



Annual Assessment Report Template: Non-Learning
Academic Year: 2015-2016

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Name of Department: Center for Identity, Inclusion and Social Change

Name of Contact Person: Suresh Mudragada

Name of Person(s) completing report or contributing to the project: Crystal N. Steltenpohl, Katy Weseman, Bernadette Sánchez, Suresh Mudragada, & Tanner Strong

Type of Assessment: Needs

I. Abstract

After the 10th Anniversary of LGBTQA Student Services, the Center for Identity, Inclusion and Social Change, conducted a needs assessment for students, faculty, and staff to identify service gaps and concerns and assess general climate related to LGBTQA (Lesbian, Gay, Bisexual, Transgender, Questioning, Queer, Asexual and Ally) issues.

The needs assessment focused on students, but we also developed questions to allow faculty and staff the ability to provide their perspectives. The assessment found that overall, gay and lesbian students are having a positive experience at DePaul but bisexual, transgender, and gender nonconforming students perceived the campus climate to be more negative. As a response, the Center will focus more programming and outreach toward populations with perceived negative experiences on-campus.

II. Assessment Question

What campus services do LGBTQA students need based off their perceptions of campus climate?

III. Introduction & Context

University Context

The Center for Identity, Inclusion, and Social Change provides integrative educational experiences for students, faculty, and staff to facilitate critical conversations around race, gender, sexuality, social justice, and the interplay of power and identity. The Center nurtures collaborative partnerships to foster an inclusive campus environment through student engagement, community building and identity-conscious leadership development. The Center provides advocacy and support for students experiencing interpersonal, intrapersonal and systemic oppression. The Center also provides programs and services in the following areas: Cultural Programming, Social Justice Education, and LGBTQA Student Services.

LGBTQA Student Services exists to promote, foster and support a campus environment that is inclusive of people from all sexualities and gender identities. This mission is achieved through a range of services, educational programs and community building events that reflect the needs and interests of the diverse LGBTQA communities at DePaul. LGBTQA Student Services offers the following services: Safe Zone program, educational workshops, Queer Peers Mentor Program, LGBTQA focused programming, support and consultation, individual support, institutional advocacy, and more. They serve all DePaul students, particularly those who identify as LGBTQA.

Goal 4 of the Vision 2018 shows DePaul's commitment to foster diversity and inclusion by fostering respect for and learning from the perspectives of others different from themselves. This is central to the mission and goals of the Center. Specifically within LGBTQA Student Services, there are opportunities for mentorship, advocacy, and other services to support the learning of students, faculty, and staff to build allies and a more inclusive campus. It is not enough that diverse student, faculty, and staff populations are recruited, there must be support provided to affirm their identities.

Supporting Scholarship

Lesbian, Gay, Bisexual, Transgender (LGBT) programs and services are vast and varied at colleges and universities across the country. They are organized and housed differently on different campuses and do not exist at all at some institutions. One of the challenges that universities face in tracking and validating LGBT programs and services is a “lack of uniformity in terminology [which] underscores the difficulty of producing statistical data similar to those that are used in developing and assessing programs for recruitment and retention of other populations” (CAS, 2011, p. 1). This barrier poses a unique challenge in researching the experiences of LGBTQ identifying students. However, there is a growing body of comprehensive research on campus climate (Rankin, Weber, Blumenfeld & Frazer, 2010) and the positive impact of LGBTQ resource work, programs and services on students’ identity development and academic success (Sanlo, Rankin & Schoenberg, 2002; Sanlo, 2005; Renn, 2007). This research shows that LGBTQ students, faculty, and staff experience pervasive harassment based on sexual identity and gender identity on campuses across the country and that the presence of LGBTQ focused programs and services can help mediate these experiences.

Visible and affirming spaces and programs for LGBTQ students are instrumental in their identity development and subsequent success in a college environment. As a result of their comprehensive LGBTQ higher education campus climate study, Rankin, Weber, and Blumenfeld (2010) conclude that “LGBTQQ students who experience positive campus climates have more positive education experiences and experience healthy identity development ... Given these positive experiences, students and employees are more likely to persist and flourish at their institutions” (p. 15). Tetreault, Fette, Meidlinger, and Hope (2013) echo this issue of retention in reference to campus climate for LGBTQ students, reporting that one fourth of their study participants had thoughts about leaving school as a direct result of a negative environment. Rankin (2007) points to such “deleterious effects of discriminatory environments” on students’ mental and emotional well-being, integrally linked to student success (112).

A LGBTQ focused campus climate survey was conducted at DePaul in 2004, resulting in the founding of LGBTQA Student Services. This survey provided a base for building the questions asked in the 2016 Needs Assessment. The researchers also looked to LGBTQA campus climate instruments from the University of Nebraska-Lincoln (2002), Kansas State University (2012) and Emory University (2012). These reports and instruments provided frameworks such as comparing the environment in and out of the classroom (University of Nebraska), definitions of campus climate (Kansas State), and a strategic improvement timeline (Emory). These frameworks provided guidance to the researchers at DePaul in developing and analyzing the 2016 Needs Assessment. This instrument was also designed by intent to evaluate and center the experiences of LGBTQ students experiencing multiple marginalized identities, recognizing that these students are often excluded from climate studies and discourse (Tetreault, Fette, Meidlinger, & Hope, 2013; Rankin, 2007).

In evaluating the data gathered in this 2016 Needs Assessment, the researchers followed Stake's (2004) responsive evaluation framework. The tool was designed slowly, rather than following a pre-made instrument, allowing the researcher to adapt goals and campus contexts. Regarding data interpretation, the researchers used descriptives for the quantitative data and data reduction with attention to giving all perspectives equal weight for the qualitative data.

IV. Data Collection & Methodology

Data Collection

Crystal Steltenpohl and Katy Weseman, with consultation from Dr. Bernadette Sánchez and Student Affairs Assessment Coordinator Scott Tharp, created the needs assessment (See Appendix). After pilot testing the assessment with Caitlyn LoMonte (graduate assistant in the Center for Inclusion, Identity, and Social Change) and Emily Herrmann, Elon Sloan, and Kara Rodriguez (undergraduate LGBTQA Student Services office assistants) we administered the online assessment from March 8 to April 11, 2016, which cut across Winter and Spring quarters. The needs assessment focused on students, but we also developed questions to allow faculty and staff the ability to provide their perspectives. This needs assessment is focused on DePaul University only and no other institutions. The assessment took approximately 15 minutes to complete and questions included a variety of demographic indicators, knowledge of current services, and perceptions of climate based on LGBTQA identities.

