, race/ethnicity, age/year in school, and residence (on- vs. off-campus). Students selected for the project must commit to attending all Photovoice sessions and participate in the Photovoice exhibit and community forum held in April 2012. Each participant will be given a $150 stipend at the completion of the project.

The entire project will take place over a five month period (starting in October) and students will meet every other week (10 sessions) to discuss their pictures and stories. These sessions will promote critical dialogue about community issues through large and small group discussions of photographs. The Principal Investigator, who is an Associate Professor in Global & Community Health, and Ric Chollar, Associate Director of LGBTQ Resources at GMU, will co-facilitate these sessions. Dr. Kristien Zenkov, an Associate Professor in the College of Education and Human Development at GMU, has extensive experience conducting Photovoice and other visually-based research methods and has agreed to be a consultant on this project. Additional representatives from the LGBTQ Campus Climate Task Force and the Office of Alcohol, Drug, and Health Education will be invited to assist with sessions as deemed appropriate. Group sessions will explore various elements (i.e., stigma, prejudice, discrimination, compassion, and/or support) relayed in the photos.

Lynne Constantine, Assistant Professor in the InterArt Program in the School of Art at GMU, will assist with photography workshops for the project. She will initially meet with students to talk about how best to use the digital cameras (which will be provided to students) and then throughout the five-month project to discuss students' progress in their exploration. At the end of the project, each student will choose a picture they believe best represent the statements they want to relay to policymakers and

other students, faculty, and staff at GMU regarding the campus climate. These pictures will be enlarged, mounted, and displayed at the final exhibit.

Suzanne Scott, Director of Women and Gender Studies at GMU, will provide ongoing support for LGBTQ students through creative writing workshops. Through these workshops, she will help students understand how to give voice to the photographs through creative writing, such as short stories, haikus, and poetry. Students will create a visual journal along with their literary pieces. Each will pick a favorite piece to display with their photographs at the final exhibit.

As previously discussed, the experiences of the LGBTQ students participating in the Photovoice project will be explored through photography and creative writing over the course of a five month period (See: **Timeline of Major Events**). It is anticipated that the photographs depicting and creative writing pieces describing LGBTQ students' experiences at Mason will not only bring these students to a stage of critical consciousness regarding their community, but will empower them to influence campus policies and programs. LGBTQ students' artwork will be placed on display (e.g., an exhibit in Studio 1-2-3 in the Johnson Center) and formally presented to policymakers and other influential campus leaders (e.g., a community forum held in Dewberry Hall) during Pride Week in April 2012. Formal invitations will be sent out through the mail to approximately 250 GMU community members, including department chairs, vice presidents, deans, the provost and the president. Marketing of the exhibit and community forum to students will take place across campus, on the GMU radio station, and on Facebook. Lastly, a formal report summarizing the work of the GMU LGBTQ Campus Climate Task Force, including results from the LGBTQ student focus groups and Photovoice project, will be released to campus leadership and made accessible to all GMU students.

Relation to Existing Literature in the Field
Very little research has explored the campus climate for LGBTQ college students or their experiences with campus health and other student services. Furthermore, to the PI's knowledge, no results from any Photovoice project conducted with LGBTQ college students have been published. Thus, it is anticipated that results from this project will begin to fill gaps in the research literature regarding LGBTQ college students' campus experiences and will provide student-generated recommendations for improving one campus' climate. Most importantly, this project will document the process by which LGBTQ students confront the challenges facing them and influence campus policies and programs.

Future Research
The PI on this project has had several papers published regarding LGBTQ young adults' health, including publications specific to LGBTQ college students' sexual health, risk for HIV/STD, and overweight/obesity. Most recently, the PI had a manuscript accepted for publication in the *American Journal of Public Health* that explored five different health outcomes (i.e., perceived stress, depressive symptomology, cigarette smoking, binge drinking, and violent victimization) among young adults in the U.S. by three different measures of sexual orientation (i.e., sexual attraction, sexual identity, and sexual behavior). With regard to every health outcome and every measure of sexual orientation, bisexual women reported the greatest risk among U.S. young adults. Thus, the PI intends to build upon this research by studying the unique stressors faced by LGBTQ subpopulations, especially bisexual women, as well as how the availability of health services, information, and other supportive resources impact the health of LGBTQ subpopulation. The PI would also like to develop interventions to improve the health of LGBTQ subpopulations, including interventions targeting LGBTQ college students and bisexual women, as well as training programs for health care and other service providers. Currently, three NIH program announcements fit within this area of research: 1) Behavioral and Social Science Research on

