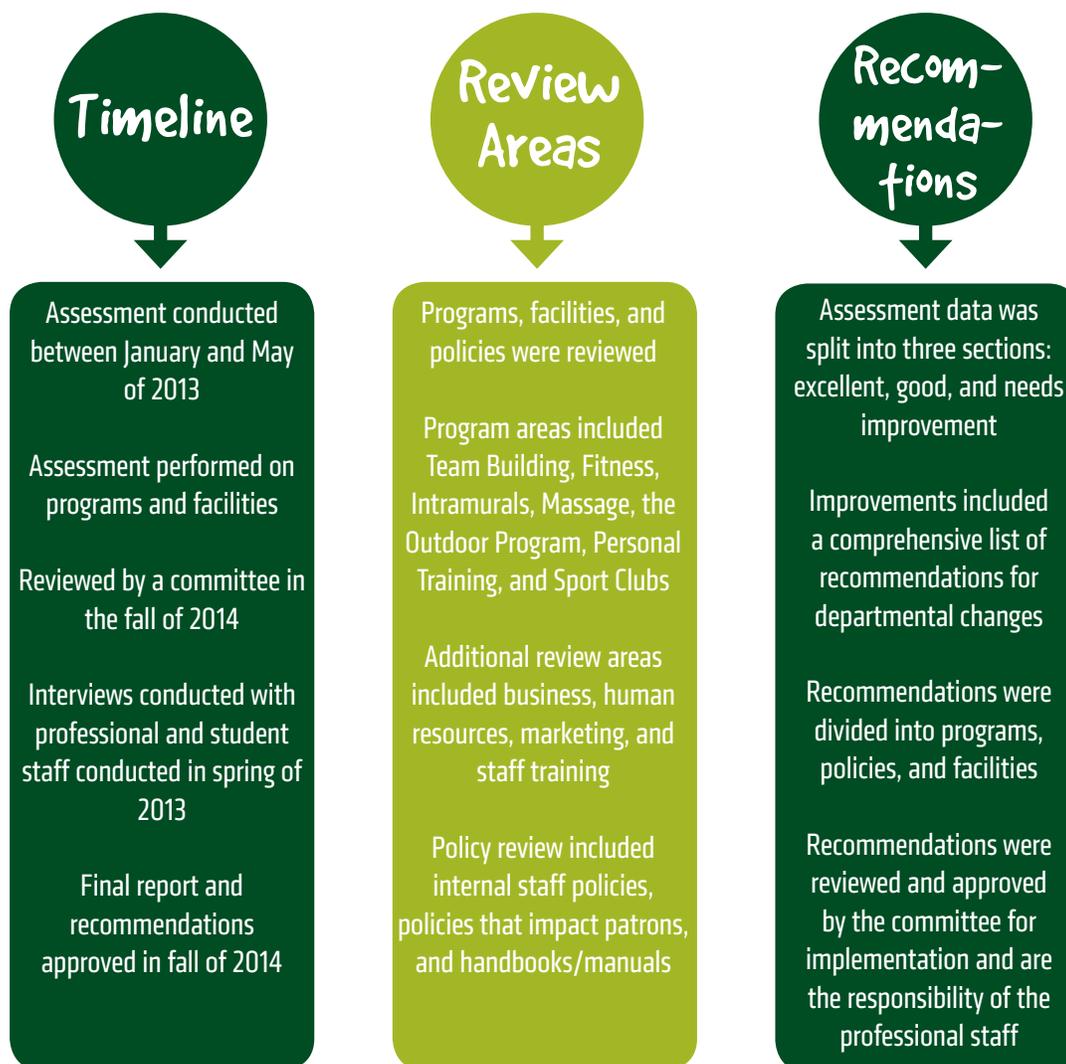


Assessment Question

How do our GLBTQ-identified stakeholders experience campus recreation and what are the impacts of those experiences?



Additional General Information:

Full report available by request

Assessment conducted and edited by Ceil Lambert and Erin Patchett

Assessment work group:
Ben Burnham
Heather Foster
Cody Frye
Tyson Kehler
Judy Muenchow
Rob Patchett

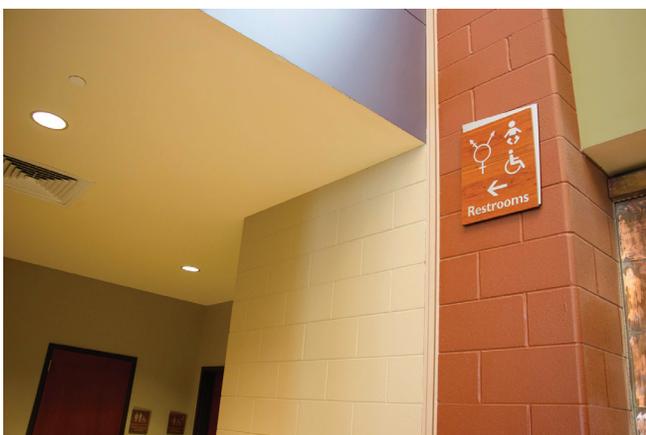
Collaborators:
GLBTQQA Resource Center

Areas of Satisfaction

Overview: These areas of satisfaction come directly from the audits performed by Cei Lambert in the spring 2013 and fall 2014. Accountability for these recommendations is tracked internally within the department by the Associate Director, Administration.

