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ABSTRACT

Research indicates that LGBTQ+ students who face a hostile campus climate, or lack resources often struggle academically and socially in a university environment. Understanding the experiences of LGBTQ+ students on UAA's campus is critical to identifying institutional processes and structures that reinforce inequities so that campus experiences may be improved. Drawing on 64 responses to an anonymous student survey collected between March 25 and April 22, 2019, this qualitative analysis explores perspectives of campus safety, campus climate, resource needs, programming, and health concerns among LGBTQ+ students at UAA. Results show students describe UAA's campus climate as generally tolerant, though many perceived attitudes toward LGBTQ+ people to be negative. Most LGBTQ+ students are selective about identity disclosure, lack a sense of connection to their campus community, and experience an acute lack of resources. Many feel unsafe in campus spaces and experience discrimination on campus, with transgender respondents disproportionately impacted by negative experiences compared with their eisgender peers. Many identified barriers to reporting harassment and expressed a desire for campus programming and resources that pertain to LGBTQ+ issues. Implications for future research and a short list of evidence-based campus recommendations is included.

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INTRODUCTION

University environments offer an opportunity for educational achievement, leadership, and identity development, but for LGBTQ+ individuals, campus programming and policy does not always remove barriers to inclusion. Within the context of local and national debates over rights and protections for LGBTQ+ people, it is important to recognize the unique challenges faced by those with marginalized identities. Educational institutions are not immune from heterosexism and cisgenderism, and the impacts on student experiences are often overlooked.

It is a particular challenge to address issues of inclusion and equity of LGBTQ+ students in higher education due to a lack of accurate institutional and national data on student sexual orientation and gender identity. Though UAA may acknowledge the presence of sexual orientation and gender-identity minority students on campus, their experiences and perspectives are only known anecdotally, and are often invisible in the community.

In its diversity statement, University of Alaska Anchorage writes that "valuing diversity is integral to excellence. Diversity maximizes our potential for creativity, innovation, educational excellence, and outstanding service to our communities."

While an administrative commitment to diversity is crucial, it is necessary that administrative policies, programs, and supports be evaluated from the perspective of the populations they claim to serve. Though the university administration showcases its values, this commitment to diversity and inclusion should move beyond words and be actively translated into action on campus. My objective for this study is to collect and analyze LGBTQ+ student feedback on all aspects of campus life with the hopes of identifying tangible student resource and campus improvements that the administration may be able to implement. Ideally, utilizing student voices in addressing issues of inclusion and empowerment, would enable LGBTQ+ students to maximize their learning potential and personal development on campus, and inform the administration in its efforts to fulfill its commitment to supporting diversity.

For the course of my study, my key research questions will include;

- 1. Do LGBTQ+ students view UAA's campus climate as accepting, supportive, and adaptive their concerns?
- 2. Do LGBTQ+ students feel there is a need for increased resources, programing, and representation on campus of issues pertaining to the queer community?
- 3. Have LGBTQ+ students faced issues of intolerance, misgendering, discomfort, or harassment at community or institutional levels (Ex: Student Health Center, campus restrooms, academic departments etc.)?

4. What key strategies can be implemented in the short-term to address immediate needs of LGBTQ+ students, and what long-term administrative changes need to take place?

In order to collect data from as many students as possible I plan to conduct an online, anonymous survey utilizing Qualtrics. Because I will be targeting a specific subset of the university population that identifies as LGBTQ+, I will likely use a snowball sampling method to recruit and inform students to participate in the survey. I've also spoken with staff and faculty on campus who may be willing to help distribute links to the survey. My goal for this study is to provide an opportunity for increased dialogue around issues of inclusion and equity on UAA's campus.

Definitions and Abbreviations

	-
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Asexual, and other non-heterosexual AND gender non-conforming identities
Heterosexual	Sexual identity in which attraction is to the opposite sex
Transgender (trans)	Umbrella term indicating a gender identity different from the one assigned at birth
Cisgender	Gender identity the same as the one assigned at birth
Agender	A person who identifies as without gender
Asexual	Sexual orientation in which a person does not experience sexual attraction
Demisexual	A sexual orientation on the asexual spectrum in which a person only experiences sexual attraction after making a strong emotional connection, or under specific circumstances.
Bisexual	A person who is sexually, romantically, intellectually, and/or spiritually attracted to male and female genders
Gay	A person who is sexually, romantically, intellectually, and/or spiritually attracted to the same gender as the one they identify (often refers to male-identified people)
Gender non-conforming	A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.
Genderqueer/ Non-binary	Outside of or beyond a binary gender identity
Lesbian	A woman-identified person who is sexually, romantically, intellectually, and/or spiritually attracted to other woman-identified people
Pansexual	Sexual identity in which a person is attracted to multiple or all genders
Queer	An an umbrella term for sexual and gender minorities who are not heterosexual or cisgender. "Queer" historically has and is still sometimes used as a derogatory term, and is not a universally embraced term within the LGBTQ+ community
Questioning	In the process of discovering gender or sexual identity
Two-Spirit	A term used by some indigenous North Americans to describe certain people in their communities who fulfill a traditional third-gender (or other gender-variant) ceremonial role in their cultures

LITERATURE REVIEW

There is a moderate amount of research available on the impacts of campus climate on the wellbeing and academic performance of sexual orientation and gender minority students in the U.S., but a lack of consistent methods of assessing the experiences and perspectives of LGBTQ+ individuals in college settings. Much of the search results on this topic pertained to comparisons of suicide rates, mental health issues, and experiences of violence between straight and LGBTQ+ students. The need for LGBTQ+ inclusion initiatives and resources on college campuses is still a relatively new subject and many of the journals I referred to were published after the mid-2000s. Research prior to that timeframe is sparse; scientific understanding of minority sexual orientations and gender identities have been limited by social stigmas, a lack of awareness, and inadequate vocabulary. It wasn't until 1973 that homosexuality was no longer classified as a mental disorder in the Diagnostic and Statistical Manual of Mental Disorders (DSM) and our modern day understanding of sexuality and gender identity existing on a spectrum remains a relatively new concept. Research I encountered that was written prior to 2000 often included outdated, inaccurate, and sometimes offensive terminology and was limited in scope. Despite these roadblocks, I was able to find some useful research, and quite a few campus climate reports from other American universities. I intend to utilize my pilot study to help advance dialogue surrounding campus climate for LGBTQ+ students and what can be done to improve their experience at UAA.

The three essential sources I chose to broaden my understanding of this subject are a study on the impacts of psychological and experiential campus climate on academic and social integration on college campuses, an empirical assessment of perceptions of campus climate by sexual minorities at University of Nebraska–Lincoln, and a study that uses an organizational perspective to understand LGBTQ+ college student success.

Woodford et al. provides information pertinent to the link between academic outcomes and campus climate for sexual orientation and gender minority students through a 2014 campus climate survey. The authors' research was based in "minority stress theory" which argues that individuals with a marginalized status in society, such as sexual minorities, experience chronic stress (Woodford et al, 2014). This stress results from external factors like discrimination and prejudice or perceptions of a hostile social environment, leading them to hide their identity and internalize stigmatized messages about their community. This study operationalized the theory through a framework of psychological and behavioral aspects of campus climate including interactions at an informal and institutional level. Their main hypothesis was that a heterosexist campus climate (negative psychological and experiential campus climate for sexual minority students) will have an inverse association with academic engagement, achievement, and social acceptance.

For their method, the authors utilized a cross-sectional, anonymous, online survey at a large Midwestern research university that collected data on aspects of student wellbeing and campus climate utilizing around 400 self-identified sexual minority students for their sample. Their survey design included likert scale type responses and was distributed through the host university email listsery. They divided their assessment of campus climate into two categories: psychological and experiential. Psychological campus climate was assessed through identifying perceived attitudes towards LGBT people, perceptions of safety, and students' ability to be open about their identities. Experiential campus climate was measured by looking at the prevalence of directly experienced and witnessed instances of heterosexist harassment on campus. They similarly operationalized concepts like social integration, academic disengagement, social engagement etc. Mean scores were calculated for their final results.

