

Task Force Report 2006



**On the Campus Climate of Lesbian,
Gay, Bisexual, and Transgender
Students, Faculty, and Staff**

University of Michigan-Flint

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I. Executive Summary

“The Ellen Bommarito LGBT Center is an incredible resource. They have done so much for awareness, education, liberation and advocacy for the LGBT community. I have witnessed a partnering between the greater community and the UM-Flint that is continually growing and developing a strong alliance within the non-LGBT community which helps teach tolerance, acceptance, and non-violence...”¹

“The LGBT Center is hidden in a corner. I don’t think that the faculty and staff encourage LGBT students to come to the LGBT Center and I don’t think that the University supports LGBT events to the extent that they should...like with a full-time staff member or a decent budget.”²

As indicated by these two comments—each offered by a member of the University of Michigan-Flint academic community in 2006 and 2004, respectively—there are differing opinions as to the effectiveness of and University support for the Ellen Bommarito Lesbian, Gay, Bisexual and Transgender Center. In the summer of 2005, the University of Michigan-Flint, as a result of recommendations of a similar study in Ann Arbor (Frier, 2004), initiated an assessment of the campus climate for lesbian, gay, bisexual, and transgender (LGBT) students, faculty, and staff members. With the support of Chancellor Juan Mestas and the LGBT Center’s Advisory Board, a task force was initiated. Former LGBT Center Advocate Christopher Young, together with the help of staff from the Office of Research, assumed the charge of developing an online, anonymous questionnaire (Appendix III) for faculty, students, staff, and community members. The Office of Research analyzed the results and submitted their findings to the LGBT Center, which welcomes the opportunity to offer a summary of conclusions and recommendations concerning the campus climate of sexual and gender minorities at the University of Michigan-Flint. The LGBT Center views these recommendations as critical for the UM-Flint population:

- A. Present more classroom panel discussions**, particularly in the natural sciences to benefit students who are typically forgotten in this form of education and yet may need to know how LGBT experiences relate to them.
- B. Offer more frequent safer-sex panels in the University Center**, including proper tools for condom demonstrations as well as a variety of barrier prophylactics and lubrication.

¹ See appendix IV, response 012/18, p. 22.

² See “Recommendation F2” in Bruce Frier, et al. (2004). *From Inclusion to Acceptance: Report of the Task Force on the Campus Climate for Transgender, Bisexual, Lesbian, and Gay (TBLG) Faculty, Staff and Students*. Ann Arbor: The University of Michigan. Last retrieved on 23 January 2007 from <http://www.provost.umich.edu/reports/tblg/>

- C. Train and certify director in HIV/AIDS testing and safer-sex education.**
- D. Provide sensitivity training to staff and faculty** about the LGBT community, its unique experiences, and issues of coming-out in the workplace or classroom as well as HIV/AIDS sensitivity.
- E. Raise awareness in the Flint community about the LGBT Center** in hopes that this will increase both student enrollment due to a more welcoming atmosphere *and* external donations. The gay community oftentimes has expendable income, and more financial support from the community may be forthcoming by promoting LGBT issues.
- F. Build the Critical Difference Fund** to support LGBT students in immediate financial need for tuition, fees, housing, and other justifiable needs.
- G. Promote more LGBT-related entertainment venues for student enjoyment** in the hopes that such initiatives will lead to greater levels of acceptance and support for sexual minorities on campus.
- H. Increase community visibility and involvement,** and raise public awareness of the benefits offered by the LGBT Center.
- I. Create a scholarship dedicated to LGBT students** demonstrating unique involvement in the fight against homophobic oppression.
- J. Continue and expand Online Outreach Programs** to create a wider sense of community for local LGBT students, faculty, and staff.
- K. Expand the LGBT Center office space** to include 367 UCEN as a director's office, while utilizing 365 UCEN for use by students.
- L. Prepare for opportunities and challenges of on-campus housing** specifically as it relates to the physical and psychological safety, health, and well-being of LGBT students. The new structure of the University will invite many opportunities for safety infractions and the potential of varied hate crimes. There will also be a greater need to promote safer sexual practices focusing on the specific needs of same-sex couples.

II. Introduction

Difference is that raw and powerful connection from which our personal power is forged.

-- Audre Lorde, *Sister Outsider*

Located at a juncture of various marginalized social identities (African-American, woman, lesbian, feminist), Audre Lorde understood and advocated for the power of difference. For Lorde, difference and power were not mutually opposed. Rather, they were connected to each other on a very profound level. However, as Lorde (1984) notes earlier in her essay:

Advocating the mere tolerance of difference... is the grossest reformism. It is a total denial of the creative function of difference in our lives. Difference must be not merely tolerated, but seen as a fund of necessary polarities between which our creativity can spark like a dialectic (pp. 111-112).

To this day, the “creative function of difference” for many sexual and gender minorities continues to be threatened, both overtly and subtly, even within academe, the so-called “safe-space” intended for freedom of expression and freedom of being. In recent years, there has been much progress in the way universities such as the University of Michigan-Flint have advocated for the LGBT communities within its own infrastructure; however, there continues to be at least the impression that the university has been “advocating the mere tolerance of difference” for LGBT students, faculty, and staff.

Although the Ellen Bommarito LGBT Center does exist, it was headed by a quarter-time Advocate until Fall semester of 2006 (at which time the position was upgraded to half-time). Funding for the LGBT Center has been typically low in comparison to budgets for similar offices at the university. For example, while the LGBT Center runs many of the same or comparable programs and services as the Women’s Educational Center, the WEC is headed by a full-time Director. By under-funding and under-supporting the LGBT Center, an impression of mere institutional tolerance for sexual/gender minorities has emerged within the local community.

III. Background of the Task Force Report

“We recommend that the University campuses at Flint and Dearborn undertake to assess and improve the climate for TBLG...We believe the chancellors of UM -Dearborn and UM-Flint should initiate task forces similar to the TBLG Task Force on the Ann Arbor campus in order to improve the climate for TBLG persons.”³

The current *Task Force Report* was completed in fall 2006 and offers valuable information into the perceptions and lived experiences of LGBT people and allies on campus. Brought about by a desire to better understand the experiences of LGBT students, faculty, and staff, as well as the perceptions of heterosexual men and women respondents to issues affecting non-heterosexuals, this report provides insight into the perception of how well the University has acted in working to ensure the most fulfilling experiences for all sexual minorities on campus. This report also reflects the influence of a similar 2004 report by the University of Michigan in Ann Arbor (Frier, et al., 2004). Its importance becomes particularly evident when reflected against the lack of research concerning higher education LGBT resource centers (Sanlo, 2000).

Reflecting the presence of the Ellen Bommarito LGBT Center, as well as the presence of academic departments and other offices and programs in the university, the 2006 survey (see Appendix III) asked several questions relating to how well the University performs its duty to promote diversity while also ensuring that all members of the University feel safe and welcomed, regardless of sexual orientation. Additional sections of this report focus on respondent demographics, as well as LGBT visibility in academic settings and availability of LGBT resources.

The results of this survey should be interpreted as suggestions for necessary additions and changes to the LGBT Center. The center has undergone many positive changes since its opening in 1994. It has acquired an important visibility within the University and continues to offer excellent support services to many students, faculty, and staff. With recent increases in funds for academic programming and social events, the LGBT Center has seen greater use of its resources by students and faculty/staff. Still, the center has the ultimate goal of serving the University’s population to the fullest extent possible, including its heterosexual population, which, as this report indicates, is in need of education concerning LGBT peoples and their needs.

The office continues to operate under circumstances which make it challenging to provide a full array of services and programs. The Center is currently under the provision of a half-time program manager and remains reliant on student volunteers for staffing. This means that many programs the center could sponsor are not being offered. This is not for lack of student support; rather, it reflects the unique demographics of a commuter campus student population. With numerous responsibilities, volunteering becomes secondary to job-related and academic needs. Therefore, if the LGBT Center has among its primary goals ensuring a “safe-space” for LGBT peoples and offering programs that highlight sexual and gender minority involvement in the surrounding community, greater

³ Frier et al.

steps must be taken to proactively promote the Center and its purpose. This translates into increased hours of operation, a full-time program manager, and additional paid staff.