Policies and Procedures • Facilities • Programs

- Gender rather than sex on registration, membership, and other forms
- Marketing material does not display heteronormative words or pictures
- Membership policies include partner option
- Department policy includes zero tolerance for harassment around a person's perceived gender identity and sexual orientation
- Training of students has included diversity topics including transgender issues
- Collaboration with GLBTQ2A offices on campus has started to be done and could be expanded upon
- Facilities allow for private showering, changing, and restroom space
- Open leagues within Intramural Sports program




 Recommendations

Overview: A total of 49 recommendations were created based on the assessment findings. The recommendations span all departmental areas such as programming, policies, marketing, and more. Implementation of the recommendations began immediately after the assessment was completed, with some items ongoing. Below is a sample list of the recommendations:

Policies & Facilities

- Ensure that all handbooks/manuals and the website reflect the department's inclusivity stance in a clear and concise manner.
- Adopt "asserted gender identity" as the uniform language for all departmental policies regarding participation.
- Review all forms used by the department for items such as using "additional" instead of "other" in gender questions, allowing self-reporting when possible, etc.
- Review all forms used by department for references to pregnancy and instead of using "for females" or "for women," use "if applicable."
- Provide rentable lockers in the gender inclusive locker rooms and advertise this service in the GLBTQ2A office.
- Post signage in the lobby area so that patrons understand that there are gender inclusive spaces in the building.

Programs

- In conjunction with Facilities and Marketing staff, develop equipment orientation videos to post on the website.
- Write a description of what is meant by each kind of league (women, men, coed, open) and make sure to express clearly that the gendered team roles follow the philosophy of 'asserted gender identity'.
- Seek feedback from staff and research industry standards regarding best practices in the massage profession regarding transgender and gender-variant individuals.
- Ensure dress codes enable all Sport Clubs athletes, staff, coaches, and other team members to dress in accordance with their gender identity. This policy should include uniforms and formal attire for events.

Collaborations

- Engage in intentional outreach, both formal and informal, to the GLBTQ2A office on campus (now known as the PRIDE Resource Center).
- Work with Parent and Family Services to ensure they know about the various inclusion initiatives within Campus Recreation.
- Work with the GLBTQ2A office during GLBT Month to have fitness classes, programs, orientations, and sessions geared toward the GLBTQ community.
- Since demands on the GLBTQ2A office are very high, consider appointing an ambassador from among the Campus Recreation staff to act as a liaison, rather than trying to arrange meetings with each area and coordinator.

Business/Human Resources

- Form a standing diversity and inclusion committee comprised of students, participants, coaches, and staff. This committee should actively and regularly promote GLBTQ-inclusion efforts.
- Train fiscal team on how to understand and navigate the federal laws that often necessitate certain pronoun and name usage; ensure student supervisors are seeking preferred names during onboarding.
- Include in staff onboarding a distinction between the language used by the department, university, state, federal, and other systems. Ensure that staff understands where and why certain language and gender identifiers are used in various systems.
- Ensure the recommendations of this audit are used to populate the department's Strategic Plan.

Communications & Marketing

- Add Campus Recreation's statement of Diversity and Inclusivity to Campus Recreation Guide handed out to students during welcome weekend and similar events. Also, include a section on the Inclusive Spaces at Campus Recreation.
- Find ways to educate that participants can play based on their asserted gender identity when men's and women's leagues are the only option for Intramural Sports.
- List location and provision of gender-inclusive restrooms and locker rooms on the website.
- Create a marketing campaign geared toward orienting individuals who have never been in the Rec Center before to help alleviate the perception of a barrier to using the space.
- Remove Safe Zone logo from materials unless the individual or specific area has completed the Safe Zone training program.

Training

- Improve staff training around topics pertaining to the GLBTQ community. Incorporate scenarios into student staff training.
- Discuss productive and sensitive ways to ask someone how they identify.
- Provide advanced training to front desk and all other staff that have patron interactions regarding employee's impact on creating a first impression and welcoming environment.
- In situations where work tasks need to be completed in a gender specific space, ensure staff members are empowered to self-select out of those tasks if being in those spaces makes them uncomfortable.
- Include the relevant pieces of the Campus Recreation Strategic Plan during trainings to communicate the top-down support for inclusion.