University of Waikato Campus Climate

Experiences of Gender, Sex, and Sexuality Diverse Staff and Students

Initial Findings

University of Waikato Campus Climate Initial Findings: Experiences of Gender, Sex, and Sexuality Diverse Staff and Students

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Executive Summary

Heterosexual and cisgender people have been considered the norm in universities worldwide, and in Aotearoa/New Zealand. In contrast, gender, sex, and sexuality diverse (GSSD) people are often treated as different, or not the norm. Overseas universities have been reviewing their campus 'climates' to understand the experiences of their GSSD students and staff. Research primarily from the U.S.A. shows that GSSD students at university campuses report higher rates of negative experiences (e.g. discrimination, assault) compared to heterosexual and cisgender students. As a result of these campus climate studies, universities have begun implementing initiatives to help make their campus spaces more welcoming for GSSD staff and students. Universities with more support and inclusion have a higher rate of retention, satisfaction, and academic success for GSSD people on campus.

There is limited research about campus climates in the Aotearoa/New Zealand context, including at the University of Waikato. As such, I wanted to gain an understanding of GSSD experiences on the University of Waikato campus, and to learn what (if any) initiatives GSSD people would like to see in the campus space. This report presents the initial findings of a campus climate survey that was conducted at the University of Waikato. 343 staff and students participated in the survey between the 3rd of September 2018 and 2nd of November 2018. Staff and students of any gender, sex, and sexuality who were 16 years or over were able to participate in this survey.

Overall, GSSD survey participants suggested that there were a number of opportunities for improvement at the University of Waikato. The following quote from a participant highlights a key theme that was evident throughout the survey analysis:

"I think that being treated like a person like anyone else would improve my experience."
(Student)

A number of specific recommendations are given in this report based on survey participant responses, including initiatives that I intend to implement for the next stage of my PhD research.

1   Background

Universities overseas are researching their campus environments and creating initiatives to make their campus spaces more inclusive for GSSD staff and students. While overseas research is useful to consider, research needs to be conducted in specific contexts to gain an understanding of the experiences of the people in these contexts. In Aotearoa/New Zealand, there is limited research about campus climates and initiatives. Since Pākehā colonisation in Aotearoa/New Zealand, heterosexual and cisgender[1] people have been understood as 'normal', and conversely, all other sexualities and genders as abnormal. In a university context, this means that gender, sex, and sexuality diverse (GSSD) staff and students are often not represented or included in their campus spaces. Currently only two tertiary institutes in Aotearoa/New Zealand have researched their campus climate.

- Research[2] conducted in 2012 at Unitec in Auckland with 355 respondents found that the campus climate was not overtly hostile for GSSD people, but GSSD participants reported more invisibility, and feared lack of acceptance, within the campus space compared to cisgender and heterosexual students (Woods, 2013).

- In 2014, research[3] conducted at the University of Otago with 1,234 particpants had similar findings. It found that although the campus climate was friendly overall, GSSD participants reported more issues within the campus space compared to cisgender and heterosexual participants, including but not limited to: concealing their identity, fearing for their safety, and higher levels of harassment, threats, and assault (Treharne et al., 2016).

Some Aotearoa/New Zealand universities have implemented interventions to address the inequities experienced by GSSD staff and students. Three universities (Auckland University of Technology, University of Otago, and Massey University) have received the Rainbow

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[1] People whose gender aligns with the sex that they were assigned at birth, e.g. you were born with a vagina and you identify as a woman.
[2] https://unitec.researchbank.ac.nz/handle/10652/2883
[3] https://www.ousa.org.nz/files/editor/1511988992_Campus_climate_for_LGBTAQ_students_at_the_University_of_Otago_-_final.pdf

Tick. The Rainbow Tick suggests that these universities have implemented some forms of GSSD inclusivity within their university spaces, although it is admittedly unclear what level of implementation is required to achieve this certification. Victoria University of Wellington has employed a Rainbow and Inclusion Advisor, and The University of Auckland has Faculty Rainbow groups for the staff and students in different faculties. The University of Waikato has one staff member employed as a Health Coordinator who works with Māori, Pasifika and GSSD students.

1.2   University of Waikato Policy and Research

At the University of Waikato, the Equal Employment Opportunity Policy is the only policy that explicitly supports GSSD staff:

> "The University is committed to providing equality of opportunity in employment irrespective of a person's sex, gender, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status or sexual orientation."

The Bullying and