

University at Buffalo LGBTQ+ Support Services Committee Report (February 2020)

EXECUTIVE SUMMARY

This report of the University at Buffalo LGBTQ+ Support Services Committee emerged from a charge from the Vice Provost of the Office of Inclusive Excellence (VPIX). The committee's charge was to provide a report that would help the VPIX "to understand what constitutes best practices at other universities and how UB compares. What does UB currently offer with regard to support in areas of health, education, research, advocacy, and connection to the community? What is missing?" In addition to answering these questions, this report conveys a list of prioritized recommendations from among a larger list of actions we suggest UB take based upon our research.

In terms of comparisons to other universities, we chose to focus on Association of American Universities (AAU) schools as well as universities within the State University of New York (SUNY) System, some of which are not AAU members. Per our charge from the VPIX, we examined five areas: research, education, health, advocacy, and community connections. The information we report in each section of this report is organized around each of those areas.

The report begins with a section on the "status quo" which provides some sense of some key facts and themes about UB's LGBTQ+ population. We include here some discussion of what UB currently offers in terms of LGBTQ+ services. We then highlight current challenges that students, faculty, and staff face in receiving effective LGBTQ+ support services at UB. Finally, we offer a list of recommended actions we ask that the UB administration take as an urgent step toward improving the current landscape of LGBTQ+ support services on campus. We conclude the report with some discussion of the rationale and anticipated impact that making key changes in LGBTQ+ support services at UB will have on students, faculty, and staff, changes that we believe will support UB's mission and goal of becoming a Top 25 public research university in the coming years.

In sum our report finds that while UB does offer some important services specific to LGBTQ+ people, these services were either very difficult to access or simply not comprehensive enough to meet the needs of UB's LGBTQ+ students, faculty, and staff. For example, at the time we began our research, we noticed that when one does a web search of the phrase "LGBT" on UB's website homepage, no information was returned regarding LGBTQ+ support services available to people at UB. We also found that, with the exception of a few important services (e.g. assistance in pursuing name changes for trans* students), UB is behind in the types of services offered in comparison to other SUNY campuses and AAU institutions. These institutions, at a minimum, have a designated space and staff positions that are committed to successfully supporting the LGBTQ+ community on those campuses and are accountable to that constituency.

In addition, and perhaps most importantly, our research found that it is imperative that whatever actions are taken toward the improved inclusion and support of LGBTQ+ people at UB be conceived and implemented through an intersectional focus. That is, in order for LGBTQ+ support services to be effective on matters of gender and sexuality, they must also be explicitly attentive to matters of race, ethnicity, class, ability, immigration status, and age. It is the finding

of this committee that the effective development and implementation of LGBTQ+ support services are predicated and wholly dependent upon UB and any institution's ability to see the full humanity (i.e. multiple identities) of LGBTQ+ people.

To bring UB into a future practice of providing more effective LGBTQ+ support services, this report issues a number of action-oriented recommendations while prioritizing, from among this longer list, four specific recommendations:

1. We recommend that UB create an LGBTQ+ campus center or resource center that is visible, has dedicated space, and designated full-time staff positions. This would centralize many, if not all, the LGBTQ+ services currently offered as well as be a hub for those very much still needed at UB. A campus or resource center would make LGBTQ+ support services more accessible to the students, faculty, and staff who need to be able to find information more easily. A campus and resource center would also provide programming and a place to connect LGBTQ+ people and allies to the various university and community resources that would make UB, Buffalo, and Western New York a safer and more supportive place to live, learn, and work.
2. We recommend that UB develop a digital or web resource that centralizes all the relevant information in order to enhance the intellectual, educational, social, and cultural life of UB's students, faculty, and staff. This digital space could include but not be limited to LGBTQ+ support services information on compliance per the Office of Equity, Diversity, and Inclusion (EDI), but go beyond that office to touch on other aspects of LGBTQ+ support services that are needed but not being offered. We feel that this digital space would also highlight services that are being offered but people are not necessarily aware of where to find them. Such information is currently so decentralized, incomplete, and in some cases completely unavailable online, that those who need it do not have access or are simply not being supported. The lack of a strong digital presence and branding also gives the appearance to those who encounter the university via our website that UB has absolutely no LGBTQ+ support services at all.
3. We recommend that UB take immediate actions to become more efficient in having comprehensive inclusion efforts for Trans* and non-binary students, faculty, and staff in all areas of campus life. Put simply, trans* and non-binary people are being underserved by this university. According to the various students, faculty, and staff with whom we spoke, even those actions taken to do better have been ineffective. As such, a complete review and overhaul of UB policies, including those that profess to be already trans and non-binary inclusive, is in order.
4. We recommend a series of new and reconsidered educational initiatives and programs that will drill down into improving LGBTQ+ support services from the classroom and housing, to health concerns and overall campus climate (e.g. mandatory LGBTQ+ specific compliance training module for all faculty and TAs, a "becoming an LGBTQ+ ally training manual, etc.).

These four priorities were chosen because they intersect most directly with each of the areas of focus under the charge we received. More importantly, these priorities respond most directly and comprehensively to information learned in our research and particularly from the four focus groups we facilitated in November 2019 and December 2019 with students, staff, and faculty. In sum, our sense is that all of our recommendations would go a long way toward addressing

matters of recruitment and retention of LGBTQ+ students, faculty, and staff. Implementing these actions would also demonstrate UB's oft stated commitment to diversity, equity, and inclusive excellence in all aspects of campus life.

STATUS QUO

When completing the 2019 National College Health Assessment II (NCHA2) at the University at Buffalo, 16.6% of responding students indicated they are either asexual, bisexual, gay, lesbian, pansexual, queer or questioning. This would indicate that there are approximately 5,299 students at UB who identify as LGBTQ+. However, the overall response rate to the 2019 survey was low. Only 11% of UB's 31,923 student body completed it. For the sake of comparison, the previous NCHA2 was administered in 2016 and had a 20% response rate. Similar to 2019, 16.1% of respondents indicated they identify as something other than heterosexual. The most recent Campus Skyfactor student data states that 1,523 heterosexual students and 294 lesbian, gay, and bisexual students completed the survey. This 16% LGBTQ+ response resonates with the NCHA2 data. Based on this information, it seems UB's LGBTQ+ student population is approximately 5,000- 5,300.

Alongside this quantitative data, having some insight into the current landscape of LGBTQ+ support services at the University at Buffalo is also imperative. What follows are details of current support services in the areas we were charged to examine. Please note that the information in this section is simply a report on facts and quantitative details relevant to the various areas we examined as a committee. Here, intentionally, we provide no editorializing of the information shared. As such, we ask that you read the section on the status quo with the understanding that much of this information was contested and given valuable empirical and experiential insight based on our research and focus groups with students, faculty, and staff. This information will appear in detail in the latter sections of this report.