IV. Demographics of the Survey

Total Number of Responses =163

Sexual Orientation and Gender

Heterosexual Female	47.7 %
Heterosexual Male	15.7 %
Lesbian	4.0%
Gay Male	8.7%
Bisexual Female	8.7%
Bisexual Male	2.3%
Transgender	1.2%
Other Non-Heterosexuals	11.7 %

Race and Ethnicity of Non-Heterosexuals

White	74.0 %
People of Color	26.0 %

Age (all respondents)

18-25	15.9 %
26-30	14.6 %
31-40	24.6 %
41-50	18.3 %
51-55	14.2 %
56+	11.8 %

Educational Attainment	Hetero	Non-Hetero
High School Diploma/GED	16.4%	21.5%
Bachelor's Degree	27.8%	23.0%
Master's/Professional Degree	24.0 %	24.6%
Doctoral Degree	18.2%	12.3%
Other	13.6 %	18.5%
Total	100 %	100%

V. Heterosexual versus Non-Heterosexual responses

I believe the climate could be improved by eliminating this distasteful and useless office. We keep segregating into separate pockets of activity instead of realizing we are all one community. The more we segregate, the more problems there will be; heterosexual male/administrative staff.⁴

In all honesty, I feel that the majority of people on campus are uncomfortable and/or do not like [the] fact that there is [a] center designed for LGBT students, but they tolerate it to keep friction down on campus and to avoid being rude and hurting someone's feelings. I do not agree with that type of lifestyle, so I do not have any suggestions that this survey would consider positive; heterosexual female/administrative staff/alumni.⁵

One argument against the LGBT Center that seems to persist even today is that it is seen as assisting a small minority of students on campus, and therefore not in need of full University support. The truth is that the LGBT Center, just like any other office on campus, caters to the *entire* university population. To guarantee positive experiences for LGBT people on campus, the most important work that needs to be done is with heterosexuals, according to this survey.

Accounting for the majority of respondents (63.4%), the heterosexual opinions in the *Task Force Report* survey show a clear split in understanding the experiences of LGBT people when compared to their non-heterosexual counterparts. For example, when asked whether the respondent felt the university provided an adequate allocation of LGBT resources, heterosexuals responded affirmatively nearly two and a half times more often than did non-heterosexuals. Likewise, whereas 22 non-heterosexuals reported having experienced verbal harassment associated with either their actual or perceived sexual orientation or gender identification/expression, only five heterosexuals reported such harassment, either due to their heterosexuality or, perhaps more likely, to a *perceived* non-heterosexual status.

⁴ See Appendix IV, response 032/19, p. 24.

⁵ See Appendix IV, response 042/19, p. 24.

VI. Safety on Campus

“I have seen a marked decrease in discrimination and prejudice toward LGBT students, staff and administrators over the past few years. I know I am not privy to everything that happens on this campus, but I think we are becoming a safer haven for diverse people; heterosexual female/faculty.”⁶

“The LGBT and Women's Educational Center are helpful resources that gives a welcoming place to feel safe. There are also student groups on campus for the LGBT community. Finally, there are a few classes on campus that discuss LGBT issues, such as PHL 167; heterosexual female/faculty/administrative staff/alumni.”⁷

*“...While I did not experience prejudice based on *other's* perceptions of my sexual orientation, I had to directly address a colleague's repeated homophobic comments. This person did not realize they had been saying anything offensive or off the mark, and they are in a position of serving faculty and students. Also, more LGBT educational outreach to students would be good. It seems that there are certain departments/professors that create a safe space for LGBT students and discussing LGBT-related issues but this is not an environment that exists across the campus. I feel that overall UM-Flint does not deny students opportunities based on sexual orientation, but it does not as a whole extend a hand to the wider LGBT community and actively recruit students and staff from the LGBT community...”⁸*

“The LGBT Centre does incredible work for LGBT students and works diligently to provide a safe place and resource center. Generally, the student body is open to LGBT students and issues; however, some gay bashing, harassment, or in-class negativity (i.e. "I believe gays are going to hell and that's my academic opinion and therefore you have to respect it" kind of thing) happens frequently among some majors/groups/areas on campus and not as frequently or ever in others....Student only areas in the UCEN like Student Life (NOT the Centre) are in my experience the most likely place for anyone to experience verbal or physical harassment based on their LGBT status (or perceived status). This is true despite the fact that the safest LGBT place on campus, the Centre, is right around the corner; bisexual female/undergraduate student/support staff.”⁹

As indicated in Section V, as well as evidenced by two respondent comments above, a significant number of individuals reported verbal abuse related to the individual's actual or perceived sexual orientation or gender identification while on

⁶ See Appendix IV, response 064/18, p. 26.

⁷ See Appendix IV, response 075/18, p. 26.

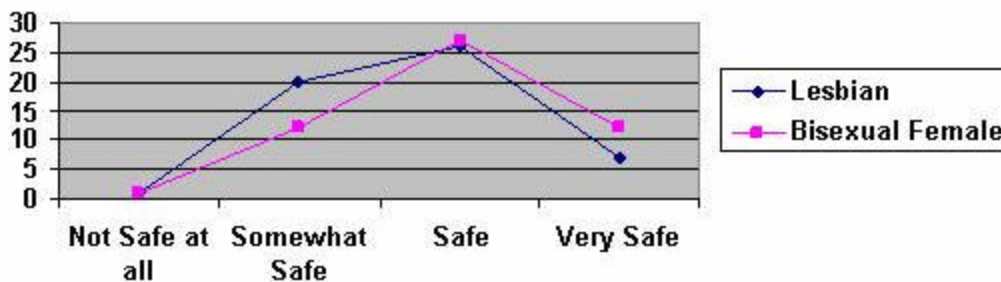
⁸ See Appendix IV, response 089/19, p. 28.

⁹ See Appendix IV, response 138/18, p. 32.

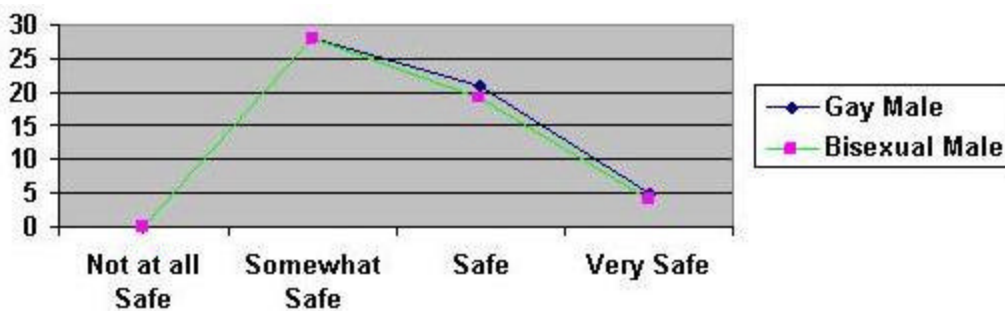
campus. Fortunately, as the intensity of the offense increased, the number of reports decreased. Still, seven respondents (four non-heterosexuals, three heterosexuals) indicated property damage or vandalism, and one non-heterosexual respondent reported physical abuse while on campus. Though these numbers are relatively low, any crime against a student or faculty/staff member cannot be tolerated. Too often, such crimes go unreported, and given the low response rates to this survey, one can only speculate what other offenses may have occurred in recent years.

Perceived safety, as opposed to actual experiences of abuse, also offers little encouragement. Sexual minorities face harassment and violent crimes at a much higher rate than do heterosexuals, and they are aware of this fact (Sanlo, 2004). The following charts show responses toward perceived safety on campus for non-heterosexuals, categorized by gender:

Non-Heterosexual Responses toward Female Sexual Minority Safety



Non-Heterosexual Responses toward Male Sexual Minority Safety



There is a significant decline in perceived safety for male sexual minorities as compared to females. Nevertheless, both groups have significantly low scores for the “very safe” option. The University of Michigan-Flint has a responsibility to ensure that its entire population feels “very safe” at all points in time. Survey results indicate there is room for improvement relative to a shared sense of security by students and employees.

Related is the ability for all persons in the University to feel fully open and free in terms of their sexual orientation and gender expression. Yet, according to this survey, relatively few feel this comfort. Logically, most heterosexuals felt they were “Totally Open” in terms of their sexual orientation and gender identity. The rates for non-heterosexuals were much lower. Interestingly, seventeen non-heterosexuals indicated that they were either “Not open at all” or only “Open with Some” on campus. This should be of concern for the university since a significant number of individuals on campus do not feel comfortable expressing their gender according to their gender identification.

