

Department/Unit: Office of Lesbian, Gay, Bisexual, Transgender, Queer, and Ally (LGBTQA) Affairs

Year: 2018

Contact Name: Petey Peterson (pronouns: they/them/their)

Contact Title: Director for the Office of LGBTQA Affairs

Unit Overview/Mission/Purpose

Vision-

The Office of LGBTQA Affairs envisions a campus community that is inclusive and affirming of all gender and sexual identities. A campus that is proactive in working to eliminate heterosexism and cissexism through an intersectional and social justice approach.

Mission-

The Office of Lesbian, Gay, Bisexual, Transgender, Queer & Ally Affairs serves all Wright State students, staff, faculty, and alumni through four core tenants: Advocacy, Community Engagement, Education, & Success. The Office of LGBTQA Affairs accomplish these tenants by:

- **Advocacy:** Recommending & maintaining best Institutional policies and practices that ensure the holistic development and success of the LGBTQ & Ally communities at Wright State University.
- **Community Engagement:** Facilitating cultural programs, advising & supporting student organizations, and fostering relationships with the greater Dayton community.
- **Education:** Producing multiple educational opportunities for the Wright State Community to develop a stronger understanding of the complex intersections of Identity, Culture, & Social Justice Allyship.
- **Success:** Providing resources and support that assist and affirm LGBTQ & Ally Wright State students, staff, and faculty to persist to their academic and professional goals.

Staffing

	FY16	FY17	FY18	FY19
# Full Time Staff	1	1	1	1
# Student Employee FTE	0	0	0	0

Success Outcome 1: Creation and/or further Implementation of Inclusive practices, processes, and policies related to gender identity and gender expression (ie- preferred name change process, Gender Inclusive Housing, All Gender Restrooms).

KPI 1.1: Creation and implementation of All Gender Restroom Expansion Plan

Data:

- **Industry Benchmark:** The primary data was related to looking at peer institutions models of how they have designed and implemented All Gender Restrooms, what are best practices in the field for creating inclusive campus communities related to diverse gender identity and expression, as well as creating at WSU All Gender Restroom plan via an All Gender Restroom task force that included students, faculty, and staff.
 - **Page 8 of** Suggested Best Practices for Supporting Trans* Students:
 - <https://lgbtcampus.memberclicks.net/assets/consortium%20suggested%20trans%20policy%20recommendations-compressed.pdf>

- **Campus Pride Best Practice for Providing Gender Inclusive Bathrooms:**
<https://www.campuspride.org/resources/best-practices-to-support-transgender-and-other-gender-nonconforming-students-2/>
- Over 150 schools across the U.S. that have gender-neutral bathrooms:
https://www.huffingtonpost.com/2014/07/18/gender-neutral-bathrooms-colleges_n_5597362.html
- **Statistics:**
 - According to AAUW study, TGQN and female students experience the highest rates of sexual harassment and misconduct AND report lower rates of perceived fairness if involved in sexual misconduct or misconduct investigations Source: Report on the AAU Campus Climate Survey on Assault and Sexual Misconduct (2015) *TGQN: transgender, genderqueer, nonconforming, questioning, or something not listed on the survey
 - Researchers at [Clark University](#) and the [University of Massachusetts at Amherst](#) surveyed more than 500 transgender and gender-nonconforming undergraduates and graduate students, as well as a handful of recent graduates. They wanted to know what institutions are offering those students -- what policies and accommodations are in place -- and how important they are to students. The authors created a list of 17 services and asked participants whether their campus offered them and how significant they were. Of most import were restrooms, specifically gender-neutral bathrooms in campus buildings. Despite ranking them No. 1, a little under half of the students -- nearly 45 percent -- surveyed said that their institutions had the correct facilities.
<https://www.insidehighered.com/news/2018/07/25/study-bathrooms-gender-identity-protection-policies-most-important-transgender>

Result:

SGA Resolution of Support:

http://www.wright.edu/sites/www.wright.edu/files/Bathroom%20Resolution%2018-8%20%28003%29_0.pdf

A resolution of support of creating more all gender restrooms across campus created by the Wright State University Student Government that was unanimously supported and passed by SGA. In addition here is a link to an SGA meeting where 10 plus students named why creating more all gender restrooms across campus is essential for their safety and inclusion.