Health Care

In terms of health care on campus, students can find some support at UB Counseling Services. At least three of the professional staff at UB Counseling Services consider LGBTQ+ issues a specialty of their practices. All UB Counseling Services client paperwork includes questions about sexual orientation and preferred pronoun usage.

UB Health Services has one provider, Dr. Mary Stock, M.D., who sees students who are seeking information, treatment or referrals regarding gender identity and or medical care toward transition and gender confirmation surgery (GCS) and related procedures. General practitioners see students, including LGBTQ+ students, about sexually transmitted diseases. All staff at UB Health Services receive training on the needs of transgender students.

Health Promotions provides condoms, dental dams and other protection from pregnancy and STDs to all students, including those who identify as LGBTQ+.

The Student Health Insurance, which students can purchase through UB, covers hormone therapy medication and referrals to in network healthcare providers for GCS and any in network hospital stays associated with the surgery.

Restrooms

There are 24, single user, gender neutral restrooms on North Campus, 16 on South Campus and 19 at the downtown campus. These are now listed on Equity, Diversity and Inclusion's website.

Housing

Campus Living provides Gender Inclusive Housing options in traditional residence halls and in apartments. There is a total of 36 gender inclusive spaces. Students do not have to identify as other than cisgender to live in these rooms. They are open to any student, regardless of gender identity. Roommates do not need to share the same gender identity to live together.

Advocacy: Diversity, Equity, and Inclusivity

In terms of diversity and inclusion, both UB Human Resources (HR) and the Intercultural and Diversity Center (IDC) are required to provide Safe Zone Training to individuals and groups requesting it. The IDC also holds two of ten paid student positions, called Diversity Advocates, who provide programming specifically for and about the LGBTQ+ student community on campus. The IDC also holds a monthly dinner for LGBTQ+ students and allies when classes are in session during the Fall and Spring semesters.

The office of Equity, Diversity and Inclusion investigates any complaint of harassment based on gender identity or sexual orientation. They also have staff trained to provide Safe Zone Training to the campus upon request.

UB allows students to use a first or middle name other than their legal name to identify themselves. Student Identification cards have a preferred name printed on the front and legal name on the back. The campus policy states, "the university will use a student's preferred name, when possible, in the course of university education and business unless the student's birth name or legal name is required by law or the preferred name is used for purposes of misidentification, fraud, or misrepresentation. For identity verification purposes, students must use their legal last name. The university is required to use the legal first name for many official records and reports, including, but not limited to: University and State University of New York (SUNY) reporting for compliance purposes, bills, financial aid documents, parking tickets, tax forms, diplomas, transcripts, immigration documents and medical records. Students who change their legal name may update their legal name of record through the Office of the Registrar. A legal name change will not impact students' ability to select a preferred name."

During UB's First Year Student Orientation incoming students see a series of skits on social issues. Among these skits is one focused on LGBTQ students. Afterwards, in small groups of about 20 students per group, these skits are discussed. Discussions are led by Orientation Student Leaders.

The Office of Inclusive Excellence (OIX) provided support and funding for a Pride Parade in April of 2019. OIX also commissioned a Rainbow Crosswalk in front of the Student Union to promote awareness and to help the LGBTQ+ community feel welcomed on campus. In March 2019, OIX also funded a student organized dinner with faculty/staff event. The first speaker was a professor at UB who identifies as a Black queer non-binary femme. They spoke on the topic of "LGBTQ Issues in Higher Education," which was the topic selected by the students.

Advocacy: Student, Faculty, and Staff Organizations

There are student groups recognized by the University and funded by Student Activity Fees. These include the LGBTQA Student Association and O-STEM. Both are part of the Undergraduate Student Association. OUTLaw is a group that works to promote a positive atmosphere for LGBT students and their allies are affiliated with UB's Law School. The School of Social Work has a similar group that began in secret in 1998. Its name has been changed several times since then but the group remains active and currently uses the name PRIDE Social. The LGBTQ+ Grad Club is funded by GSA.

The LGBTQ Faculty Staff Association was formed to bring folks working at UB together for mutual support and fellowship.

Research

There are a number of UB faculty, across humanities, social science, and scientific fields, who have published or have ongoing research and writing projects that focus on LGBTQ+ people. Faculty who do this research are eligible to apply for general campus and external grants to support their research.

The UB Libraries hold, in its circulation and various special collections, a number of texts focused on LGBTQ+ people, as well as journals that publish research on LGBTQ+ people. UB students, faculty, and staff have access to UB Libraries and the various periodicals, online databases, and texts that are held in the UB Libraries catalog, the SUNY catalog, and through interlibrary loan.

The Humanities Institute (HI) houses Research Workshops which helps groups of UB faculty and staff focused on a shared area of intellectual interest to come together and share and discuss research. The groups receive seed money to host speakers, conferences, symposia, and work-in-progress sessions. One of the HI research workshops is the "Queer Studies" research workshop. Though the "Queer Studies Group" is in a period of administrative transition and on hiatus for 2019-2020, it will return for academic year 2020-2021.

Education

The first course on Queer Studies taught at UB was offered in 1971. Currently, there are some courses on LGBTQ+ life, culture, politics, and history offered at UB across various disciplines and fields. The Department of Global Gender and Sexuality Studies and the Department of English are especially known to regularly offer introductory to advanced courses in sexuality studies, gender studies, and queer theory.

Community Connections

While there are a number of faculty, staff, and students who maintain individual or organizational partnerships with LGBTQ+ community groups in the Buffalo metropolitan area, such partnerships are not characteristic of UB institutionally. As such, what connections UB does have to the community outside UB are dependent on ad-hoc community engaged work of individuals and groups.

METHODS

In October 2019 the Vice Provost of the Office of Inclusive Excellence (VIPIX) newly formed an LGBTQ+ Support Services Committee. The committee received a charge to examine what constitutes best practices in LGBTQ+ support services at other universities, determine how UB compares, and recommend actions UB can take to reach optimal strength with regards to support for LGBTQ+ students, faculty, and staff. Specifically, our committee was tasked with focusing on five areas: health, education, research, advocacy, and community connections.