Understanding and Reducing Health Disparities: PAR-10-137 (R21); 2) Advancing Novel Science in Women's Health Research: PAS-10-226 (R21); and 3) an Academic Research Enhancement Award: PA-10-070 (R15). It is the goal of the PI to submit at least one grant proposal within the next 12 months, using data collected from this creative award, to address the unique stressors of and sources of support for LGBTQ subpopulations.

BUDGET: Focus Groups and Photovoice Project

Personnel	Cost
Project Coordinator (Lisa Lindley)	None/In-kind
Co-Facilitators (Lisa Lindley and Ric Chollar)	None/In-kind
1 Professional Photographer (Lynn Constantine)	None/In-kind
1 Creative Writer (Suzanne Scott)	None/In-kind
1 Project Consultant (Kristien Zenkov)	None/In-Kind
Total Personnel	**None/In-kind**
Supplies & Incentives	
10 Digital Cameras	None/In-kind
1 Digital Voice Recorder (Dr. Lindley's)	None/In-kind
10 Spiral Notebooks (1 subject @ $1.29 each)	$12.90
48 Gift Cards ($10 each) – Incentives for Focus Group Participants	$480.00
10 Photovoice Participant Stipends ($150 each)	$1,500.00
Total Supplies:	**$1,992.90**
Services	
Photo Developing:	
10 Photos Enlarged for Public Presentation/Exhibit (22"x 34")	$544.40
Catering:	
5 Focus Group Sessions (10 persons per session) ($75 per session)	$375.00
1 Community Forum (150 persons)	$1,600.00
Other:	
Printing of Flyers (Advertising Focus Groups and Photovoice Project) 350 @ .06	$21.00
Printing of Application Forms (Photovoice) Pull off of website	None/In-kind
Printing of Participant Surveys (Focus Groups) 2 pages x 50 @ .0325	$32.50
Printing of Informed Consent Forms (Focus Groups and Photovoice) 1 page x 60 @.0375	$22.50
Formal Invitations to Photovoice Exhibit & Community Forum (250 @ .49)	$122.50
Printing of Final Report (50 pages x 150 copies @ .0375)	$281.25
Total Services	**$2,999.15**
TOTAL REQUESTED	**$4,992.05**

BUDGET JUSTIFICATION

Personnel:
All of the personnel coordinating and/or serving on this project (GMU faculty and staff) are donating their time.

Supplies & Incentives:
STAR Lab lends equipment (digital cameras) for six hour periods without any fees. Students can also use their own cameras and/or phone cameras. Ten, one-subject spiral notebooks will be purchased for Photovoice participants to use as journals for the project. A total of 48, $10 gift cards will be purchased to give as incentives for focus group participants. Each of the 10 Photovoice participants will be given a $150 stipend at the completion of the project.

Services:
Ten student photos will be developed and enlarged (22" x 34") for exhibit/display. Catering will be provided during
each focus group and during the community forum. Cost for printing for flyers, participant surveys, informed
consent forms, formal invitations to the Photovoice exhibit, and the final report were based on the following prices:
Black & White Printing = .0375 single sided; .0325 double-sided; .06 colored paper.
Color Printing = .70 (1-49 copies); .59 (50-99 copies); and .49 (100+ copies).