Follow this link and view the first 40 minutes:

<https://www.facebook.com/wsug/videos/10160098894710790/>

Allies LGBTQA+ Faculty & Staff Letter of Support:

<http://www.wright.edu/sites/www.wright.edu/files/Allies%20letter%20in%20support%20of%20all%20gender%20bathrooms%202%202018%5B1%5D.pdf>

A letter of support for the creation of more all gender restrooms across campus written by the Allies (LGBTQA+) Faculty & Staff group that had the support and signatures of 29 faculty and staff.

The All Gender Restroom Expansion Plan Document:

https://docs.google.com/document/d/1kCJXsleZMK-M9HqfDagmV2y_EfDFL52OIP0vA_FE0Q/edit?usp=sharing

Additional Results:

As of December 14thth, 2018 we have successfully implemented a set of All Gender or All Gender Multiuser restrooms in every building on campus. A campus wide email went out to the campus community to inform them of this campus inclusion update.

Wright State Campus Community,

Some of you may have noticed new signage outside select restrooms on campus, indicating that they are now "all gender." For the past three years, a committee of very dedicated students, faculty, staff, and administrators have been working on a university project plan to implement at least one all-gender restroom in every major building on campus. This project plan has been an opportunity for Wright State University to further our mission and vision of centering diversity, inclusion, and accessibility in the Wright State University community. By providing greater access to restroom facilities, we strive to create safer and more accessible spaces for people with children of a different gender, people with disabilities who need assistance in the restroom from someone of a different gender, and people who identify as transgender and nonbinary.

This project plan also coincided with student need as expressed by the Wright State Student Government Association, who unanimously passed a [resolution of support for this plan](#). The plan also received great support from Allies (the LGBTQ and Ally Faculty and Staff organization on campus) who [drafted a letter in support](#) of the plan. Support from both of these bodies have helped our institution move forward as one that is willing to invest the necessary time, finances, and collective talents of our faculty and staff to ensure that all students, regardless of the way they identify, their capabilities or their children/caretakers are valued here at Wright State University.

As a part of this plan, the current campus footprint as well as the needs of the Wright State community were carefully considered by the committee when deciding which restrooms in which buildings to convert. For example, in University Hall, the restrooms located on the second floor were converted. This decision was the result of multiple voices around the table that discussed the accessibility needs of the students who utilize the Office of Disability Services on the first floor and the need of the students who utilize the multi-faith prayer room, which is located in the basement. Additionally, the second floor is where the Office of Equity and Inclusion as well as myself (the Chief Diversity Officer) are located. This same level of discussion and consideration was given to each and every restroom that was chosen in each building. Lastly, as part of the plan, the committee has proposed an Inclusive Restroom Policy that will govern new builds and major renovations here at Wright State University moving forward.

Please note that not all restrooms across campus will be designated as "all gender" and the university will not be forcing you to use a restroom that you may not feel comfortable with. Traditionally gendered male and female restrooms will still be located in every single building across campus and every all gender restroom will clearly be marked with pictures to let you know what type of facilities are located inside (i.e., urinals or stalls) and whether or not the restroom contains multiple stalls.

For your convenience, a list of the restrooms that are scheduled to be converted are listed below. The entire conversion is scheduled to be completed on or before December 19, 2018. On or before January 14, 2019, the committee anticipates having a usable map that Wright State community members may utilize to access the restroom of their choice.

BUILDING	LOCATION
Student Union	Basement level near the Office of LGBTQA Affairs First floor behind Raider Connect
Joshi Research Center	Second floor near 272 and 273

	Fourth floor near 462 and 463
Student Success Center	First floor near 104 Second floor near 210
Tom Hanks Center	First floor near entrance
Creative Arts Center	First floor near 120
Nutter Center	First floor near 128 and 130 (aka the Green H) Second floor near 234B
Foundation Building (South Campus)	First floor near 114
2455 Presidential Drive/Human Resources Building (South Campus)	Second floor near elevators
Millett Hall	First floor near the identity centers
Biological Sciences	Basement level
Fawcett Hall	First floor near elevators
Dunbar Library	Third floor near elevators
Oelman Hall	2d floor
Medical Sciences Building	First floor
University Hall	Second floor
Brehm Lab	First floor
Diggs Lab	Second floor
Mathematical and Microbiological Sciences	Second Floor
Health Sciences	Second floor
Neuroscience Engineering Collaboration Building	First floor
Allyn Hall	First floor near the Hangar
Rike Hall	First floor
White Hall	First floor near student lounge

We look forward to continuing to improve the diversity, inclusion, and accessibility here at Wright State University by creating a living, learning, and working environment that values everyone. If you have questions or concerns regarding the project plan, or would like more training or resources around the topics discussed here, please feel free to contact me or the Office of Equity and Inclusion.