To begin, the committee convened teams which looked at each of the aforementioned areas by researching three Association of American Universities (AAU) and SUNY institutions, comparing their progress on LGBTQ+ support services in the areas we were charged to explore regarding UB. After our initial committee share out, we determined that more information gathering was needed at UB and so we agreed to facilitate focus groups which encompassed students, faculty and staff so that we could identify challenges present at UB and appropriately respond with recommendations that reflected, as much as possible, the qualitative and day-to-day experiences of UB's LGBTQ+ students, faculty, and staff. In total, four focus groups were convened and facilitated by committee members. The focus groups represented students from 2 lower-division undergraduate classes taught in the Department of Global Gender and Sexuality Studies (GGS 101-Intro to Women's and Gender Studies and GGS 109-Intro to Sexuality Studies), a focus group open to all undergraduate and graduate students at UB, and a focus group of UB faculty and staff.

A set of questions was created by the committee and were used for all four of the focus groups (Appendix 1). Questions included inquiries about what types of LGBTQ+ services at UB participants were aware of, any challenges present at UB in identifying as LGBTQ+ people, and the types of support services could mitigate these challenges. After the focus groups were held, notes and transcripts of the conversations were shared out among the committee members. Committee members met to discuss our research in relation to common themes that emerged from the focus group, which got us to the place where we generated a list of recommendations for revision and growth in LGBTQ+ support services at UB. We then, drawing from that list, prioritized four actions that we feel can be taken in the immediate and relatively short-term future to improve LGBTQ+ support services at UB.

CHALLENGES

The following are narrative accounts of what UB students, faculty, and staff identified as challenges they encountered in receiving effective, adequate, or in some cases any, support services in each of the areas we examined. This information correlates to the solutions proposed, but also, the recommended actions and priorities determined by this committee.

Research

One student observed that "there is an assumption that queer-related research is, by nature, humanities research and not part of the sciences." This makes it difficult to pursue such research in non-humanities programs.

Students said it would be helpful if:

- It was easier to find opportunities to do this research;

- There was more education for the faculty so they can effectively guide this sort of research;
- There was more visibility of current LGBTQ+ research at UB;
- There were fellowships and funding available;
- Research opportunities could meet academic requirements.

These concerns were shared by UB faculty. They, too, noted a lack of visibility of current LGBTQ+ research at UB. Some faculty affirmed the notion that there seems to be an assumption of LGBTQ+ research as humanities only, and that there is also a lack of funding and fellowships for LGBTQ+ research in general.

Education

A student noted in a focus group: “You want to bring your full self to your classes. If you are concerned about your safety or if you’re concerned that you won’t be accepted, it hinders your ability to learn.” This is resonant with a sadly too often repeated discussion across focus groups about the fact that many students had experienced professors, instructors, and TAs using incorrect pronouns to address students. As one student indicated, this may come not from malice but from ignorance; they may not understand the importance of using the appropriate pronoun. Regardless of intent, these matters occurred with such frequency and a lack of accountability followed by change, that students were rightfully critical of whether the rhetoric about safe space and inclusivity drilled down enough into faculty practices in classrooms to contribute to those spaces also being safe, noting that safety is bare minimum in terms of what students need in order to learn.

Students indicated that LGBTQ+ issues were most often not brought up in class unless a professor explicitly centers sexuality and gender issues in the content of a course. The standard practice in UB courses is an assumption of heterosexual and cisgender identity. A general consensus was that the impact of this silence or erasure of LGBTQ+ identity and experiences being allowed to stand is that it sends the false message that LGBTQ+ people either don’t exist or aren’t important. The takeaway from that false message is that it is not important to mention LGBTQ+ people or to pay attention to concerns that affect them. “There is a vibe that we don’t exist,” said one student. There is a “general lack of visibility” of LGBTQ+ people in the classroom and elsewhere.

Students noted that sometimes, when these issues are brought up, the burden is placed on the marginalized student to educate the others. This is similar to the experiences of students of color, students with disabilities, and others from historically marginalized and underrepresented groups, who are also burdened with having to educate or correct others in their classes and not given the space to just be a student. One student talked about how one professor’s syllabus included safe space information and that this was a very helpful practice, but a practice that is not widely done. She said this “allows you to present as you want to” at office hours, for example, and that this was “most impactful thing” that had happened to her in a class at UB and nearly brought her to tears.

There was also some discussion about how there are programs of study that do not allow students to choose their own courses (such as Law and Engineering), so there is no opportunity to include

gender studies, sexuality studies or queer studies courses in their curriculum. In addition, reflecting on the UB curriculum, students and faculty note that there are either none or no clearly identified UB Seminars or Pathway courses for LGBTQ+ studies or intersectionality.

An oft repeated point was that it would be helpful to know faculty on campus who identify as LGBTQ+. Students said it would provide a sense of affirmation and a potential community of support. One Law student, for example, said “I really appreciate LGBTQ+ identified law professors.” However, it is difficult to impossible for students to know if there are LGBTQ+ faculty.

Students also pointed out that if UB as a campus offers education about LGBTQ+ services and issues, they are difficult to find via an electronic search, or when on campus. One student pointed out that it doesn’t matter if we offer a service if students can’t find it. Indeed, several members of the LGBTQ+ Support Services committee, in doing research on what support services UB currently offers, turned up no reference to any services at all when we searched “LGBT” at the UB website main page. In fact, the first hit was a reference to an LGBTQ research fellowship at Yale University, not anything pertaining to UB and what it offers LGBTQ+ people. In contrast, a Google search about higher education institutions that excel at supporting the LGBTQ+ campus community yields specific and helpful information. We must note also that, as some of our initial findings were shared prior to this report’s completion, we have noticed that some campus offices specifically charged with addressing matters of diversity, equity, and inclusivity have changed their web presence to make some information available that was not available when we began our work to respond to the VPIX’s charge.

Health

Gender neutral bathrooms were a recurring issue. For many in the focus groups, the prevailing attitude is that there are not enough of them at UB, and for still others there was a sense that there were gender neutral bathrooms but they had no information at hand on where to find them. It is difficult to find information (on the UB website) about where they are located. (Again, this is information that has become more easily searchable since some of our preliminary research was shared, but this was not the case when our committee began our work, nor does it resolve the larger concerns about the lack of a clearly signposted web resource for LGBTQ+ people, which was the concern students raised.) One person said that on the South Campus, they had to leave the building where they work, walk 3 minutes to another building and then go to the 4th floor of that building in order to access the closest gender-neutral bathroom. The gender-neutral bathroom issue becomes even more dire when it is combined with mobility issues (which we are all vulnerable to experiencing on a temporary or permanent basis). Students suggested that the campus would do far better to at least better publicize locations of gender-neutral bathrooms in the facilities where they are located or closest to them.