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GMU LGBTQ Photovoice 2011-2012

Timeline of Major Events

Month	Task
May	□ Establish support for LGBTQ Student Photovoice Project thru GMU's LGBTQQ Campus Climate Task Force □ Begin development of project proposal for funding □ Establish timeline
June	□ Continue development of project proposal for funding
July	□ Submit project proposal for funding (GMU Creative Award)
August	□ Recruit participants for main Photovoice project, applications/informed consent
September	□ Recruit participants for main Photovoice project, applications/informed consent □ Project overview presentation for interested students □ Select 12 students □ Meet with LGBTQ Campus Climate Task Force
October	□ Start small group discussion, 2 times a month □ 1st photography session with students □ Research and reserve location for final event - make sure it doesn't conflict with other major events □ Meet with LGBTQ Campus Climate Task Force
November	□ Small group discussion, 2 times a month □ Meet with guidance committee □ Find a moderator for the final event □ Meet with LGBTQ Campus Climate Task Force
December	□ Small group discussion, 1 time □ Contact media – see if they want to run a story leading up to the event □ Find a moderator for the final event
January	□ Small group discussion, 1 time □ 1st session with creative writer □ Contact media
February	□ Small group discussion, 2 times a month □ Meet with guidance committee □ Contact media – do they want to interview any participants? □ Begin developing invitation □ Meet with LGBTQ Campus Climate Task Force
March	□ Small group discussion, 2 times a month □ Meet with guidance committee □ Select photographs for exhibit; develop & frame pictures □ Finalize invitations, print and send out □ Finalize chapbooks and print □ Advertise final event □ Contact policy makers and make aware of concerns addressed by students □ Dress rehearsal for final event □ Meet with LGBTQ Campus Climate Task Force
April	□ Send reminder to policy makers, professors, and media □ Hold final event □ Help students follow-up with policy makers to make sustainable change happen □ Meet with LGBTQ Campus Climate Task Force
May	□ Type up summary report □ Help students follow-up with policy makers to make sustainable change happen

Stages of Photovoice

- ▫ Develop goals and objectives
- ▫ Find funding
- ▫ Train staff on Photovoice method and process, roles and responsibilities
- ▫ Recruit Photovoice participants and sign a consent form
  - ▫ Conduct Photovoice training with participants, starting with an introduction on the use of cameras, power, and ethics
  - ▫ Discuss themes of pictures to take
  - ▫ Hand out cameras and talk about getting written consent of subjects
  - ▫ Hold a Photography 101 session to learn how to use cameras
- ▫ Meet monthly over a 5-month time frame to talk about photographs
  - ▫ Plan with Photovoice participants public exhibit and presentation to share photographs and experiences with policy makers and the campus community

References on Photovoice

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From Student Participants in LGBTQ PhotoVoice Project:
Recommendations to Improve the Campus Climate at Mason

University's Anti-Discrimination Policy:
- Add/Include gender identity and expression.

Information, Education & Training:
- REMEMBER US: We exist! We are your clients, patients, students, classmates, roommates, co-workers, colleagues, and friends, whether you know it or not.
- Show diversity of LGBTQ people and people traditionally outside of LGBTQ (i.e., asexual, pansexual) in educational and promotional materials and educate about all of these populations.
- Show more representations of same-sex relationships in materials, posters, etc.
- Require Safe Zone training - all RAs, student services staff, and campus police.
- Encourage Safe Zone training - all students (and student groups/orgs), faculty, administrators, and staff; perhaps promote as a 1 credit course offering.
- Provide all faculty, staff, and administration with a list of campus resources for LGBTQ students.
- Provide more educational programs addressing the intersectionality of race/ethnicity, socio-economic status, ability, religion, and sexual orientation and gender identity and expression.

Classrooms:
- Provide faculty/instructors with information about how best to handle preferred names and pronouns for transgender and gender-queer students.
- Provide faculty with "quick tips" on ways to handle LGBTQ issues in discussions.
- Provide incentives for expanding coverage of LGBTQ-related topics in existing courses and for creating new courses that focus on LGBTQ issues from various disciplinary perspectives.

Housing:
- Provide gender-neutral housing.
- Provide an LGBTQ/gender-neutral LLC (living-learning community), but don't name it as such (for students who aren't "out" to their parents/family).
- Require Safe Zone training for all RAs.

- Add a question to housing questionnaire asking if students are welcoming to the LGBTQ community.
- Create directory of LGBTQ and ally students looking for a roommate.

Safety:
- Increase visibility of the LGBT Liaison officer, especially with LGBTQ Resources.
- Require Safe Zone training for all campus police officers and cadets.
- Provide better lighting in areas outside of campus center – especially in wooded areas.