Recruitment activities included:

- emails to professors teaching LGBTQ Studies courses in the Winter and Spring quarters,
- emails to various departments and colleges on campus, asking them to pass the survey along to faculty and students,
- emails to the university honors program,
- emails through the Center for Identity, Inclusion, and Social Change listserv,
- tabling in front of the Center for Identity Inclusion and Social Change (within the Student Center), and
- posts on social media accounts, including Facebook and Twitter

Respondents who indicated student status were also asked:

- whether they were transfer students and/or first generation college students
- when they expected to graduate
- intention to graduate

Undergraduate and graduate students were asked about their perceptions of LGBTQA Student Services and its programs, the advocacy needs of LGBTQA+ students, and their perceptions of the environment at DePaul surrounding LGBTQA+ related topics.

Faculty and staff were asked about their perceptions of DePaul's campus environment and availability of resources for LGBTQA+ students.

Data Analysis

The data that was collected from the survey was initially analyzed by Crystal Steltenpohl and Katy Weseman. Both qualitative and quantitative data was collected. To analyze the quantitative results, Crystal ran descriptive statistics (specifically, frequency tables) using SPSS. For the qualitative data, Crystal utilized data reduction, which involves condensing responses into manageable categories or themes. She weighed all comments equally, regardless of who was responding to the question. Tanner Strong and Suresh Mudragada also reviewed qualitative data and searched for common themes.

Participant Consent

There was no consent form used for this survey. Instead we used an acknowledgement of using this survey to help better serve the community by keeping it anonymous. The data was stripped from having participants use their first name or last name. After reading a short description of the needs assessment, respondents were asked various demographic questions, including: age, race, sexual orientation, and faith identity. This information was kept confidential as the survey was anonymous and only several staff and graduate students saw the raw data.

V. Data & Results

Demographics

The survey was distributed through snowball sampling methods which prevent an accurate account of how many individuals came across it. The survey was completed by 163 undergraduates, 49 graduate students, 12 alumni, 14 faculty members, and 30 staff members, for a total of 254 responses. Complete demographic information is provided in the appendix. Though we collected information from faculty and staff, we will focus our findings on the student experience.

With regards to undergraduate students, all class years were represented in the survey with a slightly higher completion rate amongst second year students. Almost a quarter of student participants were transfer students and a similar percentage of participants were first generation college students. Two-thirds of students identified as White, 27 (17%) Latinx, 8 (5%) Black, 4 (2.5%) Middle Eastern, 3 (2%) Asian, and 12 (7%) Multiracial. The majority of students identified as atheist, followed by agnostic, and there were smaller numbers of Spiritual, Christian, and Catholic students. There were several Jewish students and a couple of Wiccan.

When asked about their sexual orientation, only 23 (14.1%) of respondents indicated that they were Straight while 49 (30.1%) indicated being Gay/Lesbian, 67 (41.1%) being Bi/Pan/Fluid, and 12 (7.4%) described themselves as Queer. When asked to indicate Gender Identity, 129 (79.1%) said they were Cisgender, meaning their gender identity matched the sex that they were given at birth. About 23 (14.1%) said they were Non-Binary, 4 (2.5%) indicated being Trans Man, and 3 (1.8%) Trans Woman. Though less than 7 (5%) indicated that they were a Trans Man or Trans Woman, almost 10% of the students overall identified as Trans.

With regards to graduate students, almost 39 (79.6%) identified as White, 4 (8.2%) as Latinx, 1 (2%) Black, 2 (4.1%) Asian, and 3 (6.1%) Multiracial. The majority of student identified as atheist, followed by similar numbers of Agnostic, Catholic, and Christian students. There were less Spiritual students and very few that identified as either Hindu, Jewish, or Muslim. When asked about their sexual orientation, 9 (18%) of respondents indicated that they were straight while almost 18 (36.6%) indicated being Gay/Lesbian, 11 (22.4%) being Bi/Pan/Fluid, and 7 (14.3%) described themselves as Queer. When asked to indicate Gender Identity, 43 (85.7%) said they were Cisgender. About 4 (8.2%) said they were Non-Binary, no one indicated being a Trans Man, and 1 (2%) Trans Woman.

Campus Climate

We asked all respondents to describe the DePaul environment for students with a marginalized gender identity or sexual orientation. We provided perceptions of respondents in each group and respondents not in that group, in order to identify where discrepancies may exist. Generally, respondents within the groups discussed viewed the campus environment slightly worse than those who did not fall into that group.

When asked about the campus environment for LGBTQA-identifying students generally, both non-LGBTQA identifying and LGBTQA-identifying respondents agreed that the environment was “good” or “great,” though LGBTQA-identifying respondents rated the campus as “great” at lower rates than non-LGBTQA-identifying respondents. In fact, only 1 (5%) of the non-LGBTQA respondents indicated that they believed the environment was “not good” while 28 (15%) of LGBTQA-identifying responders perceived the environment as either “not good” or “poor” (Figure 3 in Appendix).

Gay and lesbian respondents rated DePaul’s environment similarly to respondents who did not identify as gay or lesbian, though the environment for lesbians was seen as slightly worse than the campus environment for gay men (Figure 4 in Appendix). Very few respondents rated campus climate as not good or poor for either group. Interestingly, those who did not identify as gay or lesbian rated the campus environment for lesbians as “great” at a lower rate than gay and lesbian students.

Bisexual, pansexual, and sexually fluid respondents perceived DePaul’s campus environment as generally good for bisexual and pansexual students, though at lower rates than students who do not identify as bisexual, pansexual, or sexually fluid. It is also worth noting that the campus environment is described as worse for bisexual and pansexual students than gay or lesbian students. About 23 (30%) of Bisexual/Pansexual/Fluid student described the environment as either “not good” or “poor” (Figure 5 in Appendix).

Importantly, respondents reported LGBTQA-related identities that were not gay, lesbian, or bisexual/pansexual at much lower rates, and as such the following results should be interpreted with caution. Qualitative responses, discussed below, provide more insight on how students perceive campus environment for students who do not identify as gay, lesbian, or bisexual/pansexual, but still fall under the LGBTQA+ umbrella.

With regard to campus environment for asexual and aromantic students, the campus climate is generally viewed as good. These rates are generally on par with that of bisexual and pansexual students (Figure 6 in Appendix). Similarly, while a majority of respondents rated campus climate for queer students as “good” or “great,” much fewer respondents rated campus climate as “great” for queer students, especially for respondents who identified as queer. About 7 (36%) of queer students described the environment as either “not good” or “poor” (Figure 7 in Appendix).