There was also a concern about the politics of space with regards to gender neutral bathrooms, that is, the location of the restrooms at times send a message one might equate to “shame” or being of less importance. For example, a student noted that at Bonner Hall, the gender-neutral bathroom is, literally, in a closet. Most recently, a committee member was informed that plans to include gender-neutral restrooms in UB’s forthcoming *One World Cafe* were being canceled because, allegedly, the expense of adding gender-neutral restrooms was seen as adding cost. If

true, decisions such as this reflect poorly in the valuation of space allocation of which students speak here.

UB Health information is generally heteronormative (hetero-focused) and cisnormative (centering the idea of binary gender to the exclusions of transgender, gender queer, and non-binary students) in materials and writings about UB Health services distributed to students, appearing on websites, and in other public postings.

Counseling Services also presents some challenges for LGBTQ+ students with regards to accessing mental health care. While it has been noted that Counseling Services does have counselors who list LGBTQ+ issues as an area of expertise, students noted that it can be very hard to get counseling appointments for two primary reasons. First, some students said they had instances where they are only able to see someone if they make a same-day appointment. This means they have to have the rest of their day free in order to be available for the appointment when it's their turn. Second, some students noted that they cannot get an appointment for a few weeks out, which is not very effective or efficient when they are needing to speak with someone about a time-sensitive issue.

Also, there was some anxiety expressed by some students around knowing if their counselor is LGBTQ+ affirming, with students noting that just because one is listed as willing or able to speak to LGBTQ+ people, that this did not mean the counselor was LGBTQ+ affirming. We must note that some of this anxiousness is due to a rumor circulating that some students were outed as queer or trans by the counseling office. This rumor has not been confirmed as truth by our committee, and we feel that it is ethically important that we make that clear, while also providing some sense as to a narrative that is circulating around Counseling Services that, for some students, contributes to them not getting the care they need and deserve because of their fear in doing so.

Lastly, health insurance was another area that posed challenges for LGBTQ+ students, faculty, and staff. Currently, there is no health insurance option for an employee + 1. It's either employee or family coverage. Many LGBTQ+ couples would benefit from a +1 option (since family coverage is much more expensive). Some focus group participants noted that it can be difficult to get accurate information about health coverage, and that it can also be difficult to get accurate information about domestic partner issues.

ADVOCACY

Students talked about needing more students who know how to navigate the administration and the various kinds of bureaucratic policies and structures they encounter when trying to meet basic needs as LGBTQ+ students on campus. Students noted that UB lacked a dedicated staff person whose sole responsibility was to assist students with LGBTQ+ issues and knowledge of campus resources related to LGBTQ+ issues and other identities that intersect with their experience (e.g. race, ability, etc.). This observation was especially made by students in reference to their leadership of and participation in student organizations, in particular. Students noted that when someone learns to navigate the organizational policies and structures, as well as how to present their organization's proposals and/or needs to administration, they then graduate, taking all that hard-won knowledge with them. Having someone with this knowledge who is

charged with this kind of support should be “someone who is not leaving.” In the faculty and staff focus group, there was discussion about staff people who, in addition to their regular job duties, managed to become well versed in such details. But they, too, eventually left UB and this institutional knowledge goes with them.

Students noted that it was difficult finding a “one shop stop” to answer basic questions related to their experience as LGBTQ+ people either in an online search on the UB website or on campus. They raised some examples of helpful advocacy (i.e. the law school, the IDC) but indicated that advocacy in general was not cohesive. Feedback from the faculty/staff focus group shared this same concern and recommended having a person, place, and/or website that could serve as a comprehensive resource for UB specific LGBTQ information and advocacy.

Advocacy can also be built into a faculty/staff job description. According to one faculty/staff member, “I think someone has to own it and it has to be their job responsibilities. We know as much as we can but we are not, we don’t know everything and we know bits and pieces. I don’t have the time to sit with someone and show them different areas on campus and who to contact. It can be a group of people, but has to be outlined in their performance program they have to be given a certain amount of time to work on these types of things.”

Concerns were raised that UB HR is ineffective regarding advocating for LGBTQ+ issues. From one faculty/staff member: “. . . in terms of HR and their general lack of support-it's very apparent. So being in a same-sex relationship and looking to have children, there is no person in HR who can help with that process. Actually, they give wrong information and when you check on it you find out from your provider that there are services available that our HR does not know about. There is nobody over there, I've been through multiple people, who can speak confidently on what is available or what is not available, what plans are best for specific types of care, especially when considering changing your coverage.” This is the kind of advocacy by way of information that non-LGBTQ+ faculty, staff, and students can take for granted as being available to them or having multiple HR professionals who are well versed on such issues available to them. LGBTQ+ faculty, staff, and students can never take it for granted that an HR professional or would be so informed about LGBTQ+ issues.

COMMUNITY CONNECTIONS

One student said it would be great if students could be connected with LGBTQ+ individuals in the community inside the university as well as outside. She felt this could benefit students in helping them to meet successful, professional LGBTQ+ people, seeing that they had managed to build a career and a life after college. She referred to these people as “Queer spirit guides.” Students indicated that there should be more events that bring the entire campus community together, like the Pride Parade. That was one of the few events that was inclusive - and not solely for the LGBTQ+ community. What follows are observations about challenges as it pertains to building or sustaining community connections internal and external to UB and its three campuses.

Community Connections: Inside UB

During the focus groups, there was a great deal of discussion about the internal UB community and how it impacts LGBTQ+ students. Many of these issues don’t seem to fit in the other four

categories, so they are being collected here. We present them categorized according to theme as well as anecdotes, many with direct quotes, so that the voices of those who shared these challenges can be heard as clearly as they shared the story with us.

Being informed: LGBTQ+ students, faculty, and staff expressed some frustration about how difficult it is to find information relevant to the LGBTQ+ community at UB.

- Web page: Students, faculty, and staff, noted that it is so difficult to find LGBTQ+ information on the UB website that, in essence, it is functionally non-existent. This is a refrain that was repeated over and over and over again in the focus groups. It is nearly impossible for a student to encounter any information or activity or resource they didn't already know about and go looking for, with terminology that they are already familiar with ("gender neutral" or "gender nonbinary" etc.)
- Information for incoming students: "No information for prospective or incoming students about whether they will be safe or respected at UB" is readily available. A first-year student recounted trying to find resources on UB's website before enrolling and finding nothing. She came anyway, just hoping it would be better once she got on campus and could glean more information from word of mouth and "my professors."
- Onboarding: Information or faculty and staff needs to be improved with regards to LGBTQ+ employees. For example, if you are a new (or potential) faculty or staff member, "what is out there to show we [LGBTQ+ people] are here, you are welcome, this is what we offer and that we are inclusive? We have nothing facing out, no portal, etc. . . . If you're making a choice to come to UB to work or study here, these are things that need to be seen."