VII. Recommendations

“...I think more resources need to be allocated to the Ellen Bommarito Center, because the Center is critical to coordinated improvement of the climate for LGBT students, faculty and staff; multisexual/queer/other/undergraduate student/administrative staff.”¹⁰

With such divided impressions between the heterosexual and non-heterosexual communities concerning LGBT-related issues, combined with physical manifestations of anti-gay attitudes on campus, it is easy to appreciate the service role and educational mission of the Ellen Bommarito LGBT Center. Not only do the LGBT communities benefit from its services, but the heterosexual communities do so as well through education. In fact, it appears heterosexuals are in as much need of LGBT-related education as the LGBT community. Thus, the LGBT Center recommends that certain services be offered more frequently to ensure that as many people benefit from its educational options as possible. These services include the following recommendations:

- A. Present more classroom panel discussions**, particularly in the natural sciences to benefit students who are typically forgotten in this form of education and yet may need to know how LGBT experiences relate to them.
- B. Offer more frequent safer-sex panels in the University Center**, including proper tools for condom demonstrations as well as a variety of barrier prophylactics and lubrication.
- C. Train and certify director in HIV/AIDS testing and safer-sex education.**
- D. Provide sensitivity training to staff and faculty** about the LGBT community, its unique experiences, and issues of coming-out in the workplace or classroom as well as HIV/AIDS sensitivity.
- E. Raise awareness in the Flint community about the LGBT Center** in hopes that this will increase both student enrollment due to a more welcoming atmosphere *and* external donations. The gay community oftentimes has expendable income, and more financial support from the community may be forthcoming by promoting LGBT issues.

¹⁰ See Appendix IV, response 089/19, p. 28.

- F. Build the Critical Difference Fund** to support LGBT students in immediate financial need for tuition, fees, housing, and other justifiable needs.
- G. Promote more LGBT-related entertainment venues for student enjoyment** in the hopes that such initiatives will lead to greater levels of acceptance and support for sexual minorities on campus.
- H. Increase community visibility and involvement**, and raise public awareness of the benefits offered by the LGBT Center.
- I. Create a scholarship dedicated to LGBT students** demonstrating unique involvement in the fight against homophobic oppression.
- J. Continue and expand Online Outreach Programs** to create a wider sense of community for local LGBT students, faculty, and staff.
- K. Expand the LGBT Center office space** to include 367 UCEN as a director's office, while utilizing 365 UCEN for use by students.
- L. Prepare for opportunities and challenges of on-campus housing** specifically as it relates to the physical and psychological safety, health, and well-being of LGBT students. The new structure of the University will invite many opportunities for safety infractions and the potential of varied hate crimes. There will also be a greater need to promote safer sexual practices focusing on the specific needs of same-sex couples.

The above recommendations are viewed by the LGBT Center and many community members as critical for the UM-Flint population. If services are to thrive, increased support from the University is essential. In addition, services and programs must be visible on a regular basis in order to effect lasting change. Thus, it is further recommended that the LGBT Center be provided with a full-time director and eventually, when funding becomes available, one additional full-time support person to assist with program coordination and other duties. Sustained support from the University will lead to an improved climate for sexual minorities. Moreover, it will result in a heterosexual community that is better informed. Our end goal is to make the University of Michigan-Flint more inviting, welcoming, and inclusive for all, with a particular emphasis on LGBT students, faculty, and staff.

VIII. References

- Frier, Bruce, et al. (2004). *From Inclusion to Acceptance: Report of the Task Force on the Campus Climate for Transgender, Bisexual, Lesbian and Gay (TBLG) Faculty, Staff and Students*. Ann Arbor: The University of Michigan. Last retrieved 18 January 2007 from <http://www.provost.umich.edu/reports/tblg>
- Lorde, Audre. (1984). The Master's Tools Will Never Dismantle the Master's House. *Sister Outsider*. Trumansburg, NY: The Crossing Press. pp 111-112.
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- Sanlo, Ronni. (2000, Spring). The LGBT Campus Resource Center Director: The New Profession in Student Affairs. *NASPA Journal*, 37(3). pp 485-95.
- Sanlo, Ronni. (2004). Lesbian, Gay, and Bisexual College Students: Risk, Resiliency, and Retention. *Journal of College Student Retention*, 6(1). pp 97-110.

Appendix I: Messages Inviting Survey Participation

June 29, 2006

Greetings, LGBT Folk and Friends~

We are conducting a survey important to the Ellen Bommarito LGBT Center to assess your perceptions of the UM-Flint campus environment/climate for LGBT students, faculty and staff. Your input is important to us in our efforts to write a well-informed Task Force Report. Please participate by going online at <https://secure2.umflint.edu/ssem/lgbt/lgbt.asp> and completing the survey to the best of your knowledge. **All information you provide is received anonymously.**

If you have any questions please contact me at 766-6606 during my office hours (Tuesday, 1:00-5:00 p.m. and Thursday, 8:00 a.m.-noon), or call me anytime at 767-2066.

Closing date for the survey is Tuesday, 25 July 2006. This will allow us time to evaluate the information you provide and to write a Task Force Report for submission at the beginning of the fall semester 2006.

Thank you!

Christopher

July 7, 2006

Greetings, Faculty and Staff~

We are conducting a survey important to the Ellen Bommarito LGBT Center to assess your perceptions of the UM-Flint campus environment/climate for LGBT students, faculty and staff. Your input is important to us in our efforts to write a well-informed Task Force Report. Please participate by going online at <https://secure2.umflint.edu/ssem/lgbt/lgbt.asp> and completing the survey to the best of your knowledge. **All information you provide is received anonymously.**

If you have any questions, please contact me at 766-6606 during my office hours (Tuesday, 1:00-5:00 p.m. and Thursday, 8:00 a.m.-noon) or call me anytime at 767-2066.

Closing date for the survey is Tuesday, 25 July 2006. This will allow us time to evaluate the information you provide and to write a Task Force Report for submission at the beginning of the fall semester 2006.

Thank you!

Christopher
Advocate, Ellen Bommarito LGBT Center, UM-Flint

July 24, 2006

Today and tomorrow are the last two days to take the survey and give us your valuable input on the UM-Flint climate for LGBT students, faculty and staff. If you have not taken the survey, please take a few moments to complete our online survey at <https://secure2.umflint.edu/ssem/lgbt/lgbt.asp>. **All information you provide is received anonymously.**

Tuesday, 25 July 2006 is your last chance to participate and we really want to hear from you. THANK YOU!

Christopher
Advocate, Ellen Bommarito LGBT Center, UM-Flint

Appendix II: Survey Cover Letter

Ellen Bommarito Lesbian, Gay, Bisexual and Transgender Center

Survey on Lesbian, Gay, Bisexual and Transgender Climate at University of Michigan Flint, Michigan

The following survey is intended to gain a knowledge of your perceptions of the campus environment for Lesbian, Gay, Bisexual and Transgender (LGBT) students, faculty and staff at the University of Michigan-Flint. Your participation will assist the University in its continued efforts to improve its affirmative climate for diversity.

Please take approximately 15 minutes to complete this self-administered online survey. While your participation in this study is completely voluntary, your participation is important to our efforts to make a thorough survey of the Flint campus climate for the LGBT community.

This study may not provide any direct benefit to you, but the knowledge gained will be useful in assessing and improving the campus environment for LGBT people. You have the right not to answer any question you are uncomfortable with and do not want to answer.

Please do not enter your name on this survey. All information you provide is received anonymously.

No compensation or reimbursement will be given for your participation in this study beyond our gratitude and the knowledge that your responses shall assist us in our assessment of the campus climate.

Your time, thoughtful consideration and participation in this survey are greatly appreciated; THANK YOU!