Campus climate for students identifying as trans was rated as “good” or “not good” by the six respondents who identified as trans men or trans women. Respondents who did not identify as trans men or trans women responded in a largely similar vein, though there was more variability in responses provided and a greater lean towards negative perception of the climate compared to those who identified as trans Men and trans women (Figure 8 in Appendix).

Campus climate for gender non-conforming and non-binary students was rated worse than any of the identities mentioned thus far. None of the 17 respondents who identified as gender non-conforming or non-binary rated campus climate as great, only four rated it as good, and 13 (76%) of the responses indicated that the environment was either “not good” or “poor” for them (Figure 9 in Appendix).

We also asked students about their perceptions of DePaul’s environment for students like them. While a majority of LGBTQA-identifying students rated the campus environment as “good” or “great,” they gave these ratings less often than non-LGBTQA-identifying students (Figure 10 in Appendix).

With regard to current and former students’ perceptions, responses indicate the following themes:

- **An appreciation of student groups** such as Gender?, Spectrum, and Act Out; a non-intrusive, inclusive, and accepting campus environment; built-in support networks within some areas of campus (e.g. School of Music; College of Digital Media; Women and Gender Studies; Peace, Justice, and Conflict Studies). Students specifically noted the visibility of LGBTQA Student Services and the Center for Identity, Inclusion, and Social Change, citing a general awareness of news, events, and organizations, and that LGBTQA Student Services and the Center do a good job of supporting students.
- **A strong sense of community**; and the visibility of LGBTQA+ support through posters and other visual cues, and the ability to take classes on LGBTQA-related topics. As one student put it, “A person’s sexual identity is not put into question or even taken in as a factor of consideration, which shows how integral and less shocking a person’s sexual identity has become nowadays. It’s becoming normal, which is a good thing.” Students

did note, however, that gay men are perceived to be the most supported by the university, with “many white gay male students and faculty in prominent positions,” and another going so far as to say that “gay men specifically are near idolized at DePaul.”

- Others noted that **students who conform to gender norms are better supported** and that there are many assumptions regarding pronoun usage; as an example, one student specifically recalled an in-class experience where students were commenting that if someone identified as trans they “better look the part.” Another comment stated that gay and lesbian individuals are represented more than non-binary, asexual, pansexual, and bisexual identities, though the student also felt that this was changing. Still, students expressed a desire to have broader discussions around sexuality and especially gender identity.
- **Students expressed varying opinions on the campus environment for LGBTQA identities.** Some students feel that DePaul does not have an actively negative environment for these identities, but rather community members tend not to recognize them due to a lack of awareness or knowledge, or at worst indifference to the topic. Others, however, cited microaggressions or harassment from other students, faculty, or staff. One alumni who identifies as trans recounted experiencing various issues, such as trouble with the name-changing process, issues with Housing not appearing to know who to room the student with, and harassment on campus, including one incident where another student used a slur in public. Another student mentioned that lesbian and bisexual women were highly sexualized to the point of experiencing sexual aggression from men.
- **A lack of institutional resources.** Students, faculty and staff raised concerns specifically surrounding the general lack of gender inclusive restrooms, housing, and locker usage at the Ray [DePaul’s recreation center]; a perceived lack of opportunities for non-LGBTQA-identifying individuals to learn about LGBTQA-related topics; and environments that cater to straight/cisgender audiences (potentially indicating a general lack of knowledge from faculty/staff). Other suggestions from students included more resources to help students navigate healthcare resources, greater awareness of more marginalized communities (e.g. non-binary, trans, asexual/aromantic), more variety in programming (e.g. including drag kings in the professional drag show), greater awareness surrounding pronoun usage, greater awareness/advertisement of LGBTQA-related support systems on campus, and more inclusion of LGBTQA-related topics in classrooms. One respondent suggested a Sex Week, arguing that “sex education, especially in regard to queer bodies and identities, is critical.”

VI. Discussion & Interpretation of Results

Lessons Learned

What we are doing well:

Students specifically noted the **visibility** of LGBTQA Student Services and the Center for Identity, Inclusion, and Social Change, citing a general awareness of news, events, and organizations, and that LGBTQA Student Services and the Center do a good job of supporting students.

Students approved the programs, events, and services that LGBTQA Student Services offered and generally feel that they are necessary for students who identify as LGBTQA, regardless of whether

the students utilized the services themselves. However, many students responded that they were largely unaware of what LGBTQA Student Services offers the community.

Faculty and staff described DePaul as attempting to create a welcoming and inclusive environment and that LGBTQA+ issues have relatively high visibility on campus. Respondents praised the university's services, support, and bathroom facilities. One respondent, for example, stated there is "a culture at DPU that encourages people to be themselves and a culture that is generally nonjudgmental regarding sexual identity." Another commented that the environment at DePaul is markedly better than it would be at other institutions, particularly Catholic institutions.

Some comments emphasized that even for the services and resources that student did not need, they felt it was **important DePaul offered them** for students who might need them, especially as a Catholic institution. As one student put it, "I selected very important for each of these items because I think that it is important that students at least have access to each of these programs." Another student commented that some resources may not be necessary for all students, but that this does not mean that they are not a crucial part of the DePaul experience.

What we can improve on:

Peer support and visibility. Students expressed a desire for physical spaces to spend time in, particularly away from the academic setting of a lecture or other educational event. One student mentioned that it was often difficult to meet other people. Safe spaces were mentioned often, with one student specifically expressing a desire for "anything that allows for people to ask questions about gender an orientation in a private, nonjudgmental manner." One student suggested LGBTQA events on the quad, as they would be "encouraging, supportive, and fun." Students appear to want to see more faculty involvement and visible support from faculty and administration and more visible role models.

Many respondents simply want **more awareness/visibility of current resources.** A few students mentioned again that they were unaware of what resources are available on campus. As one student put it, "There are a lot of great services that I was unaware of and could have taken advantage of if they were known." Students who are not active in LGBTQA student groups felt especially unaware of what events are happening, and some mentioned it was difficult to find information on events. Others suggested having more variability in scheduling events; for example, one student wanted resources for non-binary students that were not scheduled on Mondays or Wednesdays, while another student said the events were difficult to attend as a commuter student. Yet another expressed regret about not knowing Queer Peers existed.

Some respondents expressed that shy students can feel intimidated by LGBTQA Student Services and their programs due to the impression that there is an "in" group, which can feel exclusionary. Others mentioned that while the visibility of the Center is a good thing, newly out students or students who are just beginning to explore their sexuality may feel intimidated by more well-established students and by the Center itself. One student stated she felt scared to attend events alone, while another tends to stay uninvolved because "students tend to shun other people out based on [her] experiences."