The researchers' findings were consistent with their hypotheses and the basis of minority stress theory. Heterosexism on campus was found to be associated with lower social and academic integration among sexual minority students, and it was found that informal social engagement (instructor relations and LGBT friends) did not buffer students from the effects of a negative campus climate. They also found that experiential climate had a much higher relationship with measures of academic achievement and integration while psychological climate had more of a relationship with social integration.

The growing amount of research on sexual and gender identity development paired with studies of campus climate for LGBTQ+ students has provided a means of establishing best practices in creating more inclusive learning environments for students and faculty. Researchers at the University of Nebraska–Lincoln used a systematic literature review and an online survey to identify the experiences that contribute to perceptions of campus climate among college students, discussing their findings through the lens of university retention and the needs of LGBTQ+ students. Their conceptual definition of campus climate is "the cumulative attitudes, behaviors and standards of employees and students concerning access for, inclusion of, and level of respect for individual and group needs, abilities and potential" (Tetreault et al., 2013). This includes a combination of both the attitudes of straight-identified individuals toward the LGBTQ+ community, and perceptions of harassment and discrimination by LGBTQ+ students themselves. For the purposes of my pilot study, I will only be assessing aspects of UAA's campus climate that pertain to the perspectives and experiences of LGBTQ+ students.

The authors' campus survey was conducted in 2009 utilizing *Survey Monkey*, and collected data from 75 participants. The survey had a total of 58 questions on a 4-point likert scale, with questions assessing variables like negative comments from an instructor, experiences

of anti-LGBTQ harassment, loss of support from family and friends in their residential environment, and thoughts of leaving the school.

After analyzing their survey results, Tetreault et al. found that fifty-three percent of students reported experiencing unfair treatment form their peers, with many (65%) hiding their identity from other students. To conduct their data analysis, each variable was "collapsed into a single binary variable" (e.g. has or has not hidden identity) and compared to determine potential predictors of campus climate perceptions (Tetreault et al., 2013). Gender differences across primary variables were assessed and found to be nonsignificant within experiences of campus life. Ultimately, the study found positive correlations between campus climate perceptions and likelihood of confronting discrimination, while unfair treatment, hiding one's identity, and unfair treatment by instructors were negatively correlated with campus climate. They were surprised to find that campus resources seemed to have a insignificant effect on perceptions of campus climate, and considered the possibility of the adequacy of those resources in affecting these results. They cited a study on university retention that found that "individuals were not consciously aware of support when it was sufficient but were acutely aware and dissatisfied when it was lacking" (Tetreault et al., 2013).

To explore the ways campus policies, programs, and services such as resource centers provide support for LGBTQ+ college students, I examined a study that uses an organizational perspective to understand LGBTQ+ college student success. The research begins by acknowledging that a hostile campus climate for LGBTQ+ individuals is well documented in a plethora of literature. The authors note that it is important for those in the field of higher education to link the study of organizations with diversity efforts because doing so "connects the effects of marginalization to institutional processes that produce inequalities instead of essentializing these experiences onto particular groups and individuals" (Pitcher et al., 2018). This aids in centering conversations of LGBTQ+ student success and retention around institutional accountability, enabling schools to better understand the steps necessary to mitigate negative experiences on campus while increasing the quantity and quality of positive ones. This concept is based strongly on "open systems thinking" in organizational theory; the idea that organizations are complex systems responsive to their environment. Thinking of campus resources in terms of specializations or "subsystems" can help frame different opportunities for student supports in terms of achieving a unified outcome.

Pitcher et al. saw limitations in existing research surrounding the success of minoritized students, recognizing frequent flaws in methodologies that limit accurate data collection (e.g. not accounting for true range of sexual orientations and gender identities in data collection strategies). The authors drew their qualitative analysis from 900 online surveys and 60 interviews included in the mixed methods National Study of LGBTQ+ Student Success. They transcribed

and coded the interviews, using a coding software to analyze key concepts mentioned and identify areas of consensus. They divided responses into peer supports, faculty support, and organizational supports, focusing on the latter.

The study identified two critical subsystems necessary for providing student support: LGBTQ+ resource centers and LGBTQ+ student organizations, with inclusive policy serving an important symbolic role in reflecting the values and climate of the educational institution. One of the most significant findings was the common trend within interviews that students might not have stayed at their institutions and may have left higher education altogether "if not for the LGBTQ+ student organizations and the connections made there" (Pitcher et al., 2018).

These studies showcase the importance of institutional support in forging a positive campus climate for students of diverse ethnicities, gender identities, and sexual orientations and how impactful these are in ensuring academic and social success in higher education.

RESEARCH DESIGN

Variables and Hypotheses

My study was guided by several research questions;

- 1. Do LGBTQ+ students view UAA's campus climate as accepting, supportive, and adaptive their concerns?
- 2. Do LGBTQ+ students feel there is a need for increased resources, programing, and representation on campus of issues pertaining to the queer community?
- 3. Have LGBTQ+ students faced issues of intolerance, misgendering, discomfort, or harassment at community or institutional levels (Ex: Student Health Center, Residence Life etc.)?
- 4. What key strategies can be implemented in the short-term to address immediate needs of LGBTQ+ students, and what long-term administrative changes need to take place?

To address these research questions, I created a 35 question Qualtrics survey split into multiple sections; demographics, campus climate, programming, and health & wellness. Key variables were operationalized through Likert, multiple choice, and matrix table survey questions about respondent experiences and perspectives (A full copy of the survey is available in Appendix B). For example, "negative experiences on campus" were operationalized as personal experiences with multiple forms of harassment and discrimination (Q15) and frequency of hearing derogatory remarks on campus (Q14). "Openness about identity" was measured with questions asking students which other people they are open with about their identity (Q6 & Q7), and instances on campus where they have intentionally avoided disclosure of identity (Q10). I utilized a similar conceptual definition of campus climate as I mentioned in my literature review: "the current attitudes, behaviors and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities and potential [of LGBTQ+ students]." This concept is much broader than my pilot survey, so my measure of this as a variable would have some content validity limitations. I am not measuring the perceptions of the entire student body, staff, and faculty on the LGBTQ+ issues, nor am I assessing university standards in depth. For this reason, my dependent variable on campus climate is limited solely to perceptions of campus climate and safety by LGBTQ+ students.

My primary independent variables include:

- Gender identity / sexual orientation of the respondent (demographics) (Q2-5,Q32-34)
- Negative experiences on campus (Q14,Q15)
- Use and knowledge of on-campus resources(Q21,Q24,Q30)

My primary dependent variables include:

- Feelings of connection with campus community (Q23)
- Openness about identity (Q6,Q7,Q10)
- Perceptions of campus safety, resources, and general climate towards LGBTQ+ people (Q8,Q9,Q11,Q12,Q13,Q21,Q27)
- Perceptions of resource needs (Q25,Q26,Q29)

Hypotheses

My primary hypothesis for this study is that there is a relationship between students' sexual orientation/ gender identity (demographics) and their perceptions of campus climate and resource needs.

I expect that most respondents will feel UAA lacks visible resources and programs pertaining to LGBTQ+ issues, and that there will be correlations between specific identities and negative campus experiences. For example, transgender individuals and perceptions of safety in bathrooms/locker rooms. Certain spaces on campus such as gyms/recreation centers and greek events may be perceived as less safe than spaces like the library. I also hypothesize that most LGBTQ+ students will feel a low amount of connection to their campus community, feel that LGBTQ+ topics are not taught enough in classes, and be selective about disclosing their identities on campus.

Sampling Procedures

To ensure I reached my target population for this study (LGBTQ+ students at UAA) I used a method of non-probability sampling called "snowball" sampling to gather survey responses. The distribution of the survey depended largely on word of mouth and a variety of advertising methods (campus flyers, social media, emails, collaboration with multiple university staff etc.) Approximately five campus and student organizations agreed to distribute the survey link. Although snowball sampling can be beneficial when conducting research within a hard to reach population, there are notable limitations.