Appendix III: Survey Instrument

I. Do you identify as (please check all that apply)

Lesbian	<input type="checkbox"/>	
Gay Male	<input type="checkbox"/>	
Bisexual	Female <input type="checkbox"/>	Male <input type="checkbox"/>
Transgender	Male to Female <input type="checkbox"/>	Female to Male <input type="checkbox"/>
Multisexual	<input type="checkbox"/>	
Queer	<input type="checkbox"/>	
Questioning	<input type="checkbox"/>	
Genderqueer	<input type="checkbox"/>	
Heterosexual	Female <input type="checkbox"/>	Male <input type="checkbox"/>
Other (Please Explain)	<input type="text"/> <input type="text"/> <input type="text"/>	

II. How do you define your race or ethnicity?

Please select from the list

Please select from the list

"African American"

"American Indian, Native American"

"Asian American, Indian"

"Latino or Hispanic"

"Middle Eastern or Arab"

"Pacific Islander or Native Hawaiian"

"White, Caucasian"

"Multiracial"

"Other (please specify)"

Other (please specify)

III. Year of birth 19 . -

IV. What is the highest degree you have earned?

- Please select from the list**
- "High School diploma or GED"**
- "Bachelor's Degree"**
- "Master's or Professional Degree"**
- "PhD or other professional doctorate"**
- "Other (Please Explain)"**

Other (please explain)

V. What is your relationship to the University of Michigan-Flint? (please check all that apply)

Undergraduate Student	<input type="checkbox"/>	
Graduate Student	<input type="checkbox"/>	
Faculty	<input type="checkbox"/>	
Administrative Staff	<input type="checkbox"/>	
Support Staff	<input type="checkbox"/>	
Alumni	<input type="checkbox"/>	Year you graduated: <input type="text"/>
Other (please describe)	<input type="checkbox"/>	<input type="text"/>

VI. How long have you been affiliated with the University of Michigan-Flint?

months (if you have just started at UM-Flint)

years

VII. The following questions are to gain a knowledge of your impressions of the campus environment for Lesbian, Gay, Bisexual and Transgender (LGBT) students, faculty and staff at the University of Michigan-Flint.

	None	A Little	Some	A Lot	NA
To what extent are LGBT resources available on the Flint campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many safe spaces for LGBT students, faculty and staff are on the Flint campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many positive images of LGBT people are there presented on campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do University publications you are aware of contribute to LGBT visibility at UM -Flint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do UM-Flint departments reflect or address LGBT issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do you feel LGBT educational programming is included in the classroom at UM -Flint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VIII. How safe do you feel people on the Flint campus would feel having people know that they identify as (Please rate each of the following to the best of your knowledge)?

	Not at all Safe	Somewhat Safe	Safe	Very Safe	Don't Know
Lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bisexual Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bisexual Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transgender Female (Male to Female)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transgender Male (Female to Male)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IX. In general, how welcoming is UM-Flint to:

	Not at all Welcoming	Somewhat Welcoming	Welcoming	Very Welcoming	Don't Know
Undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

X. How welcoming is UM-Flint to **LGBT**:

	Not at all Welcoming	Somewhat Welcoming	Welcoming	Very Welcoming	Don't Know
Undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XI. In your opinion, how welcoming is the classroom environment to:

	Not at all Welcoming	Somewhat Welcoming	Welcoming	Very Welcoming	Don't Know
Undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XII. How welcoming is the classroom environment to **LGBT**:

	Not at all Welcoming	Somewhat Welcoming	Welcoming	Very Welcoming	Don't Know
Undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XIII. Please answer the following:

	Not at all Open	Open with Some	Open with Many	Totally Open	NA
How open are you about your sexual orientation at the UM-Flint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How open are you about your gender identity and gender expression (dress, act and interact with others) at the UM-Flint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How open are you about your sexual orientation outside of the Flint campus community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How open are you about your gender identity and gender expression outside of the Flint campus community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XIV. Have you experienced any of the following while at the UM-Flint because of your actual or perceived sexual orientation, or your gender identity, presentation or expression?

	Yes	No
Verbal harassment (such as hate speech or derogatory comments)	<input type="checkbox"/>	<input type="checkbox"/>
Property destruction or vandalism	<input type="checkbox"/>	<input type="checkbox"/>
Physical assault	<input type="checkbox"/>	<input type="checkbox"/>
Prejudice in your UM-Flint classes	<input type="checkbox"/>	<input type="checkbox"/>
Prejudice in UM-Flint social settings	<input type="checkbox"/>	<input type="checkbox"/>
Prejudice when interacting with UM-Flint administrator or staff	<input type="checkbox"/>	<input type="checkbox"/>

XV. If you encountered any of the experiences listed in the previous question, did you report the incident to University officials?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

XVI. If you did report an incident, was the official University response adequate to your needs?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

XVII. Do you feel the UM-Flint allocates adequate resources to LGBT faculty, staff and students?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

XVIII. What positive aspects of life at UM-Flint have you observed for the LGBT community?

XIX. If you have any other thoughts or ideas you would like to share on how the UM-Flint could improve its climate for diversity, especially for LGBT students, faculty and staff, please express them here.

Appendix IV: Open-Ended Responses

***The following are open-ended responses; categorized by sexual identity and affiliation to the University.**

Question 18: What positive aspects of life at UM-Flint have you observed for the LGBT community?

Question 19: If you have any other thoughts or ideas you would like to share on how the UM-Flint could improve its climate for diversity, especially for LGBT students, faculty, and staff, please express them here.

001

18. Little community support; lesbian

19. More Resources & Activities; lesbian

003

18. no response

19. Organize a more visible "safe space" presence on campus; lesbian/faculty

006

18. The existence of the Center, the center website, the involvement of the center with larger Flint community; lesbian/undergraduate student

19. Full time center staff, safe space stickers, more prominent info in catalogue university advocating in other venues for members of the LGBT university community-kudos on establishing the critical difference fund; lesbian/undergraduate student

008

18. I've always felt I could be myself anywhere on campus. In class, at my job on campus, and at school activities; bisexual male/undergraduate student

19. It would be nice to see a stronger community among LGBT people on campus. We don't seem to have a strong bond to each other; bisexual/undergraduate student

010

18. I have experienced affirming and supportive staff and peers at UM-Flint; gay male/queer/undergraduate student

19. I don't believe that faculty and some students feel as comfortable revealing their LGBT identity to students, but this is due to prejudice in the Flint Community. Outreach and educational efforts need to be present in the community at large; gay male/queer/undergraduate student

012

18. The Ellen Bommarito LGBT Center is an incredible resource. They have done so much for awareness, education, liberation and advocacy for the LGBT community. I have witnessed a partnering between the greater community and the UM-Flint that is continually growing and developing a strong alliance within the non-LGBT community which helps teach tolerance, acceptance, and non-violence; gay male/support staff

19. no response

014

18. This center is an extremely progressive entity given the size and location of the university. We are fortunate to have it; gay male/graduate student

19. I am about to attend classes at Uof M Flint. I will know better then; gay male/graduate student

015

18. Don't keep the LGBT Center as a refurbished storage closet, make it to be like all other centers on campus, as-in, treat it fairly and equally, the WEC, EOI, SDC, Student Life, even SGC has a secretary, the rest have FULL TIME directors and secretaries.

19. The LGBT Center shouldn't have to FIGHT the administration every time the Center makes a decision; gay male/alumni

016

18. Chris and what he does for all of us; heterosexual female

19. What is being done for the people of color in the LGBT community at U of M Flint? ; heterosexual female

017

18. Chris Young, Movies at Good Beans; other

19. Why not accept all people?? Offer trainings every semester to understanding. Everyone has to take training for 2 semesters; other

020

18. Unsure. LGBT visibility is relatively low on campus; heterosexual male/graduate student/administrative staff

19. Perhaps including more LGBT courses in the University's curriculum would provide a more open forum for its students; heterosexual male/graduate student/administrative staff

021

18. I see the faculty as extraordinarily supportive of the LGBT community, much more than staff; heterosexual female/administrative staff

19. no response

023

18. A department dedicated to the LGBT community; heterosexual female/support staff

19. no response

027

18. Not enough time on campus. I'm adjunct; questioning/faculty

19. I am not aware of LGBT activities for faculty; questioning/faculty

029

18. There exists a center which many institutions have failed to provide. There is a somewhat large population of non-heteros for a smaller campus by which many of these students, fac/staff lend support to one another. There is open talk and support from many, many non LGBT fac/staff/students; heterosexual female/administrative staff

19. I think a full time advocate is needed. This person needs to not only be part of the LGBT Center, but actively involved in all aspects of the UMF community. Sitting on committees, participating in all activities, etc; heterosexual female/administrative staff

030

18. An active, and recognized LGBT Center, and faculty/staff who are very aware of common LGBT concerns; heterosexual male/undergraduate student/support staff

19. Increased participation in student organizations of all kinds (LGBT and otherwise). I feel greater understanding and less feelings of isolation could be reached by greater participation in all aspects of student life (not just those involving LGBT concerns). Along with this, an increased heterosexual participation in the LGBT Center and LGBT student organizations; heterosexual male/undergraduate student/support staff

032

18. None; heterosexual male/administrative staff

19. I believe the climate could be improved by eliminating this distasteful and useless office. We keep segregating into separate pockets of activity instead of realizing we are all one community. The more we segregate, the more problems there will be; heterosexual male/administrative staff

