

**Annual Report: 2007-2008**

**Lesbian, Bisexual, Gay, Transgender Resource  
Center**

**Division of Student Affairs**

## **I. Mission Statement**

The LGBT Resource Center leads and collaborates on university-wide initiatives to create an affirming climate and enhance academic and support services for Lesbian, Bisexual, Gay and Transgender students and their respective communities at Michigan State University.

Beliefs:

*We believe in students. We believe that students can do more and be more than they or we imagined possible. And, we believe that it is higher education's responsibility to unlock these unlimited possibilities.*

## **II. Significant Accomplishments**

During the 2007—2008 academic year, the LGBT Center played an expanding role in the life of the institution. In particular, this accomplishment was reflected by participation in major collaborative partnerships and initiatives designed to promote an integrated and coherent student learning experience. Evidence of this shift:

- Ongoing membership and participation in the PEW Learning Alliance, with a pending contribution in the Academic/Student Affairs integration subgroup; the 21<sup>st</sup> Century Chautauqua Planning Board; the Bailey Scholars Colloquium Coordinating Committee; and the Center for Gender in Global Context(GenCen) LGBTQ Studies Task Force. Further evidence of the LGBT Center's expanding role in promoting student success was reflected by its director's coordination of the fall 2008, "LGBT Students Speak" Lilley Seminar. In addition, the LGBT Center is collaborating with OCAT and RCAH on a new "One Book" program designed to encourage students are to think, create, dialogue, engage, and innovate around the notion "story" as part of their work at Michigan State University.
- Began collaborative grant application for a \$50,000 ARCUS foundation award with the potential for a multi-year \$4,000,000 award. ARCUS is interested in supporting university-wide activities that promote academic and leadership development of LGBT students of color and internationals, as well as cultivate "allies" to these communities. Initial discussions with leadership of the Office of Cultural and Academic Transitions (OCAT) and International Studies and Programs (ISP) indicate a strong collaborative interest. Further, the LGBT Center is designing a new model training program that will provide ISP and Office of International Students and Scholars (OISS) faculty and staff with opportunities to explore student learning through the lenses of intersecting LGBT and international identities. Target implementation: Fall, 2008.
- Provided cross-university expertise on the implementation of new transgender student support initiatives. Most significantly, the development of a new transgender student housing policy that potentially impacted multiple institutional systems. This initiative required the collaboration of the leadership of the

Department of Residence Life, University Housing, Office of Inclusion and Intercultural Initiatives, Office of the Vice President for Student Affairs, Registrar's Office, Financial Aid, Admissions, and Academic Orientation Programs. In particular, the Department of Residence Life is to be commended for excellence in leadership and collaboration related to transgender student housing.

### **III. Metrics and Supporting Evidence**

#### **Boldness Focus: Enhance the Student Experience**

A significant accomplishment related to assessment was the shift of all survey instruments to an online format, Survey Monkey.

#### **Educational Initiatives:**

A general assessment tool was designed to evaluate impact of all educational initiatives including LGBT panel discussion programs, LGBT Ally Workshops, and specialized educational initiatives. A total of 292 useable surveys were collected (see appendix II). Generally, data revealed that while participants were highly pleased with the quality of the program, they varied in their perceptions of how the LGBT learning could apply to their personal life, campus leadership roles (student leader, faculty or staff), and future career. Supporting participants in more effectively integrating these dimensions will be a priority for the 2008—2009.

#### **Web Site Use/Tracking:**

During 2007--2008, the center web site continued growth with the addition of new educational resource pages. The innovative use of "embedded links" to the LGBT Center website in electronic mail outreach was continued for a second year, with exceptional results. As an example, a web-link to "National Coming Out Days (NCOD) Events" appeared in an October, 2007 email announcement. While 25 participants attended the NCOD "genderism" seminar, approximately 200 individuals accessed related transgender resources on the center web page. during the related event, while Users were invited to visit the site to learn more information not only about NCOD, but to access the educational resources on the "coming out" page. Overall tracking of website use indicates an overall continued increase in traffic, with visitors from all over the world (see Appendix III).

#### **Student Leader Development:**

Feedback from LGBT Student leaders indicated overall satisfaction with support from the LGBT Center staff, yet requested additional assistance with helping their organizations be visible on campus, accessing funds, and developing more effective skills for developing their organizations. They reported advisors across groups having varying degrees of investment and involvement with student groups.