UAA does not collect data on sexual orientation or gender identity demographics (beyond male or female) at an institutional level, so it is difficult to accurately estimate the number of UAA students that identify as LGBTQ+. Using extrapolation from the 710 survey responses in the 2017 University of Alaska Campus Climate Survey Report as a "snapshot" of UAA's population demographics, trans, gender non-conforming, and questioning students make up roughly 2.4% of the undergraduate population, or 308 undergraduates estimated total, and

roughly 18.2% of the undergraduate population identifies as non-heterosexual, or 2,339 non-heterosexual undergraduates estimated total (Myrstol, 2018). Because my survey only reached a small percentage of these subpopulations, it is unlikely to be representative of the entire population of LGBTQ+ identified students at UAA. Although I tried my best to reach out to campus groups and areas of campus I do not normally interact with, there is a strong possibility of selection bias in my sample. I am limited to reaching out to students, faculty, and locations that I'm aware of or have a personal relationship with. Since some of the responses depend on personal connections with previous respondents, many of the students are likely to share similar characteristics or interact within similar social circles.

ETHICAL CONSIDERATIONS

Because I am measuring the attitudes and experiences of a stigmatized/marginalized population, there could be risks to those that are not "out" or comfortable with disclosing their sexual orientation or transgender status. Sampling methods such as in-person interviews or focus groups would be limited to those participants who are comfortable revealing their identity and sharing their perspectives in a public space. These are very personal decisions and it would be unethical, and even pose considerable risk to participants if their responses were to be revealed and linked to their identities. Additionally, my results would be more likely to be skewed if people felt they needed to obscure their identity and experiences by responding in a dishonest way. To combat this risk to participants, I collected my data through an anonymous, online Qualtrics survey and did not ask for any identifying information. Some questions may be sensitive for participants to answer, especially those asking about experiences of verbal and physical harassment or violence, discomfort, exclusion, and other negative experiences. Content of this nature may trigger painful or stressful memories of these experiences and influence the wellbeing of participants. Because I still view these questions as necessary for effectiveness of the survey, I have provided a "sensitive content warning" and made all questions optional (excluding consent to participate) for the completion of the survey. This way, participants did not feel pressured to disclose any information they were not comfortable with. I did not require detailed information and merely asked students to categorize their experiences and if they reported them at the time. Questions that addressed a lack of resources on campus may leave respondents feeling more isolated, so I included a list of both university and non-university affiliated resources at the end of the survey. Informed consent was secured at the beginning of the survey along with an overview of content to expect (See Appendix A).

Because HIPAA policies would make more extended review of my survey necessary, I chose to remove original questions that pertained to students' personal use of the Student Health & Counseling Center and their experiences there and instead asked questions pertaining to general perception of health needs among UAA students.

FINDINGS

By the time I started analyzing my final survey data, four weeks after distributing my survey, I received a total of 85 responses. I then filtered out responses for people that do not currently attend UAA, responses that answered fewer than 50% of the questions, and any that were blatantly hostile and indicated dishonest content. This reduced my sample to 64 useable responses (n=64) for my final pilot study results.

Findings Section 1: Respondent Demographics (Description of Sample)

Based on tentative estimates made with data from the 2017 University of Alaska Campus Climate Survey Report, my survey sample comprised approximately 8.2% of UAA's trans, non-binary, and genderqueer population and 2.7% of UAA's non-heterosexual population. Respondents represented a wide array of sexual orientations. Ninety-five percent of respondents identified as non-heterosexual, with most identifying as gay, bisexual, or queer (See table 1).

Table 1. Distribution of student (self-reported) sexual orientation

	2019 UAA LG	BTQ+ Survey Sample
Sexual Orientation	Number	Percentage (%)
Lesbian	7	9
Gay	18	23
Bisexual	15	19
Queer	16	20
Pansexual	8	10
Asexual or Demisexual	4	5
Straight or Heterosexual	3	4
Questioning/ I don't know	5	6
Other Specified	3	4
Totals:	79	100

Notes: Total does not add up to n=64 because respondent could select more than one option at a time (i.e. choices are not mutually exclusive)

My survey captured a larger percentage of diverse genders than past UA campus studies. Only 2.4% of respondents in the 2017 UA Campus Climate Report identified as transgender, genderqueer, or other combined. **Thirty-nine percent** of the respondents to this survey were non-binary, genderqueer, agender or other, with nearly a quarter (24%) identifying as transgender (See table 2 and table 3).

Table 2. Distribution of student (self-reported) gender identity

		2019 UAA L	GBTQ+ Survey Sample
Gender Identity		Number	Percentage (%)
Male		25	35
Female		27	38
Non-Binary		10	14
Genderqueer		7	10
Agender		1	1
Two Spirit		0	0
Other Specified		2	2
	Totals:	72	100

Notes: Total does not add up to n=64 because respondent could select more than one option at a time (i.e. choices are not mutually exclusive)

Table 3. Do you identify as transgender?

	2019 UAA LGBTQ+ Survey Sample	
Transgender Status/Identity	Number	Percentage (%)
Yes	15	24
No	49	76
Totals:	64	100

My survey sample was relatively ethnically homogenous, with mostly white respondents (76%) and only 10% Native American/Alaska Native. Because there was such a low level of ethnic diversity in the sample, I was unable to effectively identify differing campus experiences based on ethnic demographics.

 Table 4. Distribution of student (self-reported) racial/ethnic identity

	2019 UAA LO	GBTQ+ Survey Sample
Racial/Ethnic Identity	Number	Percentage (%)
Asian	4	6
Black/African	1	1
White	50	76
Hispanic/Latinx	1	2
Native American/Alaska Native	6	10
Pacific Islander	0	0
Bi/Multiracial	3	4
Other Specified	1	1
To	tals: 66	100

Notes: Total does not add up to n=64 because respondent could select more than one option at a time (i.e. choices are not mutually exclusive), Though race and ethnicity are distinct concepts, they were addressed in the same question for the purposes of this survey.

Student respondents represented a wide range of class standings, with relatively equal percentages in each category. The majority (83%) of respondents were undergraduates.

Table 5. Distribution of student (self-reported) class standing

	2019 UAA LG	BTQ+ Survey Sample
Class Standing	Number	Percentage (%)
Freshman	15	25
Sophomore	12	20
Junior	11	19
Senior	12	21
Other	9	15
Totals:	59	100

Notes: Total does not add up to n=64 because some responses are missing (This section was at end of survey)

Program Type Distribution: 83% Undergraduates, 11% Graduate, 6% Other Specified.

Findings Section 2: Perceptions of Campus Climate

Only 33% of respondents felt a sense of connection with their campus community.

2.1 Comfort Disclosing Identity on Campus

Respondents were asked questions about their comfort disclosing their identity to friends, other students, professors, and family. This question was contingent on their responses to demographic questions about their sexual orientation, gender identity, and pronouns. All results pertaining to comfort disclosing sexual orientation were gathered from non-heterosexual students while all results pertaining to comfort disclosing gender identity were gathered from all transgender, non-binary, genderqueer, or agender respondents. On the whole, cisgender and non-heterosexual respondents were more comfortable disclosing their identity to each group than trans, genderqueer, and non-binary respondents. Ninety percent of non-heterosexual students are comfortable disclosing their identity to friends compared with 75% of trans, genderqueer, and non-binary students. Around other students, 50% of respondents were comfortable disclosing their sexual orientation while only 29% were comfortable disclosing their gender identity. Only about 38% of total respondents were comfortable disclosing their identity to professors and family members. Almost a quarter (24%) of trans, genderqueer, and non-binary respondents are not comfortable disclosing their identity, compared to only 8% of non-heterosexual respondents.