037

18. Slowly moving us forward to acceptance; questioning/gender queer/administrative staff

19. Provide knowledge of other local area LGBT organizations or safe havens for older individuals; questioning/gender queer/administrative staff

042

18. Not really concerned about it; heterosexual female/administrative staff/alumni

19. In all honesty, I feel that the majority of people on campus are uncomfortable and/or do not like that fact that there is center designed for LGBT students, but they tolerate it to keep friction down on campus and to avoid being rude and hurting someone's feelings. I do not agree with that type of lifestyle, so I do not have any suggestions that this survey would consider positive; heterosexual female/administrative staff/alumni

043

18. no response

19. Questions XV to XVI do not allow for a NA response therefore no was utilized. I feel that sexual orientation is a private issue and has no place in the classroom, while tolerance and acceptance is important, like religion is personal and should not be pushed in our face - I do not view LGBT the same as Race issues. This campus and its environment is full of LGBT faculty, staff and administrators, to the point of nepotisms. I often feel that a traditional heterosexual orientation is the minority. Special interests continue to get numerous support mechanisms that are not extended to traditional faculty, staff and students; heterosexual female/administrative staff

044

18. There seems to be a fairly tight-knot LGBT group of students who offer some support for one another; however, they seem to be for the most part on their own; heterosexual female/faculty

19. Support has to come from the top down; until LGBT is recognized as a "normal" site by administration (how many administrators and staff visit the LGBT office regularly?), it will always be regarded as a location for the "fringe."; heterosexual female/faculty

046

18. The availability of a safe space and resources through the Ellen Bommarito LGBT Center; heterosexual female/graduate student/administrative staff

19. 1. Training for faculty and staff, especially those who are in student services. 2. Additional "safe spaces" for the LGBT community around campus.
3. More LGBT programming (films, speakers, etc.) on campus; heterosexual female/graduate student/administrative staff

047

18. Establishment of the LGBT Center; members of LGBT community in positions of authority and leadership; campus administration is (I think for reasons already stated) more sensitive than might be present in private sector toward rights and needs of LGBT community; heterosexual female/administrative staff

19. The greater challenge lies in the diversity of experience and beliefs of fellow students. Also, the University's commitment to open discourse of issues often allows the closed-minded the opportunity to be hateful. I don't know how to improve the climate for diversity. Wish I did! ; heterosexual female/administrative staff

048

18. Health insurance to same sex partners, poetry readings; heterosexual female/faculty

19. Don't know; heterosexual female/faculty

050

18. None; heterosexual female/faculty

19. None; heterosexual female/faculty

055

18. Many are in leadership roles; heterosexual male/faculty

19. no response

058

18. The LGBT Center; heterosexual female/administrative staff/alumni

19. I find the fundamentalist Christian student group that is on campus absolutely repulsive. Their efforts to make the LGBT community unwelcome should not be tolerated; heterosexual female/administrative staff/alumni

060

18. Many Faculty are openly gay without repercussions; bisexual female/undergraduate student/support staff

19. no response

061

18. common ground; heterosexual male/faculty

19. no response

062

18. An awareness that it exists. As an orientation leader, I always talked about it on my tours; heterosexual female/alumni

19. I worked on an article for the alumni publication about couples that met on the UM-Flint campus. I wanted to include LGBT couples who may have met here but I received NO response back from the center about people I could interview; heterosexual female/alumni

064

18. I have seen a marked decrease in discrimination and prejudice toward LGBT students, staff and administrators over the past few years. I know I am not privy to everything that happens on this campus, but I think we are becoming a safer haven for diverse people; heterosexual female/faculty

19. no response

070

18. A community exists specifically oriented toward the LGBT concerns. There are a number of fine, high profile administrators and faculty/staff who identify with this constituency who have excellent relationships with much of the faculty and student population; heterosexual female/faculty

19. There is not a single climate for diversity - or for anything else - in human relationships. One classroom, group or department may provide a very positive environment, while another may evidence a degree of hostility. We must continue to work toward understanding; heterosexual female/faculty

072

18. Appear to be some strong faculty and staff who themselves are gay, lesbian and/or affirming of gay and lesbian identities; heterosexual female/faculty

19. My campus-based activity in support of LGBT activities is at a low ebb, though I have in the past worked on these issues as a feminist, heterosexual ally. I like your question about campus publications visibility; is this a problem from the point of view of administrators, who historically have been very concerned about offending conservative staff and community members? Academic departments and programs vary in their underlying attitudes towards LGBT students, faculty and staff; the problems are difficult to remedy. I think invisibility is still a problem in parts of the university, but more visibility may bring more vulnerability and conflict; heterosexual female/faculty

074

18. There seem to be quite a few homosexuals/bisexuals who are a part of the UM-Flint staff. It is nice to see that there is no prejudice when hiring; heterosexual female/support staff

19. no response

075

18. The LGBT and Women's Educational Center are helpful resources that gives a welcoming place to feel safe. There are also student groups on campus for the LGBT community. Finally, there are a few classes on campus that discuss LGBT issues, such as PHL 167; heterosexual female/faculty/administrative staff/alumni

19. UM-Flint could offer scholarships for LGBT students, more pay and hours for the LGBT advocate, more open office hours for the LGBT Center, and scheduled support groups for LGBT students, staff, and faculty; heterosexual female/faculty/administrative staff/alumni

079

18. I am mostly on Ann Arbor campus. I teach at Flint at night and have seen no problems but not sure that I'm in a position to; heterosexual male/faculty

19. no response

080

18. I was very please to see that UM-Flint has the LGBT Center here on campus, as it provides the campus' LGBT community a place to turn for support and acceptance; heterosexual female/support staff

19. I feel the LGBT Center is an important resource for not only the UM-Flint's LGBT community, but for all of UM-Flint. Only through education can you abolish ignorance and hopefully promote understanding and acceptance; heterosexual female/support staff

081

18. Many faculty and administrators are generally supportive. Undergraduate students and community are generally hostile; heterosexual male/faculty

19. UM-Flint is organic with the community, and the prevailing 'norm' is homophobia that has its roots in religious intolerance and misogyny. Aside from a profound demographic and economic change in the county, there may be few solutions: there is little that UM-Flint can do by itself; heterosexual male/faculty

083

18. Meeting space to conduct business. A few special events; bisexual fe male/heterosexual female/administrative staff

19. no response

086

18. Acceptance, an active voice in the classroom, campus, student government and student paper; other/faculty

19. I don't see any need or room for improvement; UMF has always been open, accepting and supportive of LGBT students, faculty and staff in my opinion; other/faculty

087

18. no response

19. I believe that we should increase awareness of religious/spiritual diversity (including atheism), thereby indirectly affecting views on sexual diversity and diversity in general. Our student population is heavily Christian (in visibility if not in numbers) and conservative Christian values are heavily represented in the classroom. I believe it is the role of faculty and administration to balance this by increasing awareness of other belief systems if we want our students' educational experiences to be eye-opening; bisexual female/heterosexual female/faculty

088

18. There are a tremendous number of books (fiction and non-fiction) dealing with LGBT issues in the Thompson Library; heterosexual male/faculty

19. no response

089

18. A very UM-Flint LGBT community excited about and motivated for improvements to the Ellen Bommarito Center. Allocation of more resources for the Center. Taking a stand against hateful messages of

Students Defending Christian Principles, including a rally and M-Times newspaper articles;
multisexual/queer/other/undergraduate student/administrative staff

19. Have a safe space campaign for faculty and staff. I found a Safe Space logo for my door, but it would be nice if they were provided by the LGBT Center. Also, provide ongoing cultural sensitivity training for faculty and staff. While I did not experience prejudice based on *other's* perceptions of my sexual orientation, I had to directly address a colleague's repeated homophobic comments. This person did not realize they had been saying anything offensive or off the mark, and they are in a position of serving faculty and students. Also, more LGBT educational outreach to students would be good. It seems that there are certain departments/professors that create a safe space for LGBT students and discussing LGBT-related issues but this is not an environment that exists across the campus. I feel that overall UM-Flint does not deny students opportunities based on sexual orientation, but it does not as a whole extend a hand to the wider LGBT community and actively recruit students and staff from the LGBT community. Finally, I think more resources need to be allocated to the Ellen Bommarito Center, because the Center is critical to coordinated improvement of the climate for LGBT students, faculty and staff;
multisexual/queer/other/undergraduate student/administrative staff

090

18. I have never witnessed anyone being harassed for their sexual identity or orientation; heterosexual male/faculty/alumni