Respectfully,
 Matthew L. Boaz
 Chief Diversity Officer
cdo-wsu@wright.edu

Response/Action Plan: With converting formally gendered restrooms to be all gender multiuser restrooms across campus has caused both positive and negative reactions from the WSU campus community. It has also caused many to raise questions, concerns, and suggestions. Therefore there are several steps still needed keep the campus community informed about what all gender restrooms are, why they are important, and the process and framework around them.

Next steps include:

- An additional campus wide email that will go out the first week of Spring semester classes to remind the campus community about these updates as well as provide a PDF version of a campus map that clearly shows where the all gender restrooms are now located across campus

- A town hall event open to the entire campus community to learn more about All Gender Restrooms, ask questions, etc.
- Working with WSU SGA to create an All Gender Restroom Educational Poster campaign to put up near the all gender restrooms and across campus to better educate the campus community and campus visitor about what All Gender Restrooms are and why they are important.
- Firmly encouraging the creation of additional university signage to go underneath the all gender multiuser restroom signs that directs people to the nearest gendered restrooms if that is what they would prefer or need to use.

KPI 1.2 Continued administration and promotion of WSU Preferred Name Change Process & Pronoun inclusion

Data: Institutional Benchmarking

- 253 Colleges Enable Students to Use a Chosen First Name, Instead of Their Legal Name, on Campus Records and Documents (such as Course Rosters, and Directory Listings). 110 Colleges Enable Students to Use a Chosen First Name on Campus ID Cards Source: <http://www.campuspride.org/tpc>
- As of 2015 WSU had not formal or clear process for students to create a preferred name in our database systems.
- The Office of LGBTQA Affairs was getting an average request by 15-20 students a semester for a preferred name change process.
- Several students named being outed, questioned extensively, or discriminated against because of only their legal name being used across campus. It created a hostile and non-inclusive experience for them in the classroom, advising meetings, resident halls, and whenever they needed to use their Wright 1 Cards, etc.

Result:

- The Office of LGBTQA Affairs collaborated with the Registrars Office, CaTS, Office of Equity & Inclusion, Orientation, and Admissions to create a formal preferred name change form and process.
- The preferred name change form can be found here and here:
 - <https://www.wright.edu/diversity-and-inclusion/culture-and-identity-centers/lgbtqa-affairs/trans-at-wright-state#chosen>
 - <http://www.wright.edu/sites/www.wright.edu/files/page/attachments/Preferred-Name-Change-Form.pdf>
- A campus wide email went out from the Registrars Office informing that campus community of this option and process and the process was recently updated with the helps of CaTS to have students preferred names show on class rosters, Wriighth1 Card, Pilot, and Advising notes. There is still a need to continue make students aware of this option and process and how to access it.

Response/Action Plan:

- The Office of LGBTQA Affairs has hard copies of the Preferred Name Change Form printed and available in the LGBTQA Community Engagement Room (SU 016) at the beginning of every semester and throughout the year. We also bring hard copies of the form to every tabling event to make students aware of this option if the need it.

- We now plan to have the forms present during tabling at orientation visits over the summer for income students to access this process to have an inclusive experience as soon as the start at WSU.
- Working with the Registrars Office to begin keeping track of how many students utilize a preferred name change form on a yearly or semester basis.

KPI 1.3 Continued implementation and improvement of the Gender Inclusive Housing application and process

Data:

- 265 Colleges and Universities Have Gender-Inclusive Housing (Housing in which students can have a roommate of any gender) Source: <http://www.campuspride.org/tpc>
- Among their responses, 87.4% believed that students should “opt in” to the gender-inclusive community (choose this community on their housing application) and only those students who select this option would be assigned to live there; 80.6% believed that students should sign a community conduct and values agreement to ensure that the space stays prejudice free; (*PDF*) *Gender-Inclusive Housing Preferences: A Survey of College-Aged Transgender Students*. Available from: https://www.researchgate.net/publication/271205727_Gender-Inclusive_Housing_Preferences_A_Survey_of_College-Aged_Transgender_Students [accessed Jan 04 2019].
- Survey of WSU student involved with Rainbow (WSU LGBTQA+ Student Organization) and the Office of LGBTQA Affairs about their housing experience or if why they did not live on campus. Of 50 students surveyed 60% of those students named that that lack of GIH impacted whether or not they lived on campus or because there was not GIH offered they had a negative housing experience.