These disparities could be due to a variety of factors including differences in perceptions of campus safety, more social stigma, or less public understanding of trans and gender non-conforming experiences.

Eighty-seven percent of respondents have **avoided disclosure** of sexual orientation or gender identity to another student, professor, staff, or other person on campus. Figure 1 presents the most common reasons students avoided disclosing their sexual orientation or gender identity on campus.

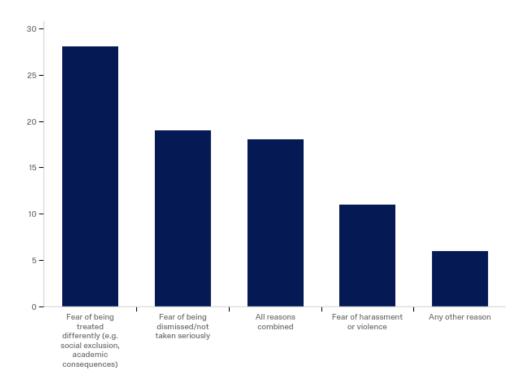
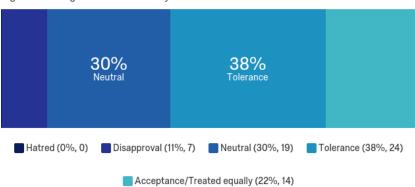


Figure 1. Reasons for avoiding disclosure of identity

Figure 1 demonstrates that, of those who avoided disclosure, 51% did so because they feared being treated differently (e.g. social exclusion, academic consequences), 42% did so because they feared being dismissed or not taken seriously, and 30% did so because they feared harassment or violence.

2.2 Perception of Campus Attitudes Towards openly LGBTQ+ Individuals

Figure 2. Rating of attitudes held by other UAA students

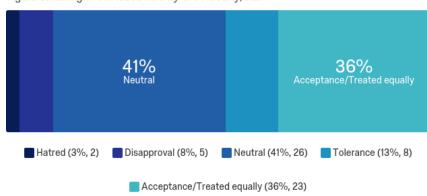


In general, the majority of respondent felt that other students held attitudes of **tolerance** towards openly LGBTQ+ individuals.

The majority of respondents felt that UAA faculty and staff attitudes towards openly LGBTQ+ individuals were **neutral**, **tolerant**, or **accepting**.

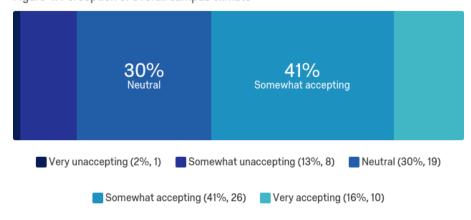
Though there were 2 respondents who felt that UAA faculty/staff expressed hatred.

Figure 3. Rating of attitudes held by UAA faculty/staff



2.3 Perceptions of Overall Campus Climate

Figure 4. Perception of overall campus climate



Fifty-seven percent of respondents felt that UAA's campus climate was somewhat or very accepting.

2.4 Perception of Campus Safety

The majority of respondents (60%) felt somewhat safe on campus, with only 33% feeling very safe.

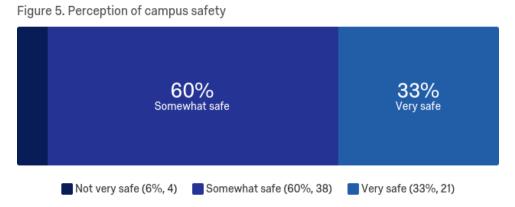


Table 6. Perception of Safety in Specific Spaces on Campus

Top 5 perceived as unsafe or very unsafe	Top 5 perceived as safe or very safe
 Bathrooms/Locker Rooms Student Recreation Centers Greek Events Sporting Events/Athletics Student Health Center (Physical) 	 Consortium Library Student Union Bathrooms/Locker Rooms Areas with Safe Zone placards Student Health Center (Counseling)

Overall, most students viewed UAA's campus to be somewhat safe, but this varied across spaces on campus. Table 6 above shows the five locations most frequently perceived as the least and most safe. There do appear to be differences in perceptions of safety in these spaces based on specific demographics that help explain overlap between the two columns (e.g. why bathrooms are perceived to be both the least and most safe spaces on campus).

Transgender respondents had concerns about safety in a number of public campus spaces when compared to their non-transgender peers. There was a statistically significant association (p<.05) between trans status and perception of safety in bathrooms/locker rooms and student recreation centers, and the association approached statistical significance (p<.10) for sporting events and the SHCC physical health center.

When looking at perceptions of safety in campus bathrooms & locker rooms, only 15% of transgender respondents felt safe or very safe (47% unsafe or very unsafe), compared to 66% of cisgender respondents (only 8% unsafe or very unsafe).

Of respondents who use student recreation centers, 63% of transgender students viewed them as unsafe or very unsafe (37% safe or very safe) compared to only 12% of their cisgender

peers (63% safe or very safe). These statistics suggest that trans status is associated with perceiving these spaces as less safe overall.

There was also an association between gender identity and feeling unsafe in campus bathrooms. Cisgender respondents generally perceived bathrooms to be safe places. By contrast, **none** of the non-binary (n=10) or genderqueer (n=7) respondents classified campus bathrooms as safe, instead marking them as neutral or less safe.

There was also a statistically significant association (p=0.03) between gender identity and perception of safety in the library. The library was generally perceived to be a safe place on campus, with 92% of respondents describing it as neutral or more safe, but the statistical significance of this finding may be due to differences between the two most concentrated gender identity groups (males and females) instead of gender non-conforming groups with smaller subsamples. For example, males disproportionately ranked the library as "neutral" and "very safe," while female responses were concentrated in the "safe" category.

These statistics were also accompanied by student comments about the fear and difficulties they face using campus restrooms, many of whom were gender-nonconforming or transgender individuals:

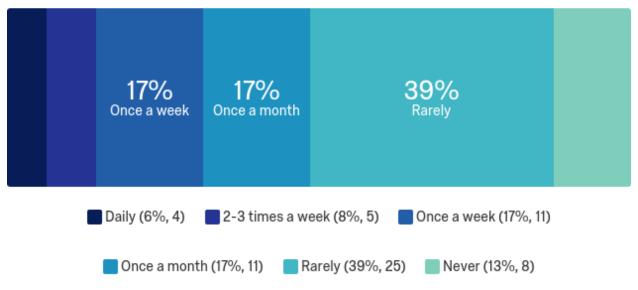
"The campus isn't friendly towards gender non-conforming students, such as gender neutral housing or bathrooms."

"I would like to see more gender neutral restrooms. As a non binary person it's hard to use my assigned sex restroom without stares or comments."

"...the bathrooms are really hostile. I just don't even use them on campus out of fear"

2.5 Frequency Hearing Derogatory Remarks about LGBTQ+ People on Campus

Figure 6. Frequency hearing derogatory remarks about LGBTQ+ people on campus



Most respondents (52%) **rarely** or **never** hear derogatory remarks about LGBTQ+ people on campus, though many noted hearing stereotypes and misinformation about LGBTQ+ people from students and faculty or common misogynistic attitudes:

"In my department, professors occasionally make gay jokes. I believe that their intention is to get a laugh rather than to alienate or persecute particular students, but it is hard to speak up and speak out against it. Professors have also perpetuated stereotypes when it isn't even relevant to the lecture."

"Misogyny is worse at UAA than specific targeting of LGBT people... frequent, low-level misogyny comes from staff too."

2.6 Negative Experiences & Experiences of Discrimination on Campus

Seventy-two percent of respondents have had some form of negative experience, or have personally experienced discrimination on campus due to their actual or perceived gender identity or sexual orientation. These incidents did not impact all respondent demographics equally. Transgender, non-binary, and genderqueer respondents were 30% more likely to have negative experiences or experiences of discrimination on campus compared with cisgender respondents (i.e. 95% transgender, non-binary, and genderqueer respondents had hostile experiences compared with 65% of cisgender respondents). **Sixty-seven percent** of transgender respondents have been intentionally misgendered on campus.