There were **suggestions regarding allies**, specifically making some LGBT events more open to allies and educating potential allies, and encouraging more allies to be involved with LGBTQA

issues. Students appear to want to find a way to allow allies to be feel welcome and be productive supporters of LGBTQA communities. As one student put it, they wanted an environment that is “not perceived as inclusive only to those within the community.” Some students shared experiences where they witnessed negativity toward allies, often specifically with student groups; for example, one respondent witnessed a student being harangued for using the term “feminine” incorrectly during an Act Out meeting. That student expressed wanting to see “support, not a liberal arts display of who can say the biggest words when talking about gender and sexuality.” Another student expressed a desire for “attention to normalizing natural inclinations of human beings without stepping on the notion that all perspectives are valid and worth understanding.” Someone else echoed that sentiment in another way, suggesting student “practice acceptance rather than exclusion through accusing language or silencing someone because they're triggering you.”

Students had **suggestions for events** as well, in addition to ones mentioned above. Respondents suggested less serious events that celebrate the “Queer experience,” such as open mics, bake sales, gay prom, and poetry readings. A graduate student expressed a desire for more graduate student events, especially more informal ones, like “exploring Chicago events but with other queer people.”

Challenges and Limitations

Ideally we would have had more responses to the survey but we believe that we had a good sample population. We were delayed on disseminating the survey broadly due to trolling of Center’s social media sites. The survey followed a program that received public critique for its title and this may have impacted responses.

VII. Recommendations and Plans for Action

Recommendations

Based on the results of the survey and conversations with LGBTQA Student Services staff, we recommend the following next steps for LGBTQA Student Services and the Center for Identity, Inclusion, and Social Change:

- 1. Provide more programming, advocacy, and support to students marginalized *within* the umbrella LGBTQA community, i.e. bisexual, pansexual, transgender, and non-binary students.** As indicated in the survey results, students with these and other marginalized identities perceived DePaul as less welcoming than those in more dominant identity groups (i.e. lesbian and gay).
- 2. Continue to expand outreach beyond Lincoln Park campus** and expand the advertising campaigns for events and other activities and opportunities. In particular, it may be useful to advertise to community members not already involved with LGBTQA Student Services or the Center.
- 3. Continue to reach out to faculty and staff**, especially with regard to opportunities for education and advocacy. Campus environment will continue to improve to the extent that faculty and staff are able to provide support for students who identify as LGBTQA.

4. **Continue to explore the intersections of sexuality and gender identity and other identities.** Based on the results of this survey, there is particular interest in understanding how sexuality intersects with other identities.
5. **Explore the DePaul community's relationship with the term "safe space."** As one might expect, various definitions of the term "safe space" permeate the DePaul community, even within LGBTQA spaces. It may be difficult to move forward with action steps surrounding safe spaces until there is a better understanding of what the term means for the DePaul community, as the term has both positive and negative connotations. It may also be helpful to explore the literature on counterspaces as well, as the concepts behind these terms may have unintended side effects.
6. **Provide guidance around community building and leadership skills within student organizations affiliated with LGBTQA Student Services to help create a sense of community.** Some students felt intimidated by the established settings and relationships within LGBTQA Student Services and affiliated student groups. It is likely that student groups are not intentionally creating exclusionary spaces, and it is also unlikely they are aware they are putting some students off. Collaborating with student groups, as well as Center staff, to create intentionally welcoming environments will likely go a long way to minimizing this concern.
7. **Consider providing more opportunities for people with privileged identities to engage with LGBTQA Student Services programs.** There does not appear to be a perception that LGBTQA Student Services is for LGBTQA+ people only, however students from dominant identity groups (i.e. heterosexual and cisgender) expressed an interest in learning how to get more involved in and/or educated about various activities.
8. **Focus more efforts on faculty and staff insofar as their education and advocacy can help students.** LGBTQA Student Services focuses on students, however, faculty and staff do not appear to be well-educated on what services the center provides for students, and many are providing direct services to LGBTQA students. Additionally, some students felt that faculty and staff should be required to take Safe Zone (or a similar) training so that they can better interact with students in the classroom and more prominent role models among faculty and staff. It may be helpful for LGBTQA Student Services to explore the ways that faculty and staff might be willing to get involved, as well as expanding educational opportunities for this group.
9. **Ensure students' emotional and relational needs are met.** Students who face rejection and discrimination based on their sexual orientation and/or gender identity appear to face emotional and relational rejection and discrimination most often. It would be beneficial for LGBTQA Student Services to explore how it can help students meet these needs. Some suggestions from students have revolved around mental health, as well as dealing with difficult situations (e.g. coming out in a non-supportive family).
10. **Provide more programming and workshops centered on LGBTQA intersectionality with other identities.** Students also wanted more visibility of and education around asexuality, bisexuality, the problem of femme erasure, experiences of questioning students, the concept of Two-Spirit, and various forms of intersectionality, such as that of LGBTQ identities with race, disability, first generation college student status, and income.

Recommendations for Campus Partners are encompassed in the Action Plan.

Action Plan

There are many recommendations that the Center plans to implement and they all require a variety of steps. Some will be easy to adjust our work to accommodate but others will require multiple steps, constituents, and long-term implementation.

Bi/Pan/Fluid Programming

Following the model established by the Gender? discussion group in the 2015-16 academic year, we will launch between one and three weekly discussion groups focusing on bi/pan/fluid sexualities, multiracial identities, and intersectional identities. We will increase publicity and reach of Gender? and future discussion groups. We will also strive to include bi/pan/fluid voices within our External Programming Series.

Loop Outreach

In order to provide additional outreach and publicity in the Loop campus, we will also continue to expand marketing and outreach efforts on the programs taking place in the Center. This will be an on-going process and we plan to implement as soon as we begin publicizing programs, workshops, and initiatives again.

Faculty

We plan to continue to train faculty and staff to the best our abilities to help students feel included within the classroom and outside of it. We will also continue to work on Trans in the Classroom workshop that appealed to faculty and staff in the past and use it for training this 2016-2017 academic year.

Ally Development Workshops

The Safe Zone workshop program will be revised and renamed this summer for the 2016-17 academic year. In this revision we hope to include more tangible skills and knowledge around bystander intervention.