Result:

The Office of LGBTQA Affairs has worked with the Office of Housing & Residential Life to implement Gender Inclusive Housing for both incoming students and returning students at WSU. This process was launched for incoming students for Fall of 2017. Since then we have had over 100 students self select into GIH at WSU.

Response/Action Plan:

After the implementation of a GIH process for Fall 2017 we made several adjustments to the process to improve how clear and accessible it was. The Office of Housing & Residential Life has been working to create a more streamlined application process that has GIH questions smoothly built in for both incoming and returning students. In addition we have worked to actively promote that WSU offers GIH both through the Office of Housing & Residential Life and the Office of LGBTQA Affairs which can be found here:

- <https://www.wright.edu/diversity-and-inclusion/culture-and-identity-centers/lgbtqa-affairs/trans-at-wright-state#housing>
- <https://www.wright.edu/residence-life-and-housing/apply-for-housing/gender-inclusive-housing>

We have created information for orientation days over the summer to help communicate to students that GIH is an option and how to navigate and access the GIH process. And we will continue to re-address how we manage the GIH process and the Office of Housing and Residential Life has a new data and application system that could help make the process more smooth on the back end for how we assign students into their GIH options.

We also still have plans to discuss what are options are for creating GIH options for Hamilton Hall as well as not putting the full burden on returning students to find roommates themselves to access a GIH apartment or suit.

KPI 1.4 Educational Trainings: Safe Space Training & Spectrum Sessions:

Data: We have provided 4 Safe Space Ally Development trainings with an additional two scheduled in March. With a total of 37 people being Safe Space Ally Development trained. We have provided 18 Spectrum Session workshops with over 348 people attendees. These trainings have reached Wright State students, faculty, staff, and alumni as well as the Greater Dayton and Miami Valley region.

Result: Continuing to assess the data for the post Safe Space and Spectrum Session assessments

Response/Action Plan: Created a more tailored and intentional suite of Spectrum Session workshops for the WSU community to select from. Continue to improve and promote both educational offerings to best meet the requests and needs of the WSU community.

Success Outcome 2: LGBTQA+ Student Leadership development has occurred through our Our Voice Panel program, Unicornship Peer Mentorship program, and Affinity Group facilitation or membership experience.