19. LGBT interests are not only represented, they are practically an obsession on this and other campuses. Lip service paid to "diversity" notwithstanding, would opinions dissenting from the prevailing LGBT ideology be welcome at UM-Flint? If you want real diversity, welcome dissent and debate and don't push a political agenda that would probably alienate most Americans who were aware of it. A good first step would be to banish the word "homo phobic" and its variants from the University's vocabulary; it's used to silence and marginalize critics more often than it's used to clarify matters. Not everyone who disagrees with you is a bigot or ignoramus; heterosexual male/faculty/alumni

091

18. Having a center for them to utilize as their own; heterosexual female/administrative staff

19. I think that a diversity workshop should be mandatory for each student, faculty, staff and administrator here on campus; heterosexual female/administrative staff

093

18. I think that students have been more relaxed with me and other instructors, not necessarily speaking directly about sexual orientation, but not being shy or withdrawn in the classroom or advising settings; heterosexual female/faculty

19. My hope is that the campus population can see how much more can be creatively accomplished with the full and free participation of all, regardless of sexual orientation, and that this will help the non-LGBT population focus less on their own prejudices. Good luck! ; heterosexual female/faculty

094

18. Periodic activism of our LGBTQI students; queer/administrative staff

19. Update the acronym to LGBTQI. Don't wait for Ann Arbor to change their name! As the authors of this survey probably know, the terms "gay" and "lesbian" are often identified with an older generation. Many youth have opted to reclaim the previously derogatory term of queer as an act of empowerment. With regard to intersex, this refers to people born with an anatomy that someone decides is not standard for male or female. They too deserve a place at the table! People, this may be Flint, but no need to live in the dark ages or wait until Ann Arbor gets around to making the change. Go online and search the numerous colleges and universities that currently use LGBTQI or GLBTQI acronyms. Be proactive and do it NOW! Take the lead and simultaneously join the 21st century; queer/administrative staff

099

18. UMF faculty and staff seem to make a positive effort to welcome the LGBT community. Where I've seen some hostile attitudes possibly creep in was among undergraduates (males "joking" with a gay student).; heterosexual female

19. no response

101

18. I see this mainly in the classroom, where gender issues come up naturally in the course of discussion in literature courses. I have had several gay students "come out" in the context of smaller classes, where essentially everyone can have a somewhat personal relationship with other students. Surprisingly to me, this has never happened late in a semester, but rather in the first week or two of classes. It is more often the case that students don't announce their sexuality in class. Thought I often know who LGBT students are, I am sure that not all are known to me. I have not seen any prejudicial behavior toward LGBT students; heterosexual male/faculty

19. I generally think we're doing the right things. The LGBT Center provides a valuable service to students who otherwise might "fall through the cracks" at a life stage when identity is an issue for them. Regarding my response above about prejudice shown by an administrator, this was a woman who did not deal well with men; she is retired; heterosexual male/faculty

105

18. I'm impressed by the Women's Educational Center and by the LGBT Center, which I wish could be funded more in order to have a more visible presence; questioning/faculty

19. I try to include LGBT issues in the courses I teach but wish I had some workshops or other ways of learning how to do this even more. I also try to make LGBT and all students comfortable in my classes, but I never know how to respond to students' off-hand homophobic comments, often made to get a cheap laugh from other students. I think the Thompson Center for Learning and Teaching in conjunction with the LGBT Center might consider doing workshop on LGBT issues for instructors; questioning/faculty

110

18. None; bisexual female/undergraduate student

19. No response

112

18. The Center is a welcoming place; heterosexual female/administrative staff/alumni

19. Make room for allies - I often express support and want to assist and be involved but often feel pushed aside because I identify as straight so therefore I feel like others aren't interested in what I offer; heterosexual female/administrative staff/alumni

113

18. No response

19. I worked directly with the LGBTQA Office in Ann Arbor and admired Jim Toy and the staff for the resources they provided and for the courage and self-confidence to be themselves. For LGBT folks I say be yourselves at all cost and always keep your integrity intact; bisexual female/support staff

115

18. The LGBT center, nothing outside of that; bisexual female/questioning/undergraduate student

19. ???

116

18. The Bommarito Center. Courses that address issues of identity and prejudice; heterosexual male/faculty

19. no response

117

18. There seems to be a great deal of support and resources - I however have never researched these resources as I do not find myself needing them; heterosexual female/undergraduate student

19. no response

120

18. I have not totally paid attention. I will start classes in the Fall and whenever I have been to the campus I have been in a hurry to get my things done; heterosexual female/undergraduate student

19. no response

121

18. There is always someone that you can talk to or a safe place to be; bisexual female/undergraduate student

19. no response

122

18. That the LGBT center exists. That a colleague of mine feels free to make clear in her workspace what her sexual orientation is; heterosexual female/faculty/alumni

19. no response

123

18. The LGBT Center and its Advocate, and the Center's related programming are all a big plus. Benefits for domestic partners is important; gay male/administrative staff

19. UM-Flint is fairly unique in having an LGBT Center. This is relatively rare in Michigan, statewide, and across the nation. We should be proud of this, and I think should use our generally welcoming climate in our recruiting of additional students. LGBT students have the potential to be an even more significant part of this student population. I noted a sense of being harassed in one of the questions above: the particular circumstances concerned a faculty member I believe to be deeply homophobic, but somewhat careful in how he would express himself, so the allegation would be difficult to prove. Still, I believe his behavior was offensive and motivated by homophobia; gay male/administrative staff

124

18. The Women Gender Studies department is fantastic and extremely open to anyone of any sexual orientation. Although it is "Women" Gender Studies, the classes, especially WGS 200, really get into all of the different orientations and really learn about each and it is an extremely open and comfortable environment; heterosexual female/undergraduate student

19. no response

126

18. All are positive aspects. Every student and faculty member is respected; heterosexual male/undergraduate student

19. no response

127

18. The LGBT center and its staff are great. Some teachers are great, as are some students; bisexual female/undergraduate student

19. The staff, and religious groups, and some administration are rude, and they band together which creates an atmosphere where their actions go unpunished. It needs to be stopped; bisexual female/undergraduate student

129

18. I am glad to know that my students have the LGBT center as a resource for their needs. I have felt completely comfortable as a gay man teaching and interacting on campus with student faculty and staff; gay male/faculty

19. no response

130

18. The LGBT Center; heterosexual female/administrative staff/alumni

19. no response

133

18. none whatsoever; undergraduate student

19. no response

135

18. The LGBT is a very positive space for LGBT students and allies. Also, the WGS professors in particular are very positive and supportive of the LGBT community. The classes they present do make a difference in helping students become aware of gendered issues, and gender identity. They have been crucial for me in becoming more aware, and sensitive to the needs of LGBT students, and gender issues; heterosexual female/administrative staff/alumni

19. Even though I have seen, and experienced positive experiences from the LGBT center, I do know of several LGBT students who do not use the center because of a perceived "click" group personality to the center. I do feel this is unfortunate because the center has many wonderful opportunities for self-expression and community. I also notice that even though WGS faculty are very supportive, departments that follow more traditional gender roles, such as the sciences, are not as friendly, nor many of the students involved in those fields. They tend to follow much stricter gender roles and stereotypes within the classroom and outside of it. As a straight female, I have experienced some harassment from a top faculty member in one of the science departments about my participation as a female in one of the higher science classes. I also heard this person give derogatory gender comments about other students outside of the classroom. Although, I must state, this attitude and behavior is not shared by all of the science faculty, but there are definitely a few who have expressed hostility and open harassment based on gender issues. I believe those departments that openly address and express LGBT issues are much more successful at creating a more open and safe environment for LGBT students, and all students in general than those departments who do not. I do not believe gender issues are a safe topic in those more traditionally male dominated fields of study. Therefore, I would suggest more sensitivity training to those departments that do not address LGBT issues, and how they can become supportive of LGBT students. I also know that from my own experience with a faculty member, and seeing other people's experiences with faculty members, that the fear of reprisal is very strong, and that steps for reporting it should be made clearer, and safer for students. The power a faculty member has over a student is very strong, and it is doubly traumatic to have to report it. Having a strong advocate in the LGBT to address these issues, and support faculty and staff is imperative to the emotional health and success of our LGBT students, faculty and staff. I believe there is still a great deal of intolerance on the part of some faculty, staff and students that does have a significant negative affect on our current LGBT campus community; heterosexual female/administrative staff/alumni