Expanded Individual Support

For student who feel intimidated or not comfortable in LGBTQA student organizations or with the Center staff, we will expand marketing for Queer Peers, a program designed to provide individualized peer mentorship between student volunteers in the Center and students who recently came out or are in the process of doing so.

LGBTQA Leadership Development

We also provide leadership development for all student organizations affiliated with our Center quarterly through Leadership Circles. We will look at the curriculum to make sure that it's through a more inclusive lens. Previously a Queer Justice League encompassing leaders of student organizations came together quarterly for leadership trainings and we will bring this initiative back this year.

Student Emotional Needs

In order to ensure student's emotional needs are being met we will have intentional conversations with UCS and Center with Students with Disabilities and the identity support group with the externs in these offices. This might result in presentations on how to support

LGBTQA students. SoJA speak outs will be another opportunity to create a platform to discuss these issues and challenges. We will also provide spaces for students to examine privileges within the LGBTQA community to help promote and provide spaces for conversations around being uncomfortable with privileges.

Sharing the results

The results will be shared internally within the department first. The final report will be shared and then the findings will be discussed during a staff meeting in August. We'll discuss the best ways to disseminate the information more broadly. The information will be shared within the Division of Student Affairs, students, faculty, staff., broader campus community as well as externally. We will specifically share information regarding exclusive facilities, policies, and practice with upper administration in the hopes to enact change. It's important especially for those who took part in the survey to see the results so we'll use many of the same medians as we did to solicit survey takers. It's important to share broadly as this information will have an impact on prospective students, faculty and staff.

By reviewing the findings, other departments can consider how they can support making the campus a more inclusive space for members of the LGBTQA community. There is immediate need for shifts to make the campus more affirming and accessible for gender non-conforming and non-binary students. Gender non-conforming and non-binary students' perceptions of campus climate was the worst amongst groups surveyed. They noted particular difficulty with ignorant peers, faculty, and staff. They also noted difficulty finding on-campus housing as well as gender inclusive restrooms.

Student, staff, and faculty can all become more aware of issues and obstacles facing the LGBTQA community at DePaul and reflect on how they can make it a more inclusive campus. Positive change can happen at the individual and institutional level. This will vary from faculty asking for pronouns in the classroom to administration changing policies around housing and restrooms to make them more inclusive.

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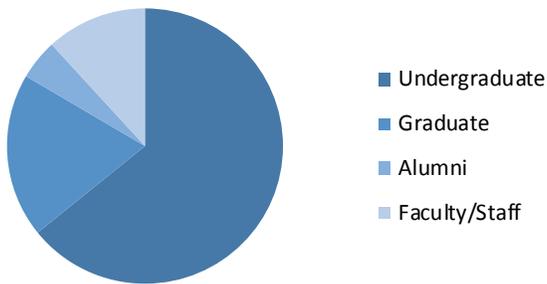
Appendices

Figure 1: Respondents' Demographic Information

	Undergraduate Student	Graduate Student	Alumni	Faculty/Staff
Age, M (Range)	20.72 (17-30)	25.75 (22-36)	24.75 (22-30)	45.90 (27-69)
No Response	1	1	0	0
Year				
First	38 (23.3%)			
Second	42 (25.8%)	N/A	N/A	N/A
Third	40 (24.5%)			
Fourth	28 (17.2%)			
Fifth	9 (5.5%)			
No response	6 (3.7%)			
Transfer Student				
Yes	40 (24.5%)	1 (2.0%)	N/A	N/A
No	117 (71.8%)	48 (98.0%)		
No Response	6 (3.7%)			
First Generation				
Yes	42 (25.8%)	20 (40.8%)	1 (8.3%)	N/A
No	119 (73.0%)	29 (59.2%)	11 (91.7%)	
No Response	2 (1.2%)	-	-	
Campus(es)				
LPC	141 (86.5%)	34 (69.4%)	11 (91.7%)	24 (80%)
Loop	98 (60.1%)	20 (40.8%)	7 (58.3%)	10 (33.3%)
Online	1 (0.6%)	1 (2.0%)	-	-
Sexual Orientation				
Straight	23 (14.1%)	9 (18.4%)	2 (16.7%)	8 (26.7%)
Gay/Lesbian	49 (30.1%)	18 (36.7%)	3 (25.0%)	13 (43.3%)
Bi/Pan/Fluid	67 (41.1%)	11 (22.4%)	5 (41.7%)	5 (16.7%)
A/Gray/Demi	7 (4.3%)	2 (4.1%)	1 (8.3%)	-
Queer	12 (7.4%)	7 (14.3%)	1 (8.3%)	4 (13.3%)
Other	4 (2.5%)	2 (4.1%)	-	-
No Response	1 (0.6%)	-	-	-
Gender Identity				
Cisgender	129 (79.1%)	42 (85.7%)	11 (91.7%)	29 (96.7%)
Trans Man	4 (2.5%)	-	-	1 (3.3%)
Trans Woman	3 (1.8%)	1 (2.0%)	-	-
Non-Binary	23 (14.1%)	4 (8.2%)	1 (8.3%)	-
Other	4 (2.5%)	2 (4.1%)	-	-
Trans identification				
Yes	16 (9.8%)	3 (6.1%)	1 (8.3%)	1 (3.3%)
No	143 (87.7%)	46 (93.9%)	11 (91.7%)	-
Decline to Answer	4 (2.5%)	-	-	-
Race/Ethnicity				
Asian	3 (1.8%)	2 (4.1%)	-	2 (6.7%)
Black	8 (4.9%)	1 (2.0%)	1 (8.3%)	4 (13.3%)
Latinx	27 (16.6%)	4 (8.2%)	-	2 (6.7%)
Middle Eastern	4 (2.5%)	-	-	22 (73.3%)
White	107 (65.6%)	39 (79.6%)	9 (75.0%)	-
Multiracial	12 (7.4%)	3 (6.1%)	2 (16.7%)	-
No Response	2 (1.2%)	-	-	-
Faith Identity				
Agnostic	41 (25.2%)	7 (14.3%)	3 (25.0%)	4 (13.3%)
Atheist/None	52 (31.9%)	20 (40.8%)	4 (33.3%)	7 (23.3%)
Buddhist	-	-	1 (8.3%)	3 (10.0%)
Catholic	18 (11.0%)	7 (14.3%)	-	5 (16.7%)
Christian	19 (11.7%)	7 (14.3%)	-	5 (16.7%)