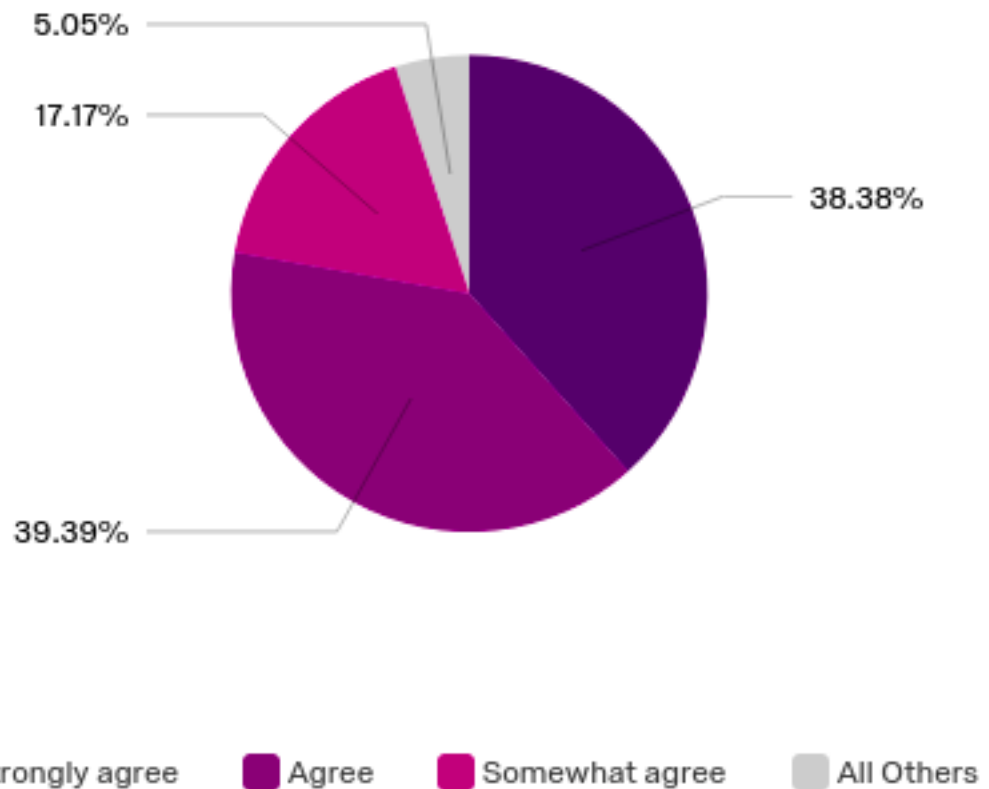
KPI 2.1: Our Voice Panel Program

Data: The Panel Program is a 30 minute to 1 hour session of LGBTQ & Ally students, staff, and/or faculty talking with an audience about their experiences in the LGBTQA+ community. The panel usually consists of 3-4 panelists and a moderator who will share their individual experiences and perspectives. Each panel presentation will also have a question and answer period. We provided 12 our voice panels to classrooms across campus and organizations off campus reaching over 300 audience members.

Result: Below

The Our Voice Panel Presentation achieved the following:

	Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Made me think about sex, sexual orientation, gender identity, and gender expression in ways I had not before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a brave space for me to feel comfortable to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning something new about the LGBTQA+ community and/or identities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned at least 1 allyship skill to be more inclusive of the LGBTQA+ community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- 110 Our Voice Panel audience members completed the Our Voice Panel Audience Assessment. Qualtrics was the assessment tool that was utilized to collect the data.

- Of the 110 assessment participants, 99 responded to Assessment question number 8 A, as shown above. This was a likert scale question ranging from strongly agree to strongly disagree.
- Of the 99 respondents, 77.77% self reported agreeing or strongly agreeing that the Our Voice Panel presentation made them think about sex, sexual orientation, gender identity, and gender expression in ways they had not before.
- Only 5.05% of panel audience members somewhat disagreed, disagreed, or strongly disagreed that the Our Voice Panel presentation made them think about sex, sexual orientation, gender identity, and gender expression in ways they had not before.
- We believe this clearly demonstrates the panels effectiveness in achieving the Our Voice Panel learning outcome number one that audience members will think about the complexities and diversity of LGBTQA+ identities from first person experiences & narratives, in a way they had not before.

Response/Action Plan: Continue to recruit and train Our Voice panelists and further promote the OVP program to academic departments to be included in course curriculums.

KPI 2.2: Unicornship Peer Mentorship Program

Data: “There are three relevant advantages of utilizing a peer mentoring approach: cost, availability of a relatively larger number of potential mentors, and increased likelihood of mentees following mentors’ advice due to sharing a common perspective.” (Collier, Peter)

The Unicornship Peer Mentor program is designed for new Wright State University LGBTQA+ students who are paired with returning LGBTQA+ student mentors. We believe that education and support is fundamental when transitioning to a new community at Wright State. In this program, you'll develop friendships and a community, as well as leadership skills.

These mentors will give you support and advice in:

- Reaching personal and academic goals.
- Building community and chosen family.
- Learning more about how to navigate Wright State University as an LGBTQA+ student.

This program is a commitment starting in September and ending in April and we will open applications for the next year during the spring semester. You will spend an average of four hours a week for one full academic year engaging in the program. Each mentor and mentee will meet at the Unicornship orientation and kick-off event in September. At this event, you will have time and space to set personal goals for the semester that you and your mentor or mentee want to achieve.

This is the second year of the Unicornship Peer Mentorship program. We had 12 students participate in the first co-hort and we have 10 students participating in the 2018-2019 co-hort.

Result:

2018-2019 Unicornship post-assessment will be administered in April of 2019.

Here is the data collected from the 2017-2018 co-hort program post assessment.