136

18. There's the LGBT center and opportunity for dialogue/debate. I believe that there are policies directed to benefit and protect LGBT individuals. Aside from correcting the national/federal stances on LGBT issues, I'm not sure what else can be, or need be, done to accommodate the LGBT community; heterosexual male/undergraduate student

19. I support equality for all. Yet I am sometimes confused by the assumption that everybody should, or does, wear their sexuality on their sleeve. Whatever a person's gender/sexual identity may be, I do not really need to know about it. In my everyday dealings with people that piece of information is irrelevant. In achieving equality in personal (i.e. marriage, employment) matters, sexual identity is relevant. But in strictly social terms (i.e. the orientation of my neighbor, co-worker, or the guy next to me on the bus), it makes no difference to me. The problem is distinguishing social matters from private matters. It is difficult to balance that equation, but it is certain that GLBT individuals are not getting a completely fair deal in America; heterosexual male/undergraduate student

137

18. Not Sure how to answer this. The EB LGBT Center is a friendly and warm place...but outside of that it's a hit or miss on where you are, who is around, who you are with, etc. The social environment around UMF is sadly not IMO positive towards LGBT folks. Though I wish it was; bisexual female/graduate student

19. I do not know. But I can promise when I think of something I will contact the Center Directly and not anon. The University is an open minded place in general, The students staff and faculty (not all) are as individuals the point where I would hope people could learn, be open minded, and just accept people for who they are; bisexual female/graduate student

138

18. The LGBT Centre does incredible work for LGBT students and works diligently to provide a safe place and resource center. Generally, the student body is open to LGBT students and issues; however, some gay bashing, harassment, or in-class negativity (i.e. "I believe gays are going to hell and that's my academic opinion and therefore you have to respect it" kind of thing) happens frequently among some majors/groups/areas on campus and not as frequently or ever in others. For example, the WGS department is not a likely place to experience anti-LGBT sentiments. Several other departments, like ANT/SOC/CRJ, are also very welcoming to LGBT students and teachers frequently discuss LGBT issues as a part of their curriculum, something that is not required but very positive and necessary. Student only areas in the UCEN like Student Life (NOT the Centre) are in my experience the most likely place for anyone to experience verbal or physical harassment based on their LGBT status (or perceived status). This is true despite the fact that the safest LGBT place on campus, the Centre, is right around the corner; bisexual female/undergraduate student/support staff

19. Professors could develop a cross-major LGBT training program where LGBT issues are discussed in classes across all majors...for example, a person studying business who would undoubtedly be interacting with LGBT and many other diverse individuals over the course of their business career will probably have NO training on cultural sensitivity (and LGBT aren't the only issues they should be trained on). They won't know what to expect, or how to deal with gay-bashing in the workplace if it occurs, and more importantly they won't bring a deep understanding of the societal position of an LGBT person to the business world. How can an employee expect a sympathetic, pro-active response from their employer when raising a complaint about a gay-bashing when their employer is clueless? The law is the only thing there to protect that person, not an educational background that will instill a sense in the employer that taking an anti-bashing, pro-diversity approach to running a business is highly necessary and prudent.

I think any program that would require students to confront issues they may be uncomfortable with (LGBT) is extremely positive. Students, whether in agreement with the rights of LGBT individuals or not, should be forced to THINK about these things...they should be forced to LISTEN to LGBT people expressing themselves, saying things like, "I EXIST. I have to FIGHT to exist. You don't...don't you understand that the entire world is hetero-oriented and how that affects my personality? My self-esteem? My ability to see

myself as a good, whole, sexually secure person? Don't you know how many of us are beaten, raped and killed every year? I do not have the right to sit with my partner, dying, in the hospital or receive health benefits if I am a homemaker and they work outside our home. I'm afraid to hold hands with my lover in public. I already don't have the right to marry (a privilege) and people still are so scared of me that they are trying to pass a constitutional amendment to that effect! I am VALID. I won't go away; you have to accept that I/we are a part of the world in which you live and deal with us in one way or another. You cannot pretend we aren't a part of the world...we are doctors, lawyers, nurses, administrators, police, students, parents, brothers, sisters, nieces and nephews, construction workers, politicians, corporate execs. and everything else you can think of...we are a part of making society and the world go around and we deserve equal rights and equal protection under the law to live out our lives in peace."

So many students are incredibly ignorant of the complexity of these issues; it can be equally damaging for a person to be anti-gay and knowledgeable as it is for a clueless person to be "sure, whatever, gays are cool, just don't hit on me, ok? I'm HETERO!" and not have a clue of the implications of that viewpoint.. So many students feel that the "gay agenda" is being stuffed down their throats and they don't understand the need for visibility, the need for discussion and political action and constant vigilance in the face of society at large and discrimination. They see us chalking or holding signs out in the UCEN and they think our beliefs/demands are radical, "out there", or left-wing...but all LGBT people are demanding is equal rights and protection under the law, as well as the ability to feel "normal" (which they are) within a society that is so hetero-oriented...and I think if students could be helped to understand this, and to see that wanting the same rights that they (heterosexuals) have is not that radical at all...and makes a lot of good sense.

Education is the only cure for ignorance, of course, and university is the best and possibly only place for society to attempt to correct and reverse societal trends like homophobia, racism, sexism, ableism, ageism, etc. UM-Flint should be sending graduates out into the world with healthy, well-rounded understandings of the world, of society, of cultural diversity, and the political implications of these issues.

Thanks for reading, I have a lot to say and that's just the beginning; bisexual female/undergraduate student/support staff

141

18. all events at the Good Beans Cafe, the LGBT center, the Women's Center, both aforementioned groups' activities, the Vagina Monologues, positive and factual course material in Social Work classes (not the same in psychology); heterosexual male/alumni

19. To begin, campus tour guides should be screened for obvious biases (sexual, racial, orientation, etc.). During my campus tour in Summer 02, the guide avoided the LGBT and Women's Centers, despite questions from potential students. LGBT issues should be discussed openly and frankly with facts and personal testimony, when appropriate. I do not feel mandatory courses on LGBT diversity are as effective when taught by "feminist-female-English-Women's Studies types." This is due to my observation that the general freshman audience is too biased and unreceptive to such a University staff or faculty teaching or leading such a course/ discussion. Such a condition is unfortunate because the type of faculty/ staff that I described earlier are usually the most knowledgeable. So, my recommendation for "most successful teacher" is someone whom is likely a straight male, has calmer "less preachy" mannerisms, is older, and will not approach students with the usual "you should this way" attitude. UM Flint freshman are not receptive to more moderate (let alone liberal) knowledge acquisition methods and teachings. We need someone with a completely fresh approach on teaching diversity. I do not know what that is, but I strongly feel what we currently have in our liberal arts universities nationwide IS NOT WORKING; heterosexual male/alumni

142

18. no response

19. I have been a grad student only for a short time, and my impression is that both students and faculty would be generally welcoming to an LGBT person -- I just don't have any concrete experience to back up that impression! Thanks for asking, though :) bisexual female/heterosexual female/graduate student

145

18. We have a thriving LGBT community on the UM-Flint campus, but with little funding and few safe spaces, the community often has difficulties in joining together as one cohesive movement. I think there is great potential on this campus to create a very active, vibrant LGBT community within both the academic and the social spheres. It is already in existence; it just needs some encouragement from the institution; gay male/bisexual male/multisexual/undergraduate/graduate student

19. We need more funding for programming, more programming on campus, and a paid staff to be able to execute all that needs to be accomplished. Homophobia has proven itself to be rampant on this campus in the past three years, in particular. We must combat this with education. There are several wonderful people working with the LGBT Center that can only devote so much time and energy because they are in survival mode and must work for money. Otherwise, their main interests are in education and the wellbeing of the entire community in terms of sexual orientation and gender identification. Work study is not enough. Unpaid volunteering is not enough. Other offices and departments in the university have a paid staff. The LGBT Center does not cater to just the LGBT community; it works for the entire school, regardless of orientation or gender identity. It has a severe need to be active and vital on campus; gay male/bisexual male/multisexual/undergraduate/graduate student

146

18. Increased visibility and affirmative acceptance of LGBT people on campus; gay male/faculty/administrative staff

19. Make the Advocates position full-time to reflect their educational services to the entire campus population; gay male/administrative staff