Being engaged

- Many of the LGBTQ+ spaces on campus are predominantly white-centered. One student said their concern was "how will I ever meet someone like me at UB?" Indeed, the lack of being explicitly attentive to the intersectionality of identity was noted by students and also some faculty, and the lack of racial and ethnic diversity in particular was especially observed.
- "If you're older, a lot of stuff is for younger students. It's hard to find a place to fit in."
- Students are frustrated that the entire existence of programming for queer life depends on a few student leaders - of highly variable quality, levels of friendliness and engagement, and devotion to openness and recruiting new members of student organizations - who, even in the best cases, are only at UB for a short time. One person said, "There is no one in the university to help you navigate the bureaucracy."
- There could be some synergy between LGBTQ+ groups on campus, but it is difficult to arrange that. There is limited communication between groups. One student said, "When you're running an organization, you're

so busy trying to keep it going, you don't have time to work with other groups.”

- There also appears to be some confusion about rules differentiating between “political” and “social” organizations and what each are allowed to do. As a result, some students noted that the lack of clarity allowed people to interpret policy however rigidly or progressively as they pleased, which did not benefit people from marginalized groups, including LGBTQ+ people and campus organizations.
- “Everyone knows about Greek life - that’s broadcast everywhere. But not about LGBTQ+ events or activities or opportunities.”

Being able to self-identity and to be treated respectfully

- There are recruitment and admissions forms that ask for preferred pronouns and preferred names. But then, subsequent communications do not use either. “If you ask for it, use it.”
- Focus group participants had a great deal to say about the process of changing from legal name to preferred name. Obviously, this process is confusing and convoluted.
- There is no commonly accepted way to share your pronouns (this was referring to class situations, web presence, and functions at UB).
- A student who identifies as female, presents as female, has a traditionally female name, and uses female pronouns was assigned to share a room with males during first-year student orientation.
- A Flint Village resident said they were told all mail needed to be addressed to their legal name (rather than preferred name) in order to be delivered. This person felt the need to get a separate PO box in order to get all their mail.
- A new faculty member was told that they could not display their pronouns on their business cards. This required that the faculty member track down someone who could assist them with doing so.

Being safe / being comfortable

- Someone reported anti-queer comments were heard at the Pride Parade souring for some what was an otherwise great event for UB.
- Participants in one focus group said that negative comments had been made in print attached to an article on the Pride Crosswalk. The students wanted the comments removed but were told by EDI that this was a freedom of speech issue, so the comments would remain.
- Students recounted an incident where a preacher had been on campus, harassing a queer student. The UB police were contacted but, “they were rude and not at all helpful.” The student said the incident was reported to the diversity office but they “got nothing back” from them. The harassed student reported: “Nobody reached out to me - not even to see if I was OK. It was very disappointing.”
- There has been at least one incident of homophobic graffiti in a bathroom on campus recently.

- LGBTQ+ students are utilizing faculty as first-line crisis responders and as their sole sources of institutional knowledge about what resources are available. Predominantly, the faculty they are relying on are queer faculty, junior faculty, women faculty, faculty of color, and other professors from underrepresented groups. This creates additional service for those faculty that most heterosexual, cisgender, white, senior faculty do not have to perform, yet such work is not often documented, compensated, or included in the official reviews of the work these faculty do. Also, though faculty are doing this as a kindness, the fact is that they are not trained as student affairs or student support services professionals, as such, the students are not receiving what they truly deserve in terms of support services.
- In campus housing: students talked about how difficult it can be to come out to a roommate. There needs to be training for RAs and for students in order to facilitate these types of necessary conversations.

SOLUTIONS

The centerpiece of most, if not all, solutions we propose below is the need for a visible, resourced, and active LGBTQ+ support services space on campus. Every AAU institution we studied -- in addition to other SUNY institutions which are not in the AAU, such as SUNY-Binghamton -- has a campus wide center for LGBTQ+ people. These centers have dedicated, permanent space in a central student-trafficked location, and at least one (in some cases, up to 9 [University of Wisconsin-Madison]) dedicated staff members.

By far the most recurring need we heard expressed in our information gathering process was for institutional "centralization," meaning a tangible, visible locus of institutional support for LGBTQ+ people and issues at UB. Centralization is needed in the form of space (a center), person power (a full-time staff), and information (on the web and on campus). Students expressed an urgent need for "a clearinghouse," "a place where activities can be planned and held," "a place where knowledge can be disseminated and shared," and "a physical space, where people can hang out."

Research

Many faculty and staff at UB are already engaged in important research on sexuality and gender issues. Some of this research is about LGBTQ+ people. As previously noted, the Queer Studies Research Workshop (QSRW) of the UB Humanities Institute [HI] (returning from hiatus in 2020-2021) was formed with the mandate of promoting scholarly exchange and collaboration among faculty and graduate students working on sexuality across schools and departments. A few departments house a number of scholars working on sexuality in different disciplines and periods, and these faculty offer courses on LGBT+ and Queer Studies taught by core faculty and affiliates. The Gender Institute (GI) provides a clearinghouse for gender-related scholarly collaboration across schools. All of these gender and sexuality focused entities could be better resourced, and they could especially be better financially supported to create more LGBTQ+ Studies hiring, specific curricula, programming, etc. For example, the Global Gender and Sexuality Studies Department (GGS), offers a large majority of the courses at UB with any LGBTQ content at UB, and its operating budget for the 2019-2020 academic year is \$9,900. It has no funds to expand the visibility or reach of its degree programs after covering its basic

operating costs, and very limited funds to support faculty research in one of the departments that houses multiple faculty doing research on sexuality and LGBTQ+ issues at UB.

A major outstanding need in the area of research is tenure-track faculty hires dedicated to LGBTQ+ and sexuality studies in all departments and units. Students expressed at the focus groups that the small number of faculty who are explicitly teaching and publishing about LGBTQ+ and queer studies issues are by far their most visible source of information and support. This resonates, however, with the previously stated observation that these faculty are taxed with this additional work that many of their counterparts are not. There aren't nearly enough of these faculty on campus, and even less when we go outside of the humanities and social sciences, where students report that the discussion of LGBTQ+ issues related to their scientific fields are almost nonexistent despite the fact that it is always relevant.