Facilities:
- Provide more gender neutral bathrooms on campus.
- Publicize and make visible a map of where these bathrooms are located on campus.

Student Health & Health Education:
- Update encounter/intake forms:
  - Separate sexual orientation from gender identity and expression items.
  - Include (under response options for sexual orientation): heterosexual, gay, lesbian, bisexual, *asexual, pansexual*, *unsure*, and prefer not to respond.
  - Include (under response options for gender): male, female, *transgender – male to female (MTF), transgender – female to male (FTM)*, and prefer not to respond.
  - For students who identify as transgender, add *Preferred Name you wish to go by:* <u>fill in name</u>; and
  - For students who identify as transgender, add *Preferred Pronouns you wish to go by*: he/him/his, she/her/hers, or other (specify): <u>fill in</u>.
- Provide educational programs that focus on how to have a healthy relationship rather than just on safer sex.
- Provide educational materials, posters, and programs inclusive of and/or targeting LGBTQ students addressing a variety of health issues.

Family Issues & Involvement:
- Please remember that not all of us are "out" to our families.
- Please remember the range of families that we come from.
- Please remember these things when planning parents/family weekends and activities.
- During breaks make more emergency/back-up housing available for students who have no place to go.

Mental Health (CAPS):
- "CAPS has been great! Adrienne Douglass is amazing! It's just a matter of getting information about their services out there more so students know they exist."
- Provide programs focusing on LGBTQ and self-harm.

LGBTQ Resources:
- Collaborate with/coordinate events with other groups on campus, particularly faith-based organizations – encourage discussions.
- More LGBTQ events beyond Pride Week – more visible (outside JC).
- Provide educational programs addressing safety on campus and in surrounding community.

Appendix X - "Transgender Checklist for Colleges and Universities"
by Genny Beemyn for the Transgender Law and Policy Institute

Language and Processes
Yes No
__ __ Have a college nondiscrimination policy that includes "gender identity or expression."
__ __ If your office has its own nondiscrimination policy or diversity statement, be sure that it includes "gender identity/expression"
__ __ Enable transgender students to have a preferred name on university documents (ID cards, class and grade rosters, directory listings, transcripts, diplomas, etc.) upon request.
__ __ Enable transitioning students to change the gender on campus records upon request (i.e, without requiring proof that students have modified their bodies or changed their birth certificates or driver's licenses).
__ __ Make sure that the language of your website and printed material refers to "people of all genders," rather than just "men and women."
__ __ If you need to know the gender of students, revise forms to enable transgender students to self-identify, if they choose. Rather than "sex (choose one): male or female," use "gender (mark all that apply): male, female, transgender, or self-identify _____."
__ __ If you take demographic information from students by phone, be sure to ask and not presume their gender.

Physical Access
Yes No
__ __ Create gender-inclusive restrooms (single-stall, lockable unisex bathrooms) when all buildings, including residence halls, are constructed or renovated.
__ __ Change single-stall men's and women's rest rooms into gender-inclusive facilities where plumbing codes allow.
__ __ Create private changing facilities and single-person showers when residence halls and recreation centers are constructed or renovated.
__ __ Have an inclusive housing policy that enables transgender students to be housed in keeping with their gender identity/expression.
__ __ Offer a gender-inclusive housing option, in which all students who request it are assigned a roommate without regard to gender.

Organizational Inclusion
Yes No
__ __ Require gender-segregated organizations and programs, including some student groups, intramural and varsity sports teams, and fraternities and sororities, to have policies and practices that enable transgender students to join, where it is appropriate and not limited by national organizational policies.

Health Services
Yes No
__ __ Hire therapists, physicians, and other medical personnel who are knowledgeable about transgender concerns and train existing staff to understand and be sensitive to the needs of transgender students.
__ __ Enable insurance coverage for trans-related psychotherapy, hormone replacement therapy, and gender confirmation surgeries.

Education
Yes No
__ __ Require all Student Affairs staff, Public Safety officers, and other front-line personnel to attend a training session on transgender issues.
__ __ Create a web-based campus resource guide for new and prospective transgender students.
__ __ Sponsor transgender speakers, performers, and other programs on an ongoing basis.