### **III. 2007-2008 New/Collaborative Initiatives (Clustered by Boldness):**

## **Enhance the Student Experience**

- During 2007—2008, the LBGT Resource Center provided guidance, support and advising to multiple student organizations involved with responding to Young Americans for Freedom events. Beginning with the “Gay Hoax” YAF program in the fall, the LBGT Center collaborated with concerned students in the design of alternative programming responses, including the creation of “response to hate” non-violent guidelines (which were publicized on the Center website and shared electronically across colleges and student support units).
- Regarding campus-wide education and training, the LBGT Center led and collaborated on four major visiting speaker/scholar initiatives, led a Lilley faculty development session (LBGT Students Speak) and redesigned all training models. The center continued its panel discussion and LBGT ally (Safe Zone) training.
- In collaboration with the Department of Residence Life and partners across campus, a new “Transgender Student Housing” policy and procedure was created, as well as an accompanying website. The LBGT Center provided related training for Department of Residence Life, University Housing and Hall Assignments Staff. In spring 2008, for the first time, two transgender students (one incoming and one current student) were assigned to rooms based on this new policy and procedure.
- All LBGT Center assessment materials were redesigned in fall 2007, with the use of a new on-line survey tool, Survey Monkey. This shift to web-based assessment has enhanced the quality of data.
- The LBGT Center collaborated with the Counseling Center on the design of a new LBGT Student “coming out” group model, with an implementation target of Fall, 2008.
- The Residence Life Safe Zone training model was redesigned as a “training trainers” experience, with a goal of activating residence life staff to be ongoing advocates for LBGT Concerns. A revised version of the model was also implemented with Office of Academic and Cultural Transitions Aides. Post training, participants were provided with ongoing resource development opportunities.
- In collaboration with the Women’s Resource Center, worked to build connections across LBGT/Women’s/Racial Ethnic student organizations regarding the pending fall 2008, campus visit of author Rebecca Walker. This initiative was coordinated by spring 2007 practicum student.
- In Partnership with the School of Labor and Industrial Relations, a state-wide LBGT career development institute is being planned for fall 2008.

- In collaboration with the leadership of LGBT Student Organizations, a new “All LGBT Student Leadership Team” was created to plan Pride Week, 2008. This planning model was so successful, that the group continued to meet throughout summer with plans to initiate a state wide student leadership summit.
- With the Office of Academic and Cultural Transitions and a team of students from racial/ethnic, international and LGBT organizations, the LGBT Resource Center collaborated on the development of a new 2008 reception event, Spartan Remix. In the planning since January 2008, the one-evening program will highlight contributions of individual student organizations and promote connections across groups.
- In collaboration with the GLFSA, and the new “All LGBT Student Leadership Team,” the LGBT Resource Center coordinated two 2008 Pride Week events featuring MSU GLBT Alumni as major speakers. The presence of GLBT alumni on campus in these roles was a first.
- The LGBT Center participated on the Center for Gender in Global Context (GenCen) LGBTQ Studies Task Force during spring, 2008. As a contributing member, the LGBT Center led a series of related student-faculty-staff focus groups and co-authored a proposed inclusion grant for a university-wide campus climate study to be implemented in 2009—2009.

### **Expand the International Reach**

- LGBT Center Staff participated in the three-day MSU Spring Institute on “Collaborating to Create Engaging Global and Multicultural Learning Environments.”
- With feedback from OCAT and ISP, initiated design of LGBT/Internationalizing initiatives for 2008—2009. These focused on building connections to international students through phase I of the proposed \$50,000 ARCUS foundation grant, and the design of LGBT/ international intersections training for Area Studies, OISS and ISP faculty and staff. The first education initiative is planned for fall, 2008.

### **Strengthen Stewardship**

- With the support of the GLBT Faculty, Staff and Graduate Student Association and University Development, LGBT Center website materials and outreach strategies regarding three LGBT service-related student scholarships were completely redesigned, resulting in a streamlined procedure and a record number of student applicants.

#### **IV. Ongoing Initiatives (clustered by Boldness):**

##### **Enhance the Student Experience**

- The LGBT Center conducted training for panelists in the LGBT Panel Discussion Program in collaboration with the Alliance of LBGTA Students.