The LGBTQ+ research currently being pursued is not as visible to students, other faculty, or staff, as it should be, due to the lack of centralization, staffing, and programming that an LGBTQ+ Campus/Resource Center would provide. Students commented that the Center "should have a communications director, and an email listserv, and someone who could publicize events that different groups put on." For instance, the QSRW, which is open to faculty and graduate/professional students, plans a full slate of scholarly and community outreach events every year -- but there is no central clearinghouse to which the Workshop can advertise events to undergraduates to whom they would be of interest. The students who happen to be in classes taught by involved faculty each semester, and their friends, end up being the only students the QSRW can reach. Students have complained that queer events planned and executed by the IDC and by the LGBTSA student group were not widely known about, and thus sparsely attended. One person remarked that "information is not getting to the people who need to know or who would like to know."

A Center would play a valuable role in liaising with academic units doing research on sexuality issues (like professional schools-law, public health, social work, nursing, as well as the previously mentioned GGS, GI, and HI) to support and promote the mainstreaming of LGBTQ+ related research on campus.

We also note that the UB Office of Communications, and specifically the News Center, should do outreach to departments and other units to update its list of campus experts who will speak to the media on LGBTQ+ issues. There are a number of faculty who do research in this area but are not listed. Currently, at the time of this report submission, only 4 staff at UB are listed as experts on LGBTQ+ issues. This is important because it is a way to highlight faculty and staff research on LGBTQ+ issues, which students indicated knowing faculty and staff who worked on such issues contributed value to their educational experience and to feeling part of a community. Also, updating this list would make faculty LGBTQ+ Studies experts and their research available to the general public, and when quoted, it would illuminate that UB is a place where such research is supported and continuous.

Finally, we recommend that to improve the culture of support for LGBTQ+ research, that grants, awards, and other recognitions be implemented. In particular, we recommend that OIX might partner with the Humanities Institute, the Gender Institute, the Department of Global Gender and Sexuality Studies, the Department of English, and other campus units to offer grants to

encourage and support undergraduate, graduate, and faculty research in LGBTQ+ Studies. We think this would be especially important to units where the visibility of LGBTQ+ research and teaching is inexplicably absent. In addition, we recommend that awards of recognition for LGBTQ+ focused research, teaching, and campus/community service would be an additional way to demonstrate support, create an affirmational and inclusive space for LGBTQ+ students, faculty, and staff, and increase the overall morale of UB's LGBTQ+ community and allies.

Education

Programming is an educational issue. There is an urgent need for more, and more visible, LGBTQ+, queer, and trans-focused education on campus -- both staff-initiated and an infrastructure that supports and promotes student-initiated activities. The dedicated staff members at peer institutions' LGBTQ Campus/Resource Centers have responsibilities that include Center programming, assisting and facilitating student-led programming, advising student organizations, doing class, faculty, and staff talks on LGBTQ+ issues, and supervising an LGBTQ+ book and media library.

Navigating university bureaucracy is an education issue. LGBTQ students trying to put together educational programs currently face a complete lack of institutional memory or permanency, and feel that every few years a new crop of students is having to reinvent the wheel at UB. Students say of a possible Center:

- "it should have a person in charge"
- "someone who works there, who won't leave after a couple of years"
- "a person dedicated to representing students' interests, who could help us navigate the bureaucracy and do things"
- "a person whose job it is to make people feel welcome and bring people in, who's not trying to run it as a student in addition to balancing their own courses, work, friend group"
- "a person who would have resources, who could tell people how to plan things, where to go to make a report, etc."

Information dissemination is an education issue. "It should have a presence on different social media platforms, and a person whose job it is to get news and events out to people." A major theme in student responses in the focus groups was the need for more centralized, clear, accessible content on the UB website about not only queer issues, but student groups period. "Currently, the website has lists of clubs, but it sucks. The website needs to give useful info."

A Center would provide increased visibility for LGBTQ events/activities/resources. More advertising. More public relations and outreach to the individuals and organizations who need this support. And above all, a dedicated full-time staff who can digitally centralize all the relevant information into a virtual space online where all of this information can be shared and located.

Some additional recommendations regarding improving the educational landscape for and about LGBTQ+ people that would have a profound impact on all areas of campus life are the following:

Educate students, faculty and staff on the existence of LGBTQ people and how to be inclusive in practices in their specific positions. We recommend, for example, that UB create and make it mandatory to take an LGBTQ+ education and training module, such as that currently required in the sexual harassment mandatory trainings. Another way to pursue this would be to create a course to be uploaded onto UB Edge that departments can require of its faculty, staff, and TAs. A related suggestion was to create a pamphlet or other manual for students, faculty, and staff that is a “how to” document. For example, a student noted it would have been helpful to have a “How to come out to your roommate advice manual,” and also a “how to talk to a roommate who just came out to me” document. This could be on the website or provided as part of an educational talk or training through a campus/resource center’s well-trained staff or peer resource officers. It could also be synthesized with regular onboarding events including Residence Life training, UB Seminar orientations, and New Faculty Orientation.

We recommend the creation of a semester list of all LGBTQ+ centered courses and courses with significant amounts of LGBTQ+ content that are being offered at UB. Our research found that multiple institutions had such a document and that it contributed to LGBTQ+ visibility, highlighted faculty research and teaching in LGBTQ+ studies, made it easier for students to find content that could contribute to their own knowledge, and also helped to build community among students through their coursework. At the University of Texas at Austin, for example, the Center for Women’s and Gender Studies created a pamphlet called “The Pink Book,” which listed all the courses, including course description information, and their department affiliations.

We recommend that there be a constant UB Seminar offered that focuses on LGBTQ+ history and culture. This would be a great option for incoming students to have within the UB Curriculum. One way to support the development of this course and other new courses on LGBTQ+ Studies, as well as to resource and incentivize faculty who wish to revise current courses to include more LGBTQ+ content, would be to create a fund or seed grant that faculty, students, staff, and departments/units can apply for that will give financial support and time to do this work.

Another educational endeavor we recommend is that Safe Zone training is centralized so that faculty and staff get the same training. Currently, to our knowledge, there is no such synergy, and as such, no quality control. Having a designated staff who is always teaching it would be a great change, as would being sure that the scripts that center LGBTQ+ people are intersectional in focus, and do not lapse in attention to matters of race, immigration status, class, age, and ability while being attentive solely to gender and sexuality.

Lastly, in order to address the need for LGBTQ+ people to feel supported and safe across UB’s colleges, we recommend that OIX and the diversity officers in each college and department require an annual “Inclusivity Inventory ” from all departments. This would be a document where the departments would report on what they are doing with regards to LGBTQ+ issues in any areas of their unit, a simple document of the facts so that OIX is informed. This would include numbers of programs, numbers of attendees, numbers of courses with LGBTQ+ and other diversity and inclusivity focused content. This document, we feel, would help the VPIX and the other UB administration to drill down into the real deal of what is happening (and not happening) so that any current or future initiatives implemented are as comprehensive and effective as needed.