Hindu	-	1 (2.0%)	-	-
Jewish	7 (4.3%)	1 (2.0%)	-	1 (3.3%)
Muslim	-	1 (2.0%)	1 (8.3%)	-
Spiritual	13 (8.0%)	5 (10.2%)	3 (25.0%)	5 (16.7%)
Wiccan	2 (1.2%)	-	-	-
No Response	11 (6.7%)	-	-	-
Income				
< \$10,000	9 (5.5%)	7 (14.3%)	-	-
\$10,000-\$19,999	15 (9.2%)	11 (22.4%)	1 (8.3%)	-
\$20,000-\$29,999	16 (9.8%)	2 (4.1%)	2 (16.7%)	1 (3.3%)
\$30,000-\$39,999	11 (6.7%)	4 (8.2%)	2 (16.7%)	2 (6.7%)
\$40,000-\$49,999	8 (4.9%)	4 (8.2%)	2 (16.7%)	3 (10.0%)
\$50,000-\$59,999	12 (7.4%)	5 (10.2%)	1 (8.3%)	3 (10.0%)
\$60,000-\$69,999	13 (8.0%)	-	-	2 (6.7%)
\$70,000-\$79,999	6 (3.7%)	3 (6.1%)	-	1 (3.3%)
\$80,000-\$89,999	7 (4.3%)	-	-	-
\$90,000-\$99,999	12 (7.4%)	-	3 (25.0%)	4 (13.3%)
\$100,000-\$149,999	14 (8.6%)	7 (14.3%)	1 (8.3%)	6 (20.0%)
\$150,000+	21 (12.9%)	1 (2.0%)	-	7 (23.3%)
No Response	19 (11.7%)	5 (10.2%)	-	1 (3.3%)
Disability Status				
Yes	27 (16.6%)	6 (12.2%)	2 (16.7%)	2 (6.7%)
No	132 (81.0%)	43 (87.8%)	10 (83.3%)	28 (93.3%)
No Response	4 (2.5%)	-	-	-