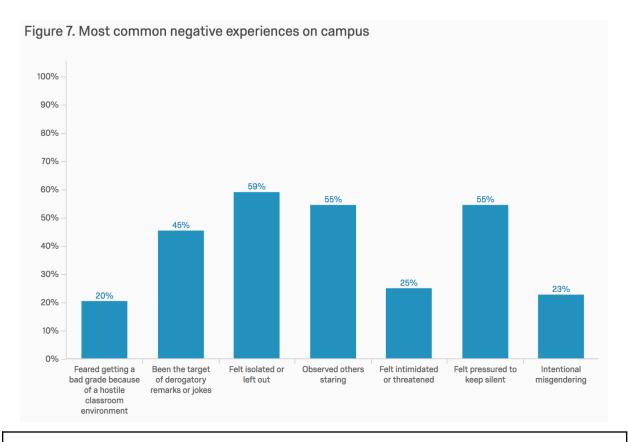


Table 7. Less common negative experiences on campus

- 1. Feared for physical safety (18%)
- 2. Avoided going to class because of harassment, discrimination, or discomfort (11%)
- 3. Preferential treatment (10%)
- 4. Been pressured to leave campus housing (6%)
- 5. Been the subject of graffiti, property destruction, or vandalism (5%)
- 6. Been denied services (3%)

It is important to note that every single option had affected at least one student. Many mentioned other experiences:

"I feel unsafe using the bathrooms on campus"

"...the majority of the negative interactions I've had have been with Professors or SHCC staff. It seems to be worse with professors who have worked here for a very long time."

"RA in east hall has told me to leave housing at end of semester because he doesn't want me to live in his area" "I saw some graffiti defacing a poster that was showing a trans male in a positive light."

Many of these experiences fit UAA's policy definition of discrimination (See Appendix C), and all may contribute to hostile working, learning, and living environments for LGBTQ+ students.

2.7 Frequency of Reporting Hostile Campus Experiences

Figure 8. Reported incidents of discrimination



Most common reasons for not reporting:

30% Felt reporting would not lead to any change

14% Feared retaliation

11% Did not know where or how to report it

26% Other Reasons:

"I was yet to come out, I chose to remain silent as to not create a potential issue."

"I have never wanted to report harassment based on my sexual orientation because I feel like that just draws more attention to it and makes me an easier and more visible target for continued harassment."

"Most [discrimination] comes from religious groups or people on campus. Their beliefs are bad, but reporting them isn't going to change their beliefs."

"I felt it wasn't important enough to warrant reporting."

"The people doing it were on campus but they weren't affiliated with UAA."

"I knew **no one would do anything about it**, and I would just be **outing myself** to other strangers in the process."

"My reports would be viewed as me being overdramatic."

Many of these responses highlighted students' discomfort disclosing their sexual orientation, transgender status, or gender identity to university staff as a barrier to reporting instances of harassment. It also alluded to policy ambiguity in the eyes of students who don't feel that they will be protected if they do choose to disclose this information. Though Title IX includes protections on the basis of sex or gender identity, it may be unclear to students whether the scope of UAA's Title IX policy implementation actually protects transgender students (i.e. on the basis of assigned sex, gender identity, and transgender status).

2.8 LGBTQ+ Topics in the Classroom

Sixty-seven percent of respondents rarely or never learn about LGBTQ+ topics in their classes. **Eighty-six percent** of respondents feel that LGBTQ+ topics are not taught enough. It would have been helpful to collect information on repondent majors/departments. There are many classes in which LGBTQ+ experiences are not directly relevant to course material, however, many students noted that professors have neglected to teach about LGBTQ+ issues even when directly relevant to course topics.

"[I] had to educate other students in my class because professors were either spreading misinformation or intentionally neglecting to teach about LGBTQ+ issues (human services class period long lecture on the aids crisis that neglected to mention LGBTQ+ people besides as the afterthought to a statistic...is just one example of many)."

2.9 Effectiveness of Existing On-Campus Resources

Fifty-one percent of respondents (somewhat or strongly) agreed that "In general, UAA's policies are supportive of LGBTQ+ students needs." Of those who added additional comments, many shared the perception that though UAA may include sexual orientation and gender identity in their non-discrimination policy, it does not showcase support of LGBTQ+ students on campus in a meaningful way. Most free responses mentioned a lack of resources or shared the sentiment that UAA's administration is not doing enough to support students:

"...despite lip service in support of LGBTQ+ members of UAA's community, the actual needs of LGBTQ+ persons on campus have been almost completely neglected. I feel that neglect most acutely in scenarios where I fear my sexual orientation and outspoken LGBTQ+ advocacy will make me a target for professors' ire, and in the campus medical center."

"I love UAA. I really do. But I do not feel valued as a member of the LGBTQ+ community. There's a lot of talk on campus about diversity and student success, but I have

yet to hear of any opportunities for LGBTQ+ students to share their experiences or their input."

"We really need some training for faculty and staff on how to treat students and student employees. We also need an advocate that can help us when we have negative experiences on campus."

"Title IX has no training or understanding of how to deal with LGBTQ discrimination on campus."

"Housing is separated by gender, the people I feel most safe with are people that I know, which isn't always the same gender as me. Also, my workplace on campus requires us to wear a specific outfit which looks good on men, but as a trans women, I find dysphoric and unflattering. Professors and teachers do not understand how gender dysphoria and just being trans in general makes life harder for us than normal students. Where a student with ADD or Dyslexia can go to DSS for help in classes, trans people are expected to perform as if we did not have circumstances that make our time in college more difficult."

Respondents were also asked about their perception of the effectiveness of SafeZone, UAA's only campus program "designed to increase the overall campus community's understanding and awareness of issues faced by gay, lesbian, bisexual, transgender, queer/questioning, allies (GLBTQA+) and other marginalized persons"(Anon, 2015). They are meant to provide inclusion, support, and advocacy through 2-hour Ally trainings, bi-weekly meetings, and lavender lunches, though none of this seems to be available since 2015. Despite its name, SafeZone does not have physical space on campus. Forty percent of students who made extra comments on the survey mentioned difficulties contacting the program or a total lack of SafeZone support. Fifty-eight percent of respondents were unaware of the existence of SafeZone (34%) or felt the program was not effective at all (24%). This does not inherently mean that SafeZone is an ineffective program model for allyship, but that it lacks necessary resources on UAA's campus to allow it to operate effectively. Many students expressed their experiences, or lack thereof with SafeZone:

"There doesn't seem to be much talk in reviving SafeZone, which is imperative for LGBTI+ people finding community, support, resources, so on because when the rest of the world doesn't know or care how to help us..."

"I don't think SafeZone is enough in its current form. I think UAA really needs resources specifically allocated to LGBTQ+ services. It's disheartening at times too see the amount

of time and money that go into "diversity" at UAA, yet LGBTQ+ issues are hardly ever included...SafeZone remains without a single staff member...As a gay member of this community, I think it speaks volumes that I know so little about the one resource on campus that is supposed to make my quality of life at UAA at least a little bit better."

"There are very few visible resources for LGBTQ+ students, with the most prominent being SafeZone, which (to my knowledge) does very little to actually help create a sense of LGBTQ+ community at UAA. I don't blame SafeZone staff because I've been told there aren't actually any full time staff members who do any work related to LGBTQ+ inclusion or equity, and that the SafeZone staff are essentially volunteers. That's ridiculous to me and tells me that the university's policy makers don't value LGBTQ+ students at UAA. The last school I went to was smaller than UAA and was located in an extremely conservative area, but the university still had two full-time staff members dedicated to LGBTQ+ resources, services, and advocacy. UAA has none of that as far as I've found. Students have to do it all themselves through clubs and outside activities."

"...there are next to no resources for lgbtq+ students on campus. I am an employee of the university as well as a student. I've worked at UAA a year, and that entire time I've been trying to go to a Safe Zone training, but they have not held one, and it seems that our Safe Zone/LGBTQ+ spaces are not staffed very well, if at all."