- When asked: Q12 - Please provide at least one example of how you further developed and grew in the learning objectives listed above.
 - I learned about my community and grew to become a leader by becoming involved. (In regards to community and belonging)
 - I feel like I grew as a listener and as a friend with my mentor, and she made me just a little bit better of a person by the end of the semester and I'm thankful for that
- Q27 - How do you feel you further developed & grew in the following Unicornship learning objectives areas?
 - Student reported highly developing their sense of community and belonging, self-reliance and delegation, and academic success.
 - Students reported developing some their motivation and balance, and their responsibility and accountability.
 - Students reported wanting to further develop their responsibility and accountability, and motivation and balance.
- Q28 - Please rate how skilled you feel you have become in each of the following areas of Unicornship based off your experiences in the program. If you are the Pie (mentee) rate how skilled you feel you have become based off the support from your QT (mentor) for all questions below.
 - Students reported feeling very skilled in active listening and establishing a relationship built on trust.
 - Students reported feeling very unskilled in helping mentees develop strategies in meeting their goals, working with mentee to create clear expectations, and helping mentee balance academic life and personal life.

Response/Action Plan: Working to build stronger onboarding training for the Unicornship Mentee's so they feel more confident and comfortable in assisting their mentees in goal setting, academic success, and navigating difficult issues and stressors. We also got feedback to have more co-hort gatherings for everyone in the program to get to know each other and build more community.

KPI 2.3: Affinity Networks

Data: The Office of LGBTQA Affairs has provided Affinity groups for LGBTQA+ students since Fall of 2016. We have yet to formally assess these groups to clearly measure their impact on LGBTQA+ students experiences at WSU. The purpose of Affinity Networks is to create an opportunity for students to come together around a shared identity or interest they hold and provide an affirming space for individuals to discuss their needs, challenges, and successes. These networks are free and open to all Wright State University undergraduate and graduate students. Groups meet on campus and are peer- and staff-facilitated. If you are looking for confidential support provided by Counseling and Wellness Services staff, visit the [Counseling and Wellness Services website](#) to learn more about the Safe Haven group.

Result: To be provided once we begin assessing Affinity Networks

Response/Action Plan: Working to create an assessment for each affinity work to give to the students who attend the affinity networks to assess if the networks meet their needs and if they assist in retaining students.

Success Outcome 3: Begin collecting demographic data on LGBTQA+ identities for faculty, staff and students in order to then track recruitment and retention rates of this population as a quantitative measure of success.

KPI 3.1: Banner Update capturing demographics questions related to gender identity, sexual orientation and pronouns

Data:

- 59 Institutions Enable Students to Change the Gender on Their Campus Records without Evidence of Medical Intervention
 - 9 of these Institutions Do not require Supporting Documentation
 - 13 Institutions enable Students to Indicate Their Gender Pronouns on Course Rosters
- Source: <http://www.campuspride.org/tpc>

Need to work with admission, enrollment, CaTs, Registrar, HR to implement questions related to sexual orientation and gender identity into admissions application, Banner, and employment applications and data collection.

Result: To be provided once implemented

Response/Action Plan: To be provided in future KPI reports

Concluding Remarks (optional):

Much of the work of the Office of LGBTQA Affairs has been to educate the Wright State University campus community about LGBTQA+ inclusion as well as assisting Wright State University in meeting the best practices of institutional inclusion for LGBTQA+ students: All Gender Restrooms, Name Change Process, inclusion of pronouns, Gender Inclusive Housing, collecting demographic data on LGBTQA+ identities, Gender Marker change process, recruiting and retaining LGBTQA+ students, faculty, and staff. The Office has made great strides in reaching many of these best practices in the past three years by collaborating with key units and departments across campus. As these institutional processes and policies continue to become embedded in the campus culture the Office will shift its focus more heavily on LGBTQA+ student leadership development and academic support as well as working more directly with academic units in creating more LGBTQA+ inclusive classrooms. We also hope to begin to focus on further developing our LGBTQA Alumni group as an avenue to create more fundraising opportunities and activities for the Office and the two WSU LGBTQA+ scholarships. It must also be noted much of the work of the Office of LGBTQA Affairs as is true for all and any identity and cultural centers is deeply interpersonal. We spend much of our time engaging with students on a 1:1 basis. We support them in navigating campus as a person who holds marginalized identities as well as support them in their personal identity development and how that will impact them beyond Wright State both personally and professionally. At the very core LGBTQA Affairs support students, faculty and staff in unlearning shame, the deep shame that comes from our society telling us that LGBTQA+ people are inherently others and immoral. Therefore we spend time teaching about LGBTQA+ history, possibility models, and having deeply personal and hard conversations about what it is like existing as an LGBTQA+ person and I am honestly not sure if there is an effective or accurate way this can be measured or conveyed in a KPI.