Figure 2: Respondents' Classification



Campus environment is perceived as good for LGBTQA-identifying students

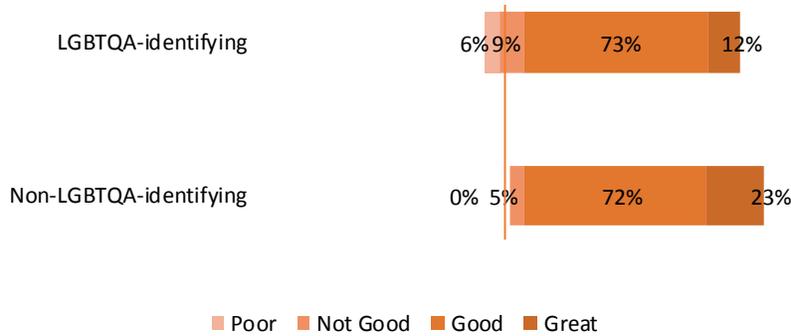


Figure 3: Campus Perception of Environment for LGBTQA- Identifying Students

Campus environment is perceived as very good for gay and lesbian students

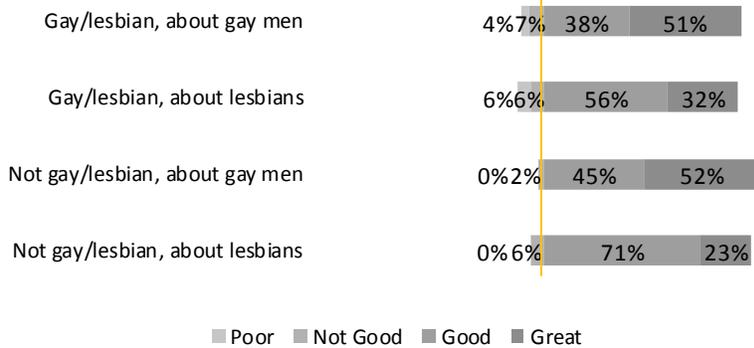


Figure 4: Campus Perception of Environment for Gay and Lesbian Students

Figure 5: Campus Perception of Environment for Bisexual and Pansexual Students

Campus environment is perceived as good for bisexual and pansexual students

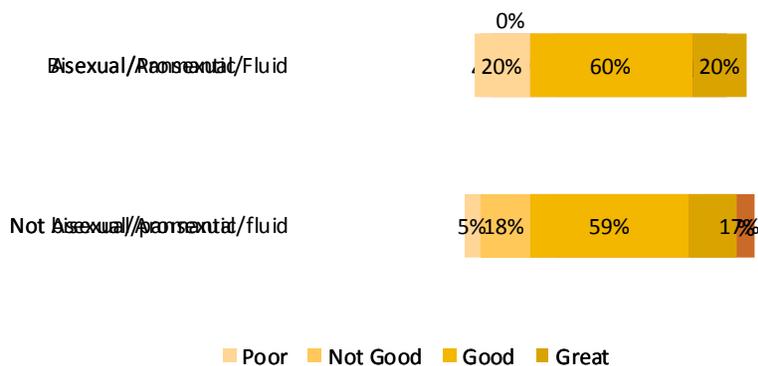


Figure 6: Campus Perception of Environment for Asexual and Aromantic Students

Queer respondents perceive campus climate as worse for queer students

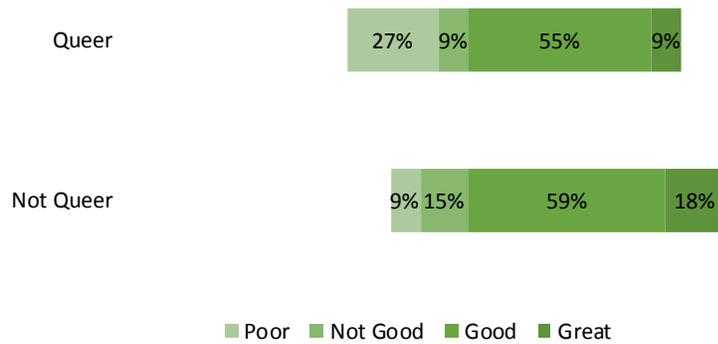


Figure 7: Campus Perception of Environment for Queer Students

Trans men and women see campus climate as good

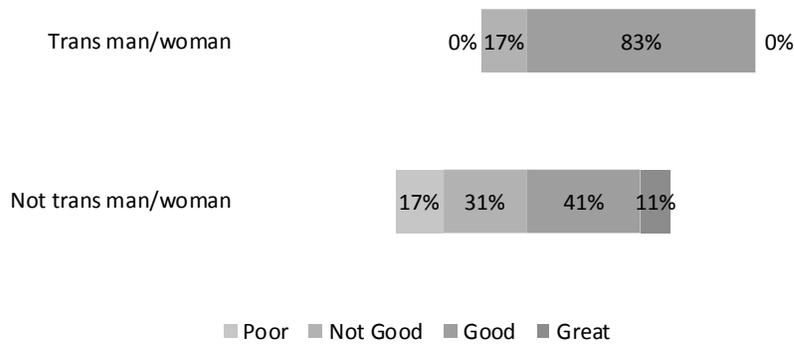


Figure 8: Campus Perception of Environment for Trans Men and Trans Women

Gender non-conforming and non-binary respondents rate campus climate poorly

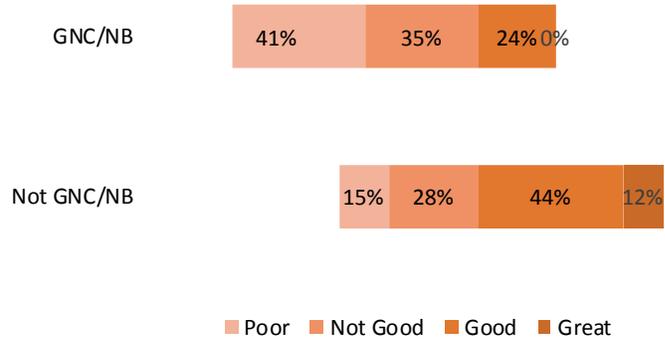


Figure 9: Campus Perception of Environment for Non-Conforming and Non-Binary Students

LGBTQA-identifying students feel worse about DePaul's campus environment

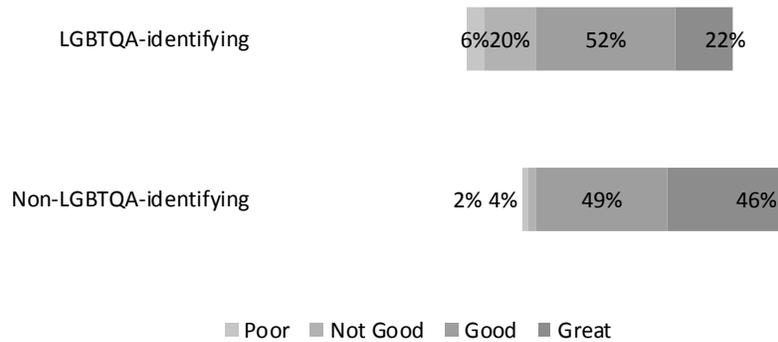


Figure 10: Perception of Campus Environment

Student Survey

Demographic Questions

Thank you for taking the time to complete the DePaul LGBTQA Student Services Needs Assessment! We are primarily seeking respondents who identify with a sexual orientation and/or gender identity that is marginalized in society (i.e. lesbian, gay, bisexual, queer, pansexual, asexual, intersex, transgender, non-binary, etc.). We also value the perspectives of people who identify as allies to this community.

This assessment is designed to provide feedback on our programs and services, as well as general experiences on campus. Your responses will be used to help us plan for future programs and events, as well as give us guidance on where to focus our advocacy efforts.

Your responses are all voluntary, and you have the right to stop taking this survey at any time.

The survey should take no more than 15 minutes to complete.

This assessment is being carried out by Crystal Steltenpohl, MA, a graduate student in DePaul's community psychology PhD program, and Katy Weseman, LGBTQA Student Services Coordinator in the Center for Identity, Inclusion and Social Change. If you have any questions about this survey, you may contact us at cstelten@depaul.edu or kweseman@depaul.edu, respectively.

Please tell us a bit about yourself by answering the questions below.

What is your age? _____

What term(s) best describe(s) your race and/or ethnicity? _____

What term(s) best describe(s) your sexual orientation? _____

What term(s) best describe(s) your gender identity? _____

Do you identify as transgender?

- Yes
- No
- Decline to answer

What term(s) best describe(s) your faith identity? _____

Role at DePaul University:

- 1st year undergraduate
- 2nd year undergraduate
- 3rd year undergraduate
- 4th year undergraduate
- 5th year undergraduate
- 6th year or beyond undergraduate
- Graduate student
- Alumni | Graduation year: _____
- Faculty
- Staff

Are you a transfer student? (*Asked if participant chose undergraduate or graduate student.*)

- Yes

- No

What year did you become a DePaul student? (*Asked if participant responded yes to previous question.*)

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year
- 6th year or beyond

Are you a first generation college student (i.e. neither of your parents have a four-year college degree)? (*Asked if participant chose undergraduate or graduate student.*)

- Yes
- No

Have you ever been a first generation college student (i.e. neither of your parents have a four-year college degree)? (*Asked if participant chose alumni.*)

- Yes
- No

When do you expect to graduate? Please use format mm/yyyy. (*Asked if participant chose undergraduate or graduate student.*) _____

Please rate your intention to graduate: (*Asked if participant chose undergraduate or graduate student.*)

- Definitely will not graduate
- Probably will not graduate
- Probably will graduate
- Definitely will graduate

On which campus(es) do you spend your time? (Check all that apply) (*Asked if participant chose undergraduate or graduate student.*)

- Lincoln Park campus
- Loop campus
- Naperville campus
- O'Hare campus
- I am completing my degree online

On which campus(es) did you spend your time? (Check all that apply) (*Asked if participant chose alumni.*)

- Lincoln Park campus
- Loop campus
- Naperville campus
- O'Hare campus

- I completed my degree online

On which campus(es) do you spend your time? (Check all that apply) (*Asked if participant chose faculty or staff.*)

- Lincoln Park campus
- Loop campus
- Naperville campus
- O'Hare campus
- I do my work mostly online

Give your best estimate of your household's total income last year.

- Less than \$10,000
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000-\$39,999
- \$40,000-\$49,999
- \$50,000-\$59,999
- \$60,000-\$69,999
- \$70,000-\$79,999
- \$80,000-\$89,999
- \$90,000-\$99,999
- \$100,000-\$149,999
- More than \$150,000

Do you identify as having a disability?

- Yes (please specify what kind of disability) _____
- No

participated in an on-going LGBTQA Student Services-hosted program such as Queer Peers and Gender? or other identity-focused discussion groups?	<input type="radio"/>					
obtained HIV or STI testing offered at DePaul?	<input type="radio"/>					
participated in a student organization affiliated with LGBTQA Student Services (e.g. Spectrum DePaul, Act Out DePaul, Queer People of Color DePaul, Trans*(formation) DePaul, OutLaws, SAGA (no longer active), Believers OutLoud (no longer active), etc.)?	<input type="radio"/>					
taken an LGBTQ Studies class?	<input type="radio"/>					

If you selected "other," please let us know what your response is.