Health

Space -- having a physical place to go in which to be comfortable and safe and get information -- is a health issue. Students say of a prospective Center:

- “It should be out in the open, in plain sight, in a place where people pass through”
- “it should have couches, and space where people can study”
- “it should have rugs, and nice lighting, and posters on the walls, it should feel welcoming”
- “it shouldn’t be something you have to seek out, like hidden away in a corner of an office, or under the umbrella of an acronym that no one knows what it means”

We want to emphasize this last quote because we feel the location of the Center, should UB go in this direction, is important as a matter of accessibility in general. But also, the location of a Center is important because, as noted previously in this report, the politics of space and space allocation is such that it will be imperative that UB place a Center somewhere that signals the importance of and support for LGBTQ+ people at UB.

Counseling is a health issue. Students expressed a need for a dedicated staff person whose job would include responding to LGBTQ+ students experiencing violence, discrimination, harassment, and other crises and connecting them with the proper reporting channels in other campus and city offices. There is a need for mentorship and advice that doesn't rise to the level of mental health counseling or medical care, but someone who can put LGBTQ+ students in touch with those resources through Counseling Services and health care services.

Many faculty and staff who contributed to information gathering indicated that they currently rely on staff colleagues who publicly identify as LGBTQ+ as a student support resource, but this is always informal and outside of their professional role. There is currently no one, single person on campus who serves as the consistent advocate for LGBTQ+ students or as a source of information for LGBTQ+ faculty and staff. As we noted previously in this report, LGBTQ+ students are utilizing faculty – predominantly queer faculty, faculty of color, women faculty, and other professors from underrepresented groups – as first-line crisis responders, and as their sole source of institutional knowledge about what resources are available at UB.

"No one knows where to find this information." Not one student in either focus group knew of the office of Equity, Diversity, and Inclusion, or how to make a report or file a complaint if they had faced discrimination or violence. When asked who they would go to in a crisis, or if they were victimized or needed to make a report, by far the most common response was:

- “honestly, we would go to you [the faculty member hosting the focus group in her class]”
- “to Global Gender Studies faculty”
- “to the professors who have showed that they care, in whose classes we talk about this stuff”

Using people's preferred names is a health issue. UB must shift to using students' preferred name and pronouns in mailings – particularly recruitment and admissions.

“If you ask for it, use it” was the comment, referring to the fact that the form asks students to supply this information but then disregards it. “If you don’t use it, that speaks to the sort of culture present at that organization.”

Gender neutral and gender inclusive facilities is a health issue. Students said of a prospective Center:

- “it should have a gender-neutral bathroom that’s clean, and handicapped-accessible,” with pads and tampons and safer sex supplies and toiletries, etc. for anyone, that people could access in privacy.
- "It should be kept clean and nice." "It should be the nicest bathroom on campus." "It should be available for anyone to use; it could even be a draw to bring people in and get them interested in LGBTQ activities!"

Access to physical activity is a health issue. There are no gender-neutral locker facilities at the fitness center, making it a place that many LGBTQ students do not feel comfortable.

Advocacy

Students expressed an urgent need for greater support and a more centralized infrastructure supporting their own advocacy efforts and initiatives. Again, it is imperative that we note that students stated that such a space should be intersectional in focus, that is, as an LGBTQ+ space it must also be attentive to matters of race, ethnicity, class, disability, age, and other aspects of the experiences of people within the LGBTQ+ community. An LGBTQ+ space or program that is not explicitly anti-racist, for example, is not useable.

In terms of details about the specific design of such a space, students noted that a Center should have:

- Information on activities, clubs, events
- Meeting space
- Lounge area
- It should be visible – on the main drag or highly trafficked area
- It should have a dedicated information / publicity person
- Someone who can help advise students on how to navigate UB administration and campus offices where they have concerns that are specific to their experience as LGBTQ+ people

Community Connections

We feel that many, if not all, of the challenges noted by students in the building and sustaining of community on campus will improve vastly with the establishment of a visible, well-resourced, and operational campus Center. However, there remains quite a bit of unexplored potential for partnerships within the community that can only enhance the research, educational, social, and cultural life of LGBTQ+ students, faculty, and staff if pursued. A more ideal and fruitful set of

collaborations would be possible with even a bit more investment by UB in the current work of individuals and groups who hold such partnerships or establishing new connections moving forward. In terms of community connections on campus, respondents at the focus groups and our other research finds, again, that the decentralization of information related to LGBTQ+ focused events (the few that do occur) are not easy to locate, so what should be an easy and accessible opportunity to connect with others is too often missed. For example, LGBTQ Studies is a vibrant new and growing curricular field at Buffalo State and SUNY-Fredonia; local organizations like the Evergreen Health Project, Gay and Lesbian Youth Services of Western New York, and the Buffalo-Niagara LGBTQ History Project could serve as resources of collaboration and opportunity to our students. but virtually no formal or institutionalized connections exist with LGBTQ activism in Buffalo or at other schools. This is something students, faculty, and staff would like to see change, but new student populations rotating in every 4 years are unable to do this themselves without a dedicated staff person who holds institutional memory and community contacts and connections. The few faculty and staff who are also committed to such partnerships are not able to build and sustain them without being resourced by UB to do that work and for it to count as part of their contracted workload. Maintaining these connections and contacts would be one of the important functions of a Center and dedicated staff.

In addition, students, faculty, and staff all note that much more could be done in terms of shifting the campus culture toward an environment that feels safe, supportive, and inclusive, thus also enabling connections to others be they LGBTQ+ identified or allies of that community. The connections between LGBTQ+ students, faculty, and staff was also something that people stated was valuable, but again, did not see many opportunities or efforts to support it.

CONCLUSION

In reviewing the efforts of the committee and the resulting priorities in this report, we wish to conclude with a brief recap of the four priorities we present as being the most urgent and a brief discussion of our rationale for such a designation.