"I have personally tried to get involved with SafeZone and [was] never contacted."

Findings Section 3: Campus Programming & Resource Interests

Table 8. Top 10 Programming Interests

- 1. LGBTQ+ History Classes (72%)
- 2. LGBTQ+ Welcome Events & Mixers (60%)
- 3. Activism & Advocacy Opportunities (60%)
- 4. Queer Film/ Speaker Series (58%)
- 5. Arts & Cultural Events/Activities (55%)
- 6. LGBTQ+ Support/Coming Out Group (43%)
- 7. Transgender Awareness Week (47%)
- 8. LGBTQ+ Leadership Retreat (47%)
- 9. Health & Wellness Workshops (43%)
- 10. Trans Support Group & Resources (41%)

All students (100% of those who responded to this question) expressed interest in campus programs centered around LGBTQ+ student experiences. There does seem to be high interest among respondents in learning about history that includes the narratives and experiences of LGBTQ+ people and movements. This links to the earlier statistic in section 2.8 that finds nearly ninety percent of respondents feel that LGBTQ+ topics are not taught enough.

Table 9. Ranking of Institutional Support (Most helpful/needed)

- 1. Resource office with responsibilities for LGBTQ+ students (65%)
- 2. Actively seek to employ diversity of faculty & staff including visible LGBTQ+ people (63%)
- 3. Standing advisory committee that deals with LGBTQ+ issues (50%)
- 4. Paid staff with responsibilities for LGBTQ+ support services (48%)
- 5. LGBTQ+ alumni group (48%)

Most respondents indicated a need for an on campus resource office, and expressed that more diverse faculty and staff on campus would be helpful:

"We need a timeless obligation and available liaisons; a resource that specializes and centralized our needs, and people who are trained, knowledgeable, and willing to help us."

"We need an advocate when we can go to when issues come up. The power structure on campus is blind to LGBTO people."

Findings Section 4: Health & Wellness

Fifty-four percent of respondents felt that LGBTQ+ students face barriers when seeking campus healthcare, the most significant of which are discomfort disclosing their identities, a lack of LGBTQ-sensitive providers, or issues pertaining to insurance coverage.

Table 10. Perception of most significant barriers to campus healthcare

- 1. Discomfort sharing identity with providers (80%)
- 2. Lack of LGBTQ-sensitive staff & providers (68%)
- 3. Insurance coverage or lack thereof (56%)
- 4. Lack of necessary healthcare services (36%)

Some of the survey results also indicated that misinformation about healthcare processes and services is a barrier (e.g. concerns about confidentiality when seeking transgender or sexual

healthcare on their parent's insurance, especially while not out to family members). Others added to their responses:

"LGBTI+ "needs" entails we would have resources and tailored health opportunities. I've never seen space held for LGBTI+ mental or physical healthcare..."

"...we end up trading info and helping each other (that's literally how our healthcare works in general)."

"The digital intake forms when I last went to the student health and counseling center were absolutely not designed to fit the needs of LGBTQ+ students."

Table 11. Perception of most important services to LGBTQ+ students

- 1. Mental Health/Counseling (86%)
- 2. LGBTQ+ Sensitive/Competent Doctors (and ways to find them) (77%)
- 3. HIV/STI Testing (77%)
- 4. Transgender Health (73%)
- 5. Access/Affordable Healthcare (62%)
- 6. Provider Training on Inclusion (50%)

Forty-three percent of respondents **did not** know where to access health information that is relevant to them as LGBTQ+ individuals. Out of the 57% who did know where to access some relevant resources, the majority **did not know** where to access information on;

- Body Image (73%)
- Substance Use (67%)
- Coming Out (67%)
- Intimate Partner Violence (63%)
- Sex, Gender Identity, & Gender Expression (62%)
- Sexual Health (55%)
- Healthy Relationships (53%)

while most knew where to access LGBTQ-relevant information on safe sex (55%).

Adjustments for Future Survey Versions

It would have been beneficial to include a section designated for survey feedback, but I was able to get some information from respondents about certain questions that were phrased in a limiting way. When asking students about comfort disclosing identity with others, I could use a matrix table and separate each category (other students, friends, professors, family) by "some," "most," or "all" to give a more accurate representation of student experiences. One student mentioned that that the question regarding perception of safety in campus spaces was a bit broad, because they could feel safe and unsafe in the same space depending on the peers present with them. To address this I could add a question to determine what specific qualities of these spaces make them seem unsafe.

If I were to continue this study and had enough time for more extended IRB review, I would have asked more questions regarding respondents' personal use of and experiences with student health facilities. Though links between heterosexism on campuses and LGBTQ+ student academic and social success have been proven in other studies, it may have also produced more powerful data to ask students how much stress these negative experiences cause them day to day, if they feel it impacts their academic performance, and if they have ever considered leaving the university in part because of a lack of support. It would also be beneficial to do a complete LGBTQ+ campus climate study that measures the actual perceptions of UAA students, faculty, and staff towards openly LGBTQ+ students, and compare experiences and instances of discrimination between straight/cisgender students and LGBTQ+ students.

CONCLUSION

Ultimately, my findings supported my hypotheses. There is a relationship between student demographics (sexual orientation/gender identity etc) and LGBTQ+ student perceptions of campus climate and resource needs. A majority of respondents feel UAA's resources pertaining to LGBTQ+ issues are limited to nonexistent. LGBTQ+ students are selective about disclosing their identities on campus and most respondents lack a sense of connection to their campus community. Transgender, non-binary, and genderqueer students were disproportionately impacted by negative experiences and instances of discrimination on campus, and felt significantly less safe in a variety of campus spaces such as bathrooms and student recreation centers than their cisgender peers. The Student (Physical) Health Center is also perceived to be an unsafe environment for many respondents, particularly those who were transgender. Students need support staff that are knowledgeable about the issues they face, and many respondents feel there is a need for diversity training for faculty, staff, and campus health providers. Currently, the burden falls primarily on student organizations to provide support for LGBTQ+ students, but a lack of consistent support and leadership prevents these organizations from remaining sustainable in the long term.

Though my sample size is limited, this survey has proven that many LGBTQ+ students experience discrimination on campus, and their experiences remain vastly underreported. These issues deserve further research and investigation to ensure that all UAA students are provided the resources they need to succeed. It appears that though UAA's policies symbolize inclusive values, policy protections and reporting procedures are not accessible for the many LGBTQ+ students who still face fear of harassment or discrimination day to day on campus.

If these small scale findings are any indication of the experiences for most LGBTQ+ students at UAA, it is clear that we, as a university community, have the capacity to do so much better for our students. On the backdrop of uncertain funding for Alaska's educational institutions, it is understandable that university administrators and students have a lot of other concerns. Even with this uncertainty, there are many opportunities to leverage existing staff and resources to be more adaptive to LGBTQ+ student needs. LGBTQ+ students do not feel there is a safe or responsive framework for them to express the issues they face on campus or gain necessary support. UAA needs to utilize feedback from students in a secure environment to spotlight institutional processes that produce inequalities. If students feel unsafe in campus spaces, perceive staff to be intolerant, and are unaware of policies that protect them, it is not reasonable to expect them to seek out support, or publicly vocalize their concerns, because they risk outing themselves in the process.