How important or unimportant is it that DePaul students (i.e. yourself and others) can...

	Not important at all	Somewhat unimportant	Somewhat important	Very important
physically visit a space on campus dedicated to LGBTQA+ related topics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
receive LGBTQA+ related information from info tables and poster displays?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with LGBTQA Student Services staff for advocacy and/or support?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meet with other Center for Identity, Inclusion and Social Change staff for LGBTQA+ related advocacy and/or support?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend workshops or presentations on LGBTQA+ related topics voluntarily?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend workshops or presentations on LGBTQA+ related topics in class or part of another requirement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in a Safe Zone Training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend LGBTQA+ related events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attend LGBTQA+ focused celebrations (e.g. welcome reception and Lavender Graduation and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stonewall Awards)?				
participate in LGBTQA+ related ongoing programs (e.g. Queer Peers and discussion groups)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have access to HIV and STI testing on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in LGBTQA+ related student organizations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
take LGBTQ Studies classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For items above you identified as important, please let us know how they are important.

For the items above you identified as unimportant, please let us know how they are unimportant.

Please expand on any of your answers above, if you feel comfortable.

The following questions ask about the advocacy needs of LGBTQA+ students.

What kind of support do you think LGBTQA+ DePaul students need?

What additional resources/services would you like to see for LGBTQA+ DePaul students?

Where do you feel LGBTQA Student Services needs to focus advocacy efforts in the immediate future?

The following questions ask about your perceptions of the environment at DePaul surrounding LGBTQA+ related topics.

How would you describe the DePaul environment for students with the following identities during your time there?

	Poor	Not good	Good	Great	I don't know
All LGBTQA+ identities	<input type="radio"/>				
Gay men	<input type="radio"/>				
Lesbian	<input type="radio"/>				
Bisexual and pansexual	<input type="radio"/>				
Asexual and aromantic	<input type="radio"/>				
Gender non-conforming and non-binary	<input type="radio"/>				
Trans*	<input type="radio"/>				
Queer	<input type="radio"/>				
Students like me	<input type="radio"/>				

For the identities you listed as good or great, how do you see the school's environment supporting these identities?

For the identities you listed as not good or poor, how do you see the school's environment not supporting these identities?

While a student at DePaul, have you experienced any of the following because of how others responded to your sexual orientation?

	No	Yes	Prefer not to answer
Been the subject of slurs or jokes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been rejected by a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been rejected by a classmate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been emotionally rejected by a family member (e.g. they refuse to talk to you about your sexual orientation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been financially rejected by a family member (e.g. they withheld financial support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been rejected by a professor or staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been threatened with physical violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been physically assaulted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had personal property damaged or destroyed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please elaborate on your experience, if you feel comfortable.

While a student at DePaul, have you experienced any of the following because of how others responded to your gender identity?

	No	Yes	Prefer not to answer
Been the subject of slurs or jokes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been rejected by a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been rejected by a classmate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been emotionally rejected by a family member (e.g. they refuse to talk to you about your gender identity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been financially rejected by a family member (e.g. they withheld financial support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been rejected by a professor or staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been threatened with physical violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been physically assaulted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had personal property damaged or destroyed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been made to feel unwelcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please elaborate on your experience, if you feel comfortable.

While a student at DePaul, how often have you been made to feel unsafe in response to your sexual orientation?

- Never
- Rarely
- Sometimes
- Often
- Always

While a student at DePaul, how often have you been made to feel unsafe in response to your gender identity?

- Never
- Rarely
- Sometimes
- Often
- Always

How often have you felt that your sexual orientation is accepted and affirmed while a student at DePaul?

- Never
- Rarely
- Sometimes
- Often
- Always

How often have you felt that your gender identity is accepted and affirmed while a student at DePaul?

- Never
- Rarely
- Sometimes
- Often
- Always

Have you ever had to do any of the following while a student at DePaul because of discrimination or rejection of your sexual orientation and/or gender identity?

	No	Yes
miss class	<input type="radio"/>	<input type="radio"/>
withdraw from a class	<input type="radio"/>	<input type="radio"/>
withdraw from all of your classes	<input type="radio"/>	<input type="radio"/>

Thank you for your time.

Please contact Crystal Steltenpohl at cstelten@depaul.edu or Katy Weseman at kweseman@depaul.edu if you have any questions or comments about the survey.

For more information about the Center for Identity, Inclusion and Social Change, in which LGBTQA Student Services is housed, please visit our websites: <http://go.depaul.edu/inclusion> and <http://go.depaul.edu/lgbtqa>.

Faculty and Staff Survey

The following questions ask about DePaul's campus environment and availability of resources for LGBTQA+ students.

How would you describe the DePaul environment for students with the following identities?

	Poor	Not good	Good	Great	I don't know
All LGBTQA identities	<input type="radio"/>				
Gay men	<input type="radio"/>				
Lesbian	<input type="radio"/>				
Bisexual and pansexual	<input type="radio"/>				
Asexual and aromantic	<input type="radio"/>				
Gender non-conforming and non-binary	<input type="radio"/>				
Trans*	<input type="radio"/>				
Queer	<input type="radio"/>				

Please provide specifics for your answers above, if you feel comfortable. What about DePaul's environment makes you feel that way?

How knowledgeable or unknowledgeable do you feel about resources available to LGBTQA+ students at DePaul?

- Not knowledgeable at all
- Slightly knowledgeable
- Moderately knowledgeable
- Very knowledgeable
- Extremely knowledgeable

Have you referred or connected students to LGBTQA Student Services at DePaul in the past?

- Yes
- No

How often have you provided services and direct support for students surrounding LGBTQA+ related issues?

- Never
- 1-2 times
- 3-4 times
- 5 or more times

Have you known students who have had to do any of the following because of discrimination or rejection of their sexual orientation and/or gender identity?

	No	Yes
miss class	<input type="radio"/>	<input type="radio"/>
withdraw from a class	<input type="radio"/>	<input type="radio"/>
withdraw from all of their classes	<input type="radio"/>	<input type="radio"/>

Thank you for your time.

Please contact Crystal Steltenpohl at cstelten@depaul.edu or Katy Weseman at kweseman@depaul.edu if you have any questions or comments about the survey.

For more information about the Center for Identity, Inclusion and Social Change, in which LGBTQA Student Services is housed, please visit our websites: <http://go.depaul.edu/inclusion> and <http://go.depaul.edu/lgbtqa>.