First, in terms of establishing an LGBTQ+ campus/resource center, it is important to note again all UB stands to gain through taking the steps to create such a space. One major gain is the centralizing of many, if not all, the LGBTQ+ services currently offered and the many more we need still to develop and offer at UB in order to meet best practices. A Center could also provide programming and connect LGBTQ+ people and allies at UB, in Buffalo, and in Western New York, making for a safer and more supportive place to live, learn, and work. A major reason we prioritize this item, however, is that it is such a basic feature of many universities and colleges that it is essential that UB match, and hopefully exceed, the support services offered at those institutions. Specifically, when we found that SUNY campuses such as Binghamton, Albany, and Stony Brook, have dedicated campus/resource centers and staff, but that UB did not, it was puzzling given that UB is often recognized as the leading institution within the SUNY system on many fronts. However, this is not one of those areas where we are leading, and yet the consequences of not providing such support and safe space for students, faculty, and staff are dire. Having an LGBTQ+ campus/resource center is also a priority because it would address many of the calls for change we heard in the focus groups of students, faculty, and staff in our research. It would also address many of the clear needs for change reflected in the data in the recently completed campus wide Skyfactor Climate Survey. In our research and in that survey

the need for more LGBTQ+ visibility, greater allocation of resources toward programming and initiatives, and having a full-time designated staff who will be the responsible administrators for LGBTQ+ support services on campus would clearly make an impact on the matters where LGBTQ+ people who took the survey noted that UB's support services are lacking. We believe that such concern and calls to do better are so repeated because it has the greatest potential to touch on all of the many areas that make up people's everyday lives at UB and in Buffalo. We also know that having an LGBTQ+ campus center has been a visibly effective entity in many of our peer AAU and SUNY campuses. A campus/resource center has a reach that can positively affect matters of research, education, health, advocacy, and community connections, each of the areas we were charged to explore as a committee.

Second, we recommend that UB create a digital space that gathers all the currently existing (and future) information about LGBTQ+ support services at UB. This is a priority because, at the very least, we need to have a web space that is regularly updated that students, faculty, and staff know how to access in order get information that they need or a resource where they can send others who have questions. It is also a priority because the digital ethos of UB is part of the university's branding to those outside of the university, including prospective students and their parents, faculty, staff, administrators, and community members who care about these issues regardless of their own gender and sexual identity. We feel that this is something that can be very easily addressed in a quick manner. In fact, as we noted previously in this report, since we held our focus groups (which was attended by staff from EDI) and have shared some of our preliminary findings and priorities with the VPIX in December, EDI now has a web page that turns up more easily in a simple search of "LGBT" on UB's website homepage. There is also a web page for a "Working Group for Transgender Inclusion." This was not the case when our committee began its work, and thus did not turn up in our research, so we are happy to see such change. Still, we believe UB can go further in the design and accessibility of the types of LGBTQ+ support service information available online, through creating a designated digital space beyond the offices charged with compliance. Hence, we recommend that this digital space be created in the very near future.

Third, we recommend that UB take immediate actions to become more efficient in having comprehensive inclusion efforts for Trans* and non-binary students, faculty, and staff. Our research determined that while there were some important trans* and non-binary inclusive services and policies, at times there was a slippage in the actual practice and implementation of those inclusive policies that undermined the otherwise important work that had been done to provide more support toward making UB a welcoming and safe space for trans* and non-binary students, faculty, and staff. As noted in our report, many of the myriad experiences of trans* and non-binary people have been negative, and as such, a full review of the current policies and practices focused on trans* and non-binary students, faculty, and staff is in order. What is also needed is for UB to allocate the resources necessary to do even better than what we offer now which, in our research informed view, is bare minimum.

Finally, there are a number of educational initiatives that would go far toward making UB's LGBTQ+ support services more effective from residence life to the classroom, and from campus events to student organizations. We advocate a review of current educational projects (i.e. safe zone training, training modules on diversity and difference, etc.), best practices given to faculty

and TAs, as well as content in courses across colleges and professional schools. This will support UB faculty and staff in having greater and the most up to date training and resources on how to make the spaces where they lead, administer, and educate, as well as the educational material they provide, more LGBTQ+ inclusive.

In closing, we wish to emphasize the significance of these priorities and the other specific recommendations we make in this report because they are central to matters of recruitment and retention of LGBTQ+ students, staff, and faculty at UB. We are confident that taking the immediate action to do better in LGBTQ+ support services will go far toward making UB an even more exciting, supportive, and safe environment for its students, faculty, and staff, while taking an important and necessary step toward meeting UB's commitment to diversity, equity, and inclusive excellence in everything that we do.

This report is submitted on February 20, 2020 to Despina Stratigakos, Vice Provost for Inclusive Excellence (VPIX), Office of Inclusive Excellence, University at Buffalo

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Appendix 1

Prompts and Questions for LGBTQ+ Support Services Focus Groups

Introduction:

“On behalf of the LGBTQ Support Services Committee, we welcome you to the LGBTQ+ Support Services focus group. In convening this committee, the Office of the Provost and Office of Inclusive Excellence seeks to understand what constitutes best practices in LGBTQ+ support services at other universities and how UB compares. We are holding this focus group to help us answer two questions: 1. What does UB currently offer with regard to support in areas of health, education, research, advocacy, and connection to the community? 2. What is missing? We thank you in advance for your presence and any insights and perspectives you will share over the course of this meeting.

If after we meet today you think of other information you would like to share or if there is someone who has a perspective to share but could not attend, please feel free to have them contact our committee at this email address: vpix@buffalo.edu.”

General

What LGBTQ+ support services at UB are you aware of?

- *Follow-up:* What was your experience with those services?

What challenges are there in being LGBTQ+ at UB?

- *Follow-up:* What services might you propose to address those challenges?

If you had to prioritize one or two improvements to LGBTQ+ support services at UB what would they be and why?

If you encountered a problem related to being LGBTQ+ at UB, are you confident that UB as an institution would address your problem?

- *Follow-up:* Are you aware of possible offices where you could officially report your concern and have it addressed?

Are there specific issues or concerns that we should be aware of related to being LGBTQ+ and a member of other historically and contemporarily marginalized and oppressed groups (e.g. people of color, people with a disability, immigrants, etc.)?

Faculty/Staff

For faculty and staff doing LGBTQ+ research, how might UB better support your endeavors?

In your respective positions, have you tried to do LGBTQ+ curriculum and/or programming? If so, did you feel supported in those efforts? If you have not, please tell us why.

For those faculty and staff who identify as LGBTQ+, what LGBTQ+ support services might enhance your employment experience?

What LGBTQ+ support services would best help to create or support a culture of LGBTQ+ allies at UB?

Students

For those UB students who identify as LGBTQ+, what LGBTQ+ support services might enhance your educational experience?

What LGBTQ+ support services would best help to create or support a culture of LGBTQ+ allies at UB?

Are there specific ways that housing and health services at UB could better support LGBTQ+ students?

For students doing LGBTQ+ research, how might UB better support your endeavors?

Are there any ways in which the current UB LGBTQ+ support services have been helpful to LGBTQ+ student groups?

Follow-up: what improvements would you recommend based on the experiences of your UB LGBTQ+ student groups?