Recommendations for First Steps

Though the knowledge of university officials is important in gauging resource potential at UAA, there are many research-based support strategies that universities can implement to create safer, more inclusive campus learning environments. The recommendations listed below are not meant to be comprehensive, but provide ways UAA could begin to showcase its commitment to diversity through institutional support:

- 1. Designate a campus official that is knowledgeable about LGBTQ+ issues (in partnership with a team of students, faculty, and staff) to complete an assessment of UAA using the Campus Pride Index.
- 2. Request LGBT- specific questions (including LGBTQ+ demographic questions) on institutional research (e.g. climate assessments, enrollment demographics) in which it participates in order to be inclusive of LGBTQ+ issues and experiences.
- 3. Create an easily accessible, visible and known procedure for reporting LGBT-related bias incidents and hate crimes that is distinct from generic reporting procedures.
- 4. Employ a full-time professional staff member to support LGBTQ+ students and increase campus awareness of LGBTQ+ concerns/issues as 50% or more of the individual's job description.
- 5. Designate resources such as staff, funding, or physical space so that Safe Zone may offer trainings at a minimum annually to educate students, faculty and/or staff on LGBTQ+ issues and concerns.
- 6. Designate any existing single-occupancy or family restrooms, as well as select multi-stall restrooms as "gender-inclusive" or "gender neutral" and provide a listing/map in print and online to locate both gender-specific and gender neutral facilities.
- 7. Communicate that gender diversity is welcome by labelling existing restrooms so that people feel empowered to use the bathroom that is most comfortable for them.
- 8. Offer LGBTQ+ students a way to be matched with an LGBT-friendly roommate on the application for campus housing.
- 9. Recognizing that there are heterosexual and cisgenderist assumptions, actively advertise that LGBT people are welcome to events that are organized on campus, especially social gatherings or dances.
- 10. Offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process.

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APPENDICES

Appendix A: Informed Consent Language

Informed Consent

Study Title: LGBTQ+ Student Needs & Experiences at UAA

Student Researcher: Lauren Criss-Carboy

This survey is part of a pilot study being conducted as a part of a UAA Social Science Research Methods course instructed by Dr. Chad R. Farrell. If you agree to participate, the survey contains 35 questions and will take you roughly 15 minutes to complete.

Description: This survey is designed to identify the needs, experiences, and attitudes of LGBTQ+* students at UAA. You will be asked about your perceptions of campus climate, experiences of discrimination, and day-to-day experiences utilizing campus spaces and resources (student health, campus restrooms etc). Please be assured that your responses are anonymous.

Voluntary Nature of Participation: Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice.

By clicking the button below, you acknowledge that your participation in the study is voluntary and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

Sensitive Content Warning: This survey contains questions about negative experiences you may have faced on campus including: verbal or physical harassment, hostile treatment, exclusion, discomfort etc. All questions are optional and are meant to give a more complete picture of student experiences using campus resources and spaces.

Questions? If you have any questions, comments, or concerns about this study, please contact the primary researcher, Lauren Criss-Carboy at lgcrisscarboy@alaska.edu. If you have any further questions regarding your rights as a research participant, please contact Dr. Chad R. Farrell, Department of Sociology at crfarrell@alaska.edu.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

*As the acronym cannot be exhaustive,	the "+" is meant to be end	compassing and inclusive	of everyone in
the gender and sexually expansive com-	munity.		

I consent, begin the study (1)	
I do not consent, I do not wish to participate	(2)

Appendix B: Survey Design

Q5 What are your preferred pronouns?

Skip To: End of Survey If Q1 = I do not consent, I do not wish to participate
Q1 Do you currently attend the University of Alaska Anchorage (UAA)? Yes (1) No (2)
Skip To: End of Survey If Q2 = No
Block: Demographics
Q2 How would you describe your sexual orientation? (please check all that apply) Lesbian (1) Gay (2) Straight or Heterosexual (3) Bisexual (4) Queer (5) Pansexual (6) Asexual or Demisexual (7) Questioning/I don't know (8) Please specify: (9)
Q3 Would you describe yourself as transgender? Yes (1) No (2) Q4 What is your current gender identity? (please check all that apply)
☐ Male (1) ☐ Female (2) ☐ Non-Binary (3) ☐ Genderqueer (4) ☐ Agender (5) ☐ Two-Spirit (6) ☐ Please specify: (7)

	He/Him/His (1)
	She/Her/Hers (2)
	They/Them/Their (3)
	Write in: (4)
Block: (Campus Climate at UAA
Display	This Question: If Q3 = Straight or Heterosexual
Q6 Whi	ich other people do you feel comfortable being open with about your sexual orientation?
	Friends (1) Other students (2) Professors (3) Family (4) No one (5)
Or Or	This Question: If Q4 = Yes Or Q5 = Non-Binary Or Q5 = Genderqueer Q5 = Agender Or Q5 = Two-Spirit What is your current gender identity? (please check all that apply) Please specify: Is Not Or Q6 = They/Them/Their
Q7 Whi	ich other people do you feel comfortable being open with about your gender identity?
	Friends (1) Other students (2) Professors (3) Family (4) No one (5)
	eneral, how would you rate the attitudes held by other students at UAA towards openly 2+ individuals?
	Hatred (1) Disapproval (2) Neutral (3) Tolerance (4) Acceptance/Treated equally (5)

LGBTQ+ individuals?	ou rate the	attitudes he	eld by facul	ty and staff	at UAA to	wards openl
 □ Hatred (1) □ Disapproval (2) □ Neutral (3) □ Tolerance (4) □ Acceptance/Treated 	equally (5))				
Q10 Have you avoided disch professor, staff, or other pers			_	-		student,
☐ Fear of being dismis ☐ Fear of harassment o ☐ Fear of being treated ☐ All reasons combine ☐ Any other reason (5) ☐ Never avoided disclo	or violence differently d (4)	(2) (e.g. socia	l exclusion		_	ces) (3)
Q11 How would you describ	oe the overa	all campus	climate for	LGBTQ+ s	tudents?	
☐ Somewhat unaccepti☐ Neutral (3)	☐ Somewhat accepting (4)					
Q12 As a whole, how safe of	do you feel	on campus	as an LGB	TQ+ person	n?	
□ Not very safe (1)□ Somewhat safe (2)□ Very safe (3)						
Q13 How safe do you feel in		ing spaces				
	Do not use (1)	Very unsafe (2)	Unsafe (3)	Neutral (4)	Safe (5)	Very safe (6)
Bathrooms/locker rooms (1)						

The Student Union (2)

Residence Halls (3)					
Student Recreation Centers (4)					
Sporting events/ athletics (5)					
Greek events (6)					
Student Health Center (Counseling & Mental Health) (7)					
Student Health Center (Physical Health) (8)					
Psych Services Center (9)					
Cultural Centers (10)					
Library (11)					
Administrative Offices (12)					
Areas with Safe Zone placards (13)					
Other Department/Center/Place (14)					
Q14 How often do you hear Daily (1) 2-3 times a week (2)	remarks a	bout LGBT	Q+ people	on campus?	,

Q15 Which of the following have you personally experienced <u>on campus</u> because of your actual or perceived sexual orientation or gender identity?

☐ Once a week (3)☐ Once a month (4)☐

□ Rarely (5)□ Never (6)

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	Avoided going to class because of harassment, discrimination, or discomfort (1)
	Feared getting a bad grade because of a hostile classroom environment (2)
	Been the target of derogatory remarks or jokes (3)
	Felt isolated or left out (4)
	Observed others staring (5)
	Felt intimidated or threatened (6)
	Feared for your physical safety (7)
	Been the subject of graffiti, property destruction, or vandalism (8)
	Felt pressured to keep silent (9)
	Been pressured to leave campus housing (10)
	Been denied services (11)
	Preferential treatment (12)
	Intentional misgendering (13)
	Other (14)
	None of the above (15)
	id you report any of these incident(s)? Yes (1) No (2)
Displa	y This Question: If $Q16 = Yes$
Q17 W	Tho did you report these incident(s) to?
	University Police Department (UPD) (1)
	Student Affairs (Dean of Students) (2)
	Residence Life (3)
	Office of Equity & Compliance (Title IX) (4)
	Specific Administration: (5)
	Other: (6)
Displa	y This Question: If $Q16 = No$
Q18 W	That were your reason(s) for not reporting the incident(s)?
	I didn't know where or how to report the event (1)
	Reporting it would not lead to any change (2)
	I did not want to report it (3)