##### **Enrich Community, Economic, and Family Life**

- The LGBT Resource Center continued in an *ex-officio* support capacity with the MSU GLBT Alumni Association. In 2007-2008, the organization held its second homecoming reception and continued its membership recruitment and outreach activities, including having a presence at events during Pride Week and at the Lavender Reception.
- Organized and hosted the Fall LGBT Student Welcome and Statewide Resource Fair, the final time the event will take place in this format. This year's event included 45 organizations from campus, Lansing/East Lansing and the state; welcoming remarks from a number of University administrators, and entertainment. Planning is under way to include some of the functionality of this event in the Spartan Remix event, breaking out the resource fair portion as a separate standalone event to be held later in the fall.
- The Center hosted the third annual Lavender Reception: LBGTA Graduates & Student Leaders Recognition event in April 2008, with participation of the GLBT Alumni Association. Forty-six student leaders and advisors, and twelve graduates were recognized and honored.

#### **V. Ongoing Collaborative Initiatives (clustered by Boldness):**

##### **Enhance the Student Experience**

- Collaborated with LGBT student organizations, GLFSA and the GLBT Alumni Association on campus wide events for National Coming Out Days, Transgender Day of Remembrance and Pride Week. Programming focused on the intersections of race/ethnicity and GLBT identities, ally education, transgender/gender-identity awareness and student activism.
- Advertised and provided anonymous contact support for monthly LGBT Graduate Student group activities in collaboration with the GLFSA.
- Conducted LGBT orientation activities in partnership with LGBT student organizations. Activities for 2007 included an "LBGTA Student Orientation Session" as a Welcome Week engagement session option, an evening Gayme Night, and the LGBT Student Welcome Reception and Statewide Resource Fair.

- In collaboration with the College of Education, HALE Student Affairs and OCAT, the LBGT Center hosted a student affairs master's practicum student. This student worked with OCAT and LBGTRC on creating a training experience on race/LBGT intersections, researched LBGT student career development issues, and worked with student organizations and the Women's Resource Center on the pending Rebecca Walker visit.

### **Strengthen Stewardship**

- In collaboration with GLFSA, the GLBT Faculty, Staff and Graduate Student Association, coordinated the Pride Scholarship selection process and state-wide publicity of the scholarship.
- In partnership with the Office of Financial Aid and University Development, the LBGT Resource Center continued administration of the Stephen P. Pougnet and Christopher J. Green Endowed Scholarship and the LBGT Students of Color Scholarship.

### **VI. Priority Goals/Innovations for the 2008-2009 Academic Year:**

1. In the context of the LBGT Center's mission, all initiatives will be framed in the context of a student and organization learning paradigm, informed by an inclusive, social justice perspective. The center will make collaborative partnerships with the colleges and academic programs a primary focus, seeking connections to faculty and students in all initiatives, rooted in a learning imperative. Learning must occur in an inclusive context. Thus, our work will continue to reflect attention to the multiple identities students carry, and the realities of the dynamics of power, privilege and oppression.
2. The work of the LBGT Center will be framed as a "gateway" to the institution for the student communities and organizations it serves. While we will continue to provide direct advising to student groups and related support, our relationship with students allows us to issue a provocative invitation: Join us in experiences and activities which integrate identity development in a powerful student success context.
3. The ongoing development of the LBGT Center facility and fund development are priorities for 2008-2009. The expansion of our physical space and the implementation of a dynamic financial donor program. The core of our development activities will be the invitation
4. The application of technology, in particular the development of the LBGT Center website, will continue to be a priority. In the upcoming academic year, the center will further its integrated approach to use of the website, electronic mail, Facebook and My Space.

## **VII. Fund Raising Accomplishments for 2007—2008**

This is a new area for the LBGT Center, with the following successes:

- First private donation was given to the LBGT Center in Spring, 2008 of \$20
- In spring, 2008 a GLBT alumnus expressed initial interest in making an annual gift of \$1000.

## **VIII. Fund Raising Goals for 2008—2009**

Three fund development areas are described as follows:

- **Friends of the MSU LBGT Center (\$2,500)**

The Friends of the LBGT Center initiative will cultivate a team of MSU Alumni who are committed to the goals and objectives of the unit. The group will focus on overarching financial development related to the following sample initiatives:

- Safe Zone and Ally Activation Programming
- LBGT Panel Discussion Program Support
- Resource Development for LBGT Center (videos, magazines, books)
- Lavender Reception Event (student leader and graduates recognition event)
- Leadership Development Support (conference attendance and major speakers)
- Support for the new Facilities and Space Expansion

The Friends of the LBGT Center is an unrestricted fund with impact focusing on enhancement of office center functions. The long range vision is that the Friends of the MSU LBGT Center would become an endowed program.