147

18. no response

19. While I strongly support equal rights and protection for people identified as LGBT, I see it as discriminatory that there is not a separate office promoting Heterosexuality to counterbalance all the publicity from LGBT Center. Really, there should be one office of Civil Rights for everyone, and no office giving special attention to any one group. We don't have a "black person's office" or an office for each of the other minorities. LGBT Center cannot be justified. It is an inappropriate use of tax dollars, focused as it is on one point of view; heterosexual male/faculty

148

18. I have not been on the campus enough to know the answer to that question; bisexual female/undergraduate student

19. You seem to be doing a very good job already, but if i have any ideas, i will be sure to let someone know; bisexual female/undergraduate student

149

18. I think that the existence of the LGBT center is a very positive aspect for lesbians, gays, etc. It is the first contact that I have ever had with a group that is specifically organized to support this group of people. Even though there is much work to do to educate people about alternative sexual orientation, I think UM-Flint is on the right track. I hope that UM-Flint can be a mobilizing force for diversity and inclusion. I also hope that the LGBT Center can have positive influence in the struggle to legalize same sex unions; heterosexual female/undergraduate student

19. I enjoyed the movie screening of Brokeback Mountain because of the discussion that followed. It's too bad that not very many heterosexuals took advantage of this important discussion. I get a sense that LGBT students tend to identify themselves as very apart from the rest of the student population. I would like to see more educational information for the campus regarding the legal issues relating to LGBT. Perhaps this

educational info could make its way to the larger community also; heterosexual female/undergraduate student

150

18. None, not a part of it; heterosexual female/undergraduate student

19. I am a heterosexual female and I don't feel the need to share and "put it out there with anyone." I am not homophobic at all. I think maybe part of the reason there is a pressure on LGBT students is because people still have a fear of the unknown gender; heterosexual female/undergraduate student

152

18. In the classes that I myself teach, and in those taught a certain number of my colleagues, the atmosphere is very LGBT friendly. CAS deans and the chancellor are either themselves gay or very gay-friendly; bisexual female/faculty

19. A newsletter would be a good thing. Keep up the Good Beans events, which draws community people more easily than if they were held at the U itself; bisexual female/faculty

153

18. THE GLBT CENTER IS VERY WELCOMING CHRISTOPHER IS VERY ACCOMODATING, Z IS VERY FRIENDLY; gay male

19. INCREASE CHRISTOPHER'S HOURS AND MATCHING COMPENSATION; gay male

154

18. The LGBT Center and its events; queer/graduate student

19. no response

155

18. I have had some previous interactions with individuals involved with the LGBT center, and I have found these people to be very welcoming, supportive of their LGBT peers, and eager to educate the larger public. I think this is wonderful! Keep up your helpful efforts! ; heterosexual female/faculty

19. no response

156

18. Having the LGBT center is a positive outreach to the LGBT campus community. A safe place to interact, although, it can be somewhat cliquish and uninviting at times. I think we should really work hard to embrace each others differences and not be so quick to judge others. No to people are the same and the LGBT community needs to have more unity instead of divisions within the group itself; gay male/undergraduate student

19. I think that some type of program needs to be included in new student orientation, maybe a speaker from the LGBT center to speak to incoming students and faculty about the LGBT center on campus would be great. More visibility and celebration of difference throughout the University would also be great. I met a guy that was a fellow student and class-mate that told me that he had never been around a gay person before, as if I were an alien from another planet. He got to know me and we are still friends despite our differences (EDUCATE!!!!); gay male/undergraduate student

160

18. They are very open; heterosexual female/undergraduate student

19. no response

161

18. I believe the protest against the Christian workshop, "How to change Homosexual Behavior" was a great step in the right direction for not just the LGBT community, but for the entire student body at UM-Flint; gay male/undergraduate student

19. In my experiences at UM-Flint, the "LGBT community at UM-Flint" would benefit more by being more welcoming to different types of gay people -- not just gay people that fit a certain stereotype. Part of being accepted is accepting others; gay male/undergraduate student

162

18. The LGBT center; gay male/alumni

19. no response

163

18. The University is being supportive in terms of funding for programming, and resources to afford students a safe location for meeting space. The Open House and dedication of the center was a wonderful opportunity to meet and mix with everyone; heterosexual female/administrative staff

19. no response

164

18. Good support at LGBT functions from chancellor and other high administrators; heterosexual female/support staff

19. no response

167

18. The establishment of the Ellen Bommarito LGBT Center was a strong first step; heterosexual male/administrative staff

19. no response

Appendix V: TBLG Task Force Report Recommendation F2

F2. We recommend that the University campuses at Flint and Dearborn undertake to assess and improve the climate for TBLG persons.

Although this Task Force confined its investigations to the Ann Arbor campus, we received a small number of negative comments about the climate for TBLG persons at the two regional campuses. The implications of these comments appear to be borne out by the LGTBTA Visibility 2000 study, which found widespread agreement among respondents about the scarceness of TBLG resources and representations on both branch campuses, outside relatively isolated centers for TBLG students. The result is a climate that is perceived as unfriendly, even hostile. One Flint campus respondent to the Visibility 2000 study put it this way: “The LGBT Center is hidden in a corner. I don’t think that the faculty and staff encourage LGBT students to come to the LGBT Center and I don’t think that the University supports LGBT events to the extent that they should . . . like with a full-time staff member or a decent budget.”

Dearborn has no LGBT Center at all; it was apparently dissolved in the recent past. More than half the Visibility 2000 study’s respondents from Dearborn thought that there were either no or few LGBT resources available there; and correspondingly, the Dearborn campus was rated by local respondents as markedly less safe for LGBT persons than the Ann Arbor campus.

We believe that the Chancellors of the branch campuses should initiate task forces similar to ours in order to improve the climate for TBLG persons.

Appendix VI: TBLG Task Force Report Follow-up

University of Michigan, Ann Arbor

“From Inclusion to Acceptance”

Report of the Task Force on the Campus Climate for Transgender, Bisexual, Lesbian, and Gay (TBLG) Faculty, Staff, and Students (April, 2004)

TBLG Task Force Report Follow-up (January 2006)

September 2004: The President and the executive officers discussed the TBLG report recommendations and endorsed a follow-up plan. For Task Force report recommendations that fall within a specific area or office, the President and the executive officers took responsibility for follow-up.

Fall 2004: The executive officers appointed three subcommittees:

- Name Changes for TBLG Faculty, Students, and Staff
- Education, Orientation, and Visibility for TBLG Faculty, Students, and Staff
- Health Care for TBLG Faculty, Staff, and Students

The charge to each subcommittee was to examine the recommendations; gather more information, if needed; consult with the executive officers who had appointed the subcommittee or consult with other people, as needed; take action, as appropriate; and report back to the appropriate executive officers.

May 2005: The executive officers shared their progress with each other on Task Force recommendations applicable to their areas. (Note: Some discussions are still underway.)

June 2005: Subcommittees submitted their reports which are available below.

- [The Transgender, Bisexual, Lesbian and Gay Subcommittee for Name Changes, Final Report \(downloadable pdf\)](#)
- [Subcommittee on Education, Orientation and Visibility for Transgender, Bisexual, Lesbian and Gay \(TBLG\) Faculty, Students and Staff, Report to the Provost \(downloadable pdf\)](#)

- Report from the Subcommittee on Healthcare for Transgender, Bisexual, Lesbian and Gay Faculty, Staff, and Students (downloadable pdf)

August 2005 : Executive Officers discussed the subcommittee reports.

Below is a summary of the steps that have been taken or will be taken in response to the Task Force recommendations. Other Task Force and subcommittee recommendations are still being discussed.

UM-Flint

The UM-Flint campus had undertaken to assess and improve the climate for TBLG before the Task Force report was issued. In Chancellor Mestas' address to the campus community in December 2003, he called for "reports on the status of women, minorities, and the LBGT community [to] be issued every three years..." These reports will include students, faculty, and staff. In subsequent correspondence, Chancellor Mestas added persons with disabilities to the list. During 2005-2006, the LGBT Advocate, with support from the LBGT Advisory Board, will issue a status report on campus climate for the LBGT community. The Advocate and the Advisory Board will determine the most effective research mechanism for the UM-Flint campus.

Appendix VII: Task Force Report Contributors

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*Position now held by Gregory Storms

Appendix VIII: LGBT Center Advisory Board Members

Rose Casement (Chair), Associate Professor
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Crystal Flynn, Program Coordinator & Assistant to the Executive Director
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Ex officio

Juan E. Mestas, Chancellor

Mary Jo Sekelsky, Vice Chancellor
Student Services and Enrollment Management

Johnny Young, Assistant Vice Chancellor
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