"Best Practices to Support Transgender and Other Gender-Nonconforming Students"
by Genny Beemyn for the Transgender Law and Policy Institute

Add the Phrase "Gender Identity or Expression" to the Institution's Nondiscrimination Policy
College nondiscrimination policies include "sex" and often "sexual orientation" as protected categories. The reference to "sex" in such policies has historically not been considered to apply to transgender people. Likewise, "sexual orientation" does not necessarily cover transgender people, who encounter discrimination because of their gender identity and expression, rather than their sexual identity. Having a transgender-inclusive nondiscrimination policy gives legal recourse to students who experience discrimination because they are (or are perceived) as transgender and indicates to all students that anti-transgender discrimination will not be tolerated.

Ask "Gender Identity" on College Forms and Surveys
Increasingly, college and university students are identifying as transgender, but do not have the ability to indicate this identity on admission forms or other institutional documents. As a result, they do not feel welcomed or included, and institutions remain unaware of the presence and needs of these students.

When asking "gender" on forms and surveys, use the following format:
Gender Identity (select all that apply):
__ Woman
__ Man
__ Transgender
__ Another identity (please specify_____)

If you must legally ask "sex: female or male," also ask "gender identity" as stated above.

Enable Students to Use a Preferred Name on Campus Records and Documents
Revise software and processes to allow students who have not legally changed their names to have a preferred first name on course and grade rosters, online directory listings, identification cards, and other institutional records and documents. Otherwise, students may be outed as transgender when an instructor takes attendance or when someone sees their student identification card or looks them up in the college's online directory.

Enable Students to Change Their Gender on Campus Records and Documents
Create a process by which students can change the gender on their campus records upon the request of the students or with only a letter of support from a licensed mental health or medical professional. This process means:
-- Students are not required to have changed the gender on their birth certificate or driver's license

prior to changing campus records.
-- Students do not have to produce proof that they have modified their body.

Having this policy is important because states often require evidence of gender confirmation surgery before changing legal documents, and several states refuse to reissue birth certificates. Moreover, many people transition without undergoing surgery, because they cannot afford to do so, are not satisfied with the aesthetic results, or just do not see the need. In addition, some individuals have to wait to revise documents because of legal and medical concerns. Requiring a changed birth certificate or driver's license places an undue, unnecessary, and sometimes impossible burden on students to be fully recognized and acknowledged by the institution.

Offer Gender-Inclusive Housing
Gender-neutral or gender-inclusive housing enables two or more students to share a multiple-occupancy room, suite, or apartment, in mutual agreement, regardless of the students' sex or gender identity. Although many students may take advantage of this housing option, it is particularly beneficial to students who identify as transgender, who are questioning their gender identity, or who do not wish to classify their gender. Gender-inclusive housing should be open to both incoming and returning students and be available in different areas of campus and in a range of different types of housing. Gender-inclusive bathrooms/shower rooms (either single- or multiple-user) should be readily available to the individuals in gender-inclusive housing.

Provide Gender-Inclusive Bathrooms
Gender-neutral or gender-inclusive bathrooms are single- or multiple-stall restrooms that are open to people of all genders. Colleges and universities should create at least one gender-inclusive restroom in each campus building by changing the signage on existing men's and women's restrooms and require all newly constructed buildings to include at least one gender-inclusive restroom. To protect the rights of transgender people in women's and men's bathrooms, institutions should also adopt a policy that enables students to use the campus restrooms that are in keeping with their gender identity and expression. The University of Arizona has a model policy related to restroom access.

Enable Insurance Coverage for Transsexual-Related Psychotherapy, Hormone Replacement Therapy, and Gender Confirmation Surgeries
Transsexual students often seek to transition during their college years, but many are unable to do so because the expenses are not covered under student health insurance. Colleges and universities should remove the clause that insurance companies regularly include in their exemptions that denies coverage for transsexual-related medical care. The institutions that have done so report that there is no or only a minimal additional cost.