- **LBGT Students of Color Scholarship (\$1,000)**

The LBGT Students of Color scholarship is an expendable scholarship, established in 2005. The LBGT Center selects the recipient in collaboration with OCAT and awards \$1,000 each year to a student who has demonstrated a commitment to LBGT people of color communities. This program impacts the campus by recognizing attention to this often invisible population as well as supporting student scholarship. The long range vision is that by fall, 2009, there will be a development plan for this initiative to become an endowed scholarship.

- **ARCUS Grant (\$50,000)**

In collaboration with Dr. Kristen Renn (HALE Student Affairs Faculty), the LBGT Center will pursue a multi-year grant with the ARCUS foundation of Michigan. In particular, the ARCUS grant will fund initiatives related to leadership development activities for LBGT domestic students of color, internationals, transgender students and their allies. The grant calls for:

- establishment of an EAD 315 course for above named populations and related service-learning activities.

- creating intersections opportunities from leadership from diverse campus populations to collaborate on common projects.
- provide seed monies for student-driven programming related to the intersections of domestic and international and LBGT issues.
- provide funding to expand the LBGT leader-scholar program which gives independent study credit to student leaders interested in researching topics related to LBGT and international identities.
- funding for graduate assistants to facilitate program initiatives and assessment activities.

The ARCUS grant serves to impact LBGT populations often marginalized, creates an enhanced leadership development program and serves to integrate student leadership and scholarship experiences. Over the long term, the vision for the ARCUS grant is that it would fund up to \$400,000 of activities over a multi-year period.

## Appendix I

### **Brent Bilodeau:**

#### **Committee and Organizational Memberships Conference Attendance/Presentations Publications**

#### Committee and Organizational Memberships

##### Michigan State University:

- 21<sup>st</sup> Century Chautauqua Planning Board
- Transgender Housing Committee
- Member, PEW Learning Alliance
- Served as Student Affairs Liaison to the Gay, Lesbian, Bisexual, Transgender Faculty, Staff and Graduate Student Association (GLFSA).
- Served as liaison and member of the MSU LGBT Alumni Association National Board.
- Member, Centralized Biased Discriminatory Incident Reporting Committee.

##### Regional:

- Advisory Board Member, Triangle Foundation, Michigan's GLBT Statewide Advocacy Organization.

##### National:

- Founding Member, Consortium of Higher Education LGBT Resource Professionals.
- Member, National Association of Student Personnel Administrators.
- Member, American College Personnel Association.

##### Conferences Attended:

- MSU Spring Institute on "Collaborating to Create Engaging Global and Multicultural Learning Environments."
- MSU Best Practices in Diversity.  
Co-presented: "Life Coaching: New Models to Enhance Student Success"
- National Gay and Lesbian Task Force, Detroit, Michigan
- National Association of Student Personnel Administrators

Publications:

Article, in print:

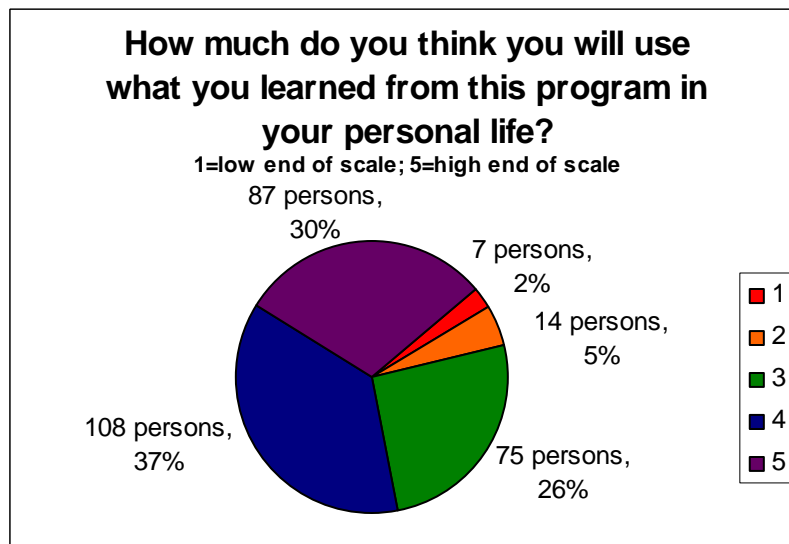
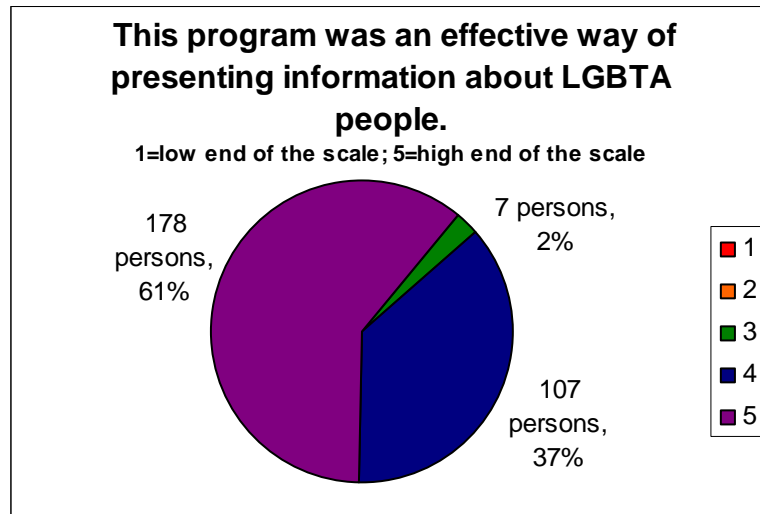
Bilodeau, B.L. (2008). Transgender issues in the workplace: What senior student affairs officers need to know. *NASPA Leadership Exchange*

Book, accepted:

Bilodeau, B.L. (in press). *Genderism: Transgender students, binary systems, and higher education*. Verlag International: Germany.

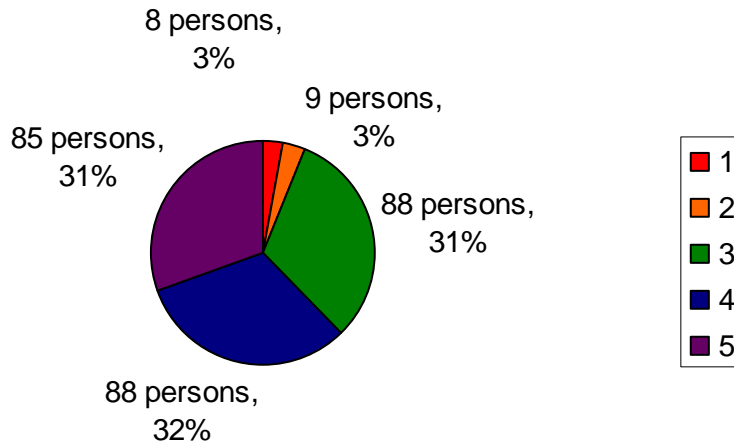
Appendix II

Aggregate LBGT Center Training and Education Initiatives Data  
N=292 usable surveys



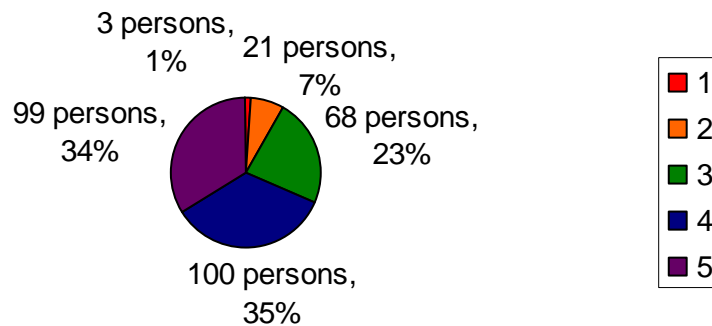
**How much do you think you will use what you learned from this program in your role as a student leader or faculty member?**