☐ I feared retaliation (4)
☐ Other Reason(s): (5)
Q19 Have you learned about LGBTQ+ topics in your classes?
\Box Never (1)
□ Rarely (2)
□ Sometimes (3)
\Box Frequently (4)
Q20 I feel that LGBTQ+ topics are:
□ Not taught enough (1)
☐ Taught just often enough (2)
☐ Taught more than enough (3)
Q21 In general, UAA's policies are supportive of LGBTQ+ students needs.
☐ Strongly disagree (1)
☐ Somewhat disagree (2)
□ Neither agree nor disagree (3)
Somewhat agree (4)
☐ Strongly agree (5)
Subligity agree (3)
Q22 If you disagreed, tell us why:
Block: Campus Programming at UAA
Block. Campus 1 rogramming at OM1
Q23 I feel a sense of connection with my campus community
☐ Strongly agree (1)
☐ Somewhat agree (2)
☐ Neither agree nor disagree (3)
☐ Somewhat disagree (4)
☐ Strongly disagree (5)
Q24 How effective do you feel UAA's Safe Zone Ally program is at increasing awareness of LGBTQ+ issues in the campus community?
□ Not effective at all (1)

	Somewhat effective (2)
	Very effective (3)
	What is Safe Zone? (4)
Q25 W	hich events/programs interest you the most?
	LGBTQ Welcome events and mixers (1)
	Coming Out Week (2)
	Health & wellness workshops (3)
	LGBTQ support group/coming out group (4)
	Roommate connection (5)
	Mentor programs (6)
	Queer film/speaker series (7)
	LGBTQ history classes (8)
	Transgender Awareness Week (9)
	Online support services (10)
	LGBTQ camping trip (11)
	Outreach to high school GSAs (12)
	Activism & advocacy opportunities (13)
	Sexuality and Spirituality discussion group (14)
	Arts and cultural events/activities (15)
	Gender and sexuality book club (16)
	Hate/bias incident reporting support (17)
	Trans support group and resources (18)
	LGBTQ Leadership retreat (19)
	QPOC and two spirit discussion group (20)
	Athletes and Allies (21)
	LGBTQ and Greek group (22)
	Group for LGBTQ parents and parents-to-be (23)
	Straight allies group (24)
	Other(s): (25)
Q26 W	which institutional supports would be most helpful for LGBTQ+ students on campus?
	Resource center/office with responsibilities for LGBTQ students (1)
	Paid staff with responsibilities for LGBTQ support services (2)
	LGBTQ alumni group (3)
	Standing advisory committee that deals with LGBTO issues (4)

	Actively seek to employ diversity of faculty & staff including visible, out LGBTQ people (5)
	Other(s) (6)
Block:	Health & Wellness
	o you feel that LGBTQ students face barriers when seeking campus healthcare at UAA? Yes (1) No (2)
	y This Question: If Q27 = Yes feel the most significant barriers to LGBTQ students seeking campus healthcare are:
0 0 0 0	Lack of necessary healthcare services (1) Lack of LGBTQ-sensitive staff & providers (2) Hostile environment (3) Insurance coverage (or a lack thereof) (4) Discomfort sharing identity with providers (5) Location of Student Health Center (7) Other: (6)
Q29 W UAA?	which of the following services do you feel are most important to LGBTQ+ students at
0000000000	HIV/STI Testing/ Prevention (1) Provider Training on Inclusion (2) Access/Affordable Health Care/Insurance (3) Info/Resources/Outreach/Education (4) Mental Health/Counseling (5) Transgender Health (6) Self Health Care (7) Women's Health (8) LGBTQ-identified Medical Providers (9) LGBTQ Sensitive/Competent Doctors (and ways to find them) (10) Nutrition/Exercise (11) Other (12)
	know where to access LGBTQ+ relevant information on the following topics: Safe sex (1)
	Healthy relationships (2)

 □ Intimate partner violence (3) □ Coming out (4) □ Sex, gender identity, and gender expression (5) □ Substance use (6) □ Sexual health (7) □ Body image (8) □ I don't know where to access health information that is relevant to me as an LGBTQ+ individual (9)
Q31 Is there anything else you would like to add about your experiences at UAA that we did not address in this survey?
Q32 How do you identify your racial/ethnic identity? (please check all that apply) Asian (1) Black/African (2) White (3) Hispanic/Latinx (4) Native American/Alaska Native (5) Pacific Islander (6) Bi/Multiracial (7) Write in: (8)
Q33 What is your current student level? Freshman (1) Sophomore (2) Junior (3) Senior (4) Other (5)
Q34 What is your program type? Undergraduate program (1) Graduate program (2) Other (3)

Share this survey

Please share this with other LGBTQ+ students at UAA so their experiences and voices can be heard!

Survey link: bit.ly/lgbtqUAA

Block: Resources

Get Involved on Campus!

Safe Zone

Drag+

Generation Action

(DVSA) Coalition

External Resources (Non University Affiliated)

<u>Identity</u>, <u>Inc</u>

Website: www.identityalaska.org

Location: 336 E 5th Ave Contact: 907-929-4528

Full Spectrum Health, LLC

Website: www.fullspectrumhealthak.com

Location: 307 E Northern Lights Blvd Phone: (907) 229-9766

Planned Parenthood

Website: www.plannedparenthood.org Location: 4001 Lake Otis Pkwy #101

Transgender Leadership Alaska (TLA)

Website: www.transleadershipalaska.com Contact: transleadershipalaska@gmail.com

The Trevor Project

Website: www.thetrevorproject.org

24/7 Hotline: Trevor Lifeline at 1-866-488-7386

STAR: Standing Together Against Rape

Website: www.staralaska.com Campus Resource Center: RH 118 Local Crisis Line: (907) 276-7273 Statewide Crisis Line: (800) 478-8999

Appendix C: University of Alaska Board of Regents Policies

P01.02.020 Nondiscrimination.

It is the policy of the board that, in accordance with federal and state law, illegal discrimination against any individual because of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, **sexual orientation**, **gender identity**, political affiliation or belief, genetic information, or other legally protected status is prohibited. Decisions affecting individuals shall be based on the individual's qualifications, abilities and performance, as appropriate.

(06-01-17)

P01.02.025. Discrimination.

A. The university will not permit or tolerate discrimination that creates an intimidating, hostile, or offensive working or learning environment, or that interferes with an individual's performance. The university recognizes that conduct which constitutes discrimination in employment or educational programs and activities is prohibited and will be subject to corrective and/or disciplinary action.

B. This policy does not apply to sexual or gender-based discrimination. These forms of discrimination are addressed in Regents' Policy and University Regulation 01.04.

C. Discrimination refers to being adversely treated or affected, either intentionally or unintentionally, in a manner that unlawfully differentiates or makes distinctions on the basis of the individual's legally protected status or on some basis other than an individual's qualifications, abilities and performance, as appropriate. The university will vigorously exercise its authority to protect employees and students from discrimination by agents or employees of the university, students, visitors and guests.

(06-01-17)

P01.04.010. Sex Discrimination and Sexual Misconduct Policy.

A. The university will not tolerate sexual or gender-based discrimination, including sexual misconduct such as sexual harassment or sexual assault, whether done by university employees, students, or third parties (i.e., non-members of the university community, such as vendors or visitors). Violation of this sex discrimination and sexual misconduct policy may lead to discipline of the offending party, including the possibility of separation from the university. Moreover, many forms of sexual and gender-based discrimination, including sexual harassment

or sexual assault, may also violate state and federal law. Criminal prosecution may take place independently of any university-imposed disciplinary proceeding.

B. The university is committed to providing an environment free from sexual or gender-based discrimination, including sexual harassment or sexual assault, and to ensuring the accessibility of appropriate procedures for addressing all complaints of misconduct under this sex discrimination and sexual misconduct policy. The university will respond to complaints or reports of prohibited conduct with measures designed to stop the behavior, prevent its recurrence, and remediate any hostile environment it caused.

(06-01-17)