Transgender Law and Policy Institute
For more information, please contact us
at info@transgenderlaw.org

http://www.transgenderlaw.org/college/index.htm#best

Appendix XI - Bathrooms on Mason Campuses, conducted by TQ Mason

Building	Floor	Is it there?	What we found	Recommendation
Fairfax Campus				
THE ENGINEERING BLD	2	Y	Right next to gendered bathrooms. Marked "Restroom" 9/26	
THE ENGINEERING BLD	3	Y	^^^same	
THE ENGINEERING BLD	5	Y	Dean's Suite/conference room	
THE ENGINEERING BLD	5	Y	Dean's Suite/conference room	
Aquia Module		Y	Gendered	Update signage
ART AND DESIGN BLDG	1	Y	Unlocked and around the corner from gendered bathrooms. 9/28	
CONCERT HALL	1		?	
FENWICK LIBRARY	2	N	Unmarked and locked	
FENWICK LIBRARY	2	N	Inaccessible (in office)	
Northern Neck Office Space	2	Y	Gendered	Update signage
PIEDMONT HALL	1	Y	In R.A. desk area	
PIEDMONT HALL	1		^^^same	
SHENANDOAH HALL	1	Y	Main lobby. Need residential card (or someone to let you in)	
SKYLINE	2	Y		
SOUTHSIDE	1	N	Does not exist where map shows or is inaccessible to the public	
KRUG HALL	2	Y	Unlocked but marked for staff only	
TIDEWATER HALL	1	Y	Main lobby. Need residential card (or someone to let you in)	
TIDEWATER HALL	1	Y	Part of residential area desk. Can get let in by person at desk. Recently marked.	
JOHNSON CENTER	0(ground)		Part of employee "locker room"	Update signage
JOHNSON CENTER	0		^^^same	Update signage
JOHNSON CENTER	1	Y		
JOHNSON CENTER	2	Y		
LECTURE HALL	1		single stall but marked with gender	Update signage
LECTURE HALL	1		^^^	Update signage
RESEARCH I	1	Y	Family Bathroom; Hidden; w/ 2 gatekeepers; employees idn't even know it existed.	
SUB 1	2	?	Student Health Services? Note: update map with new bathroom next to LGBTQ office	
SUB 1	2	?	^^^ and ask people at SHS if it is accessible to people?	
ROBINSON B	1	Y	Next to mulit-stall gendered ones	
SOFTBALL STADIUM	1			
KRASNOW	1		In basement; locked/keyswipe needed.	
POLICE & SAFETY HQ	1		?	
New *as of 2011				
PILOT HOUSE	1	?	Single stall Bathrooms marked with gender	
PILOT HOUSE	1	?	^^^Same	
SUB 1 (renovations)	2	Y	Near LGBTQ Resources office	
SUB 2/HUB (renovations)	3	Y	Family Bathroom; hidden behind dd near Burger place; called the "secret" bathroom.	Update map to show correct location
UNIVERSITY HALL	1	Y		
UNIVERSITY HALL	2	Y		
UNIVERSITY HALL	4	Y		
Prince William Campus				
FREEDOM RECREATION CENTER	1		Pressumably in locker-room area. Can't get to unless using building for recreation.	
HYLTON PERFORMING ARTS	1	Y	Easy to find, clean, just down the hall from gendered restrooms.	
HYLTON PERFORMING ARTS	2		Not sure. Only accessible during performances?	
OCCOQUAN	2		Student Health Services, past receptionist. Only open sometimes. EDIT: I was given a hard time by a receptionist who recommended I just use the one down the hall because this one was for patients only.	
Arlington Campus			not checked on	
ARLINGTON ORIGINAL BUILDING	3			
FOUNDERS HALL	B			
FOUNDERS HALL	1			
FOUNDERS HALL	1			
FOUNDERS HALL	2			
FOUNDERS HALL	3			
FOUNDERS HALL	4			
FOUNDERS HALL	4			
FOUNDERS HALL	5			
FOUNDERS HALL	6			
FOUNDERS HALL	7			
TRULAND	6			
TRULAND	7			
			The color green indicates we make the recommendation to change the signs.	
			The color purple indicates that it was unable to be found or inaccessiblie	