1=low end of scale; 5=high end of scale



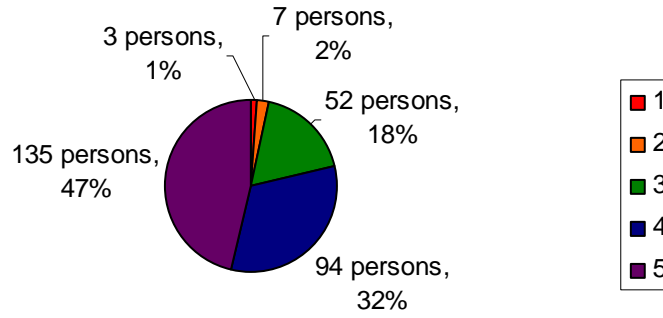
**How much do you think you will use what you learned from this program in your future career?**

1=low end of scale; 5=high end of scale



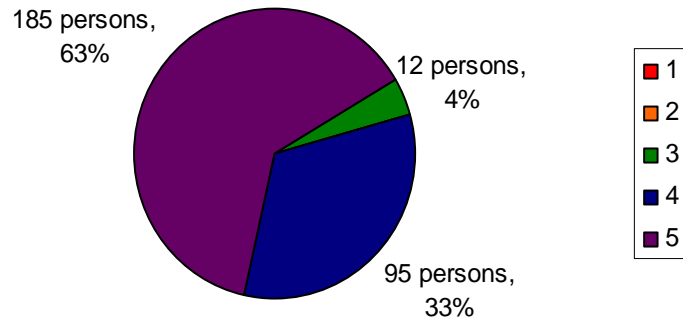
**How likely is it that you will talk to others about what you learned here today?**

1=low end of scale; 5=high end of scale



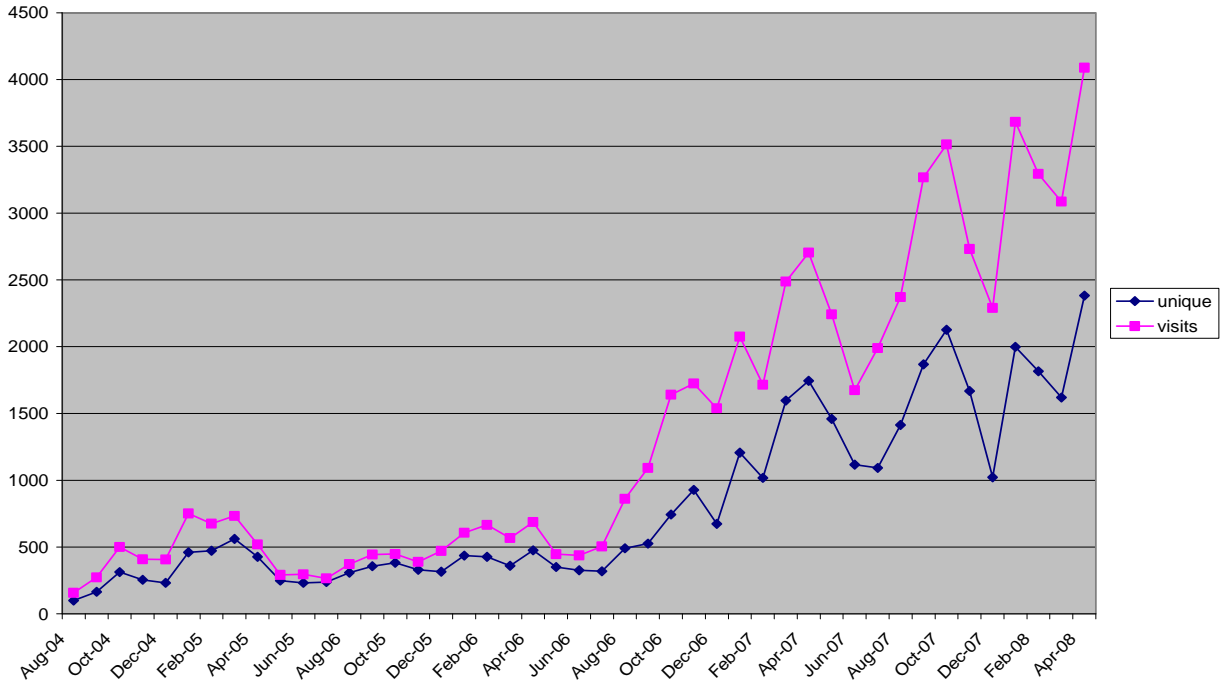
**How would you rate the program overall?**

1=low end of scale; 5=high end of scale



# Appendix III

## lbgrc web site from August 2004



(The website redesigned by Lisa Lees went live in August 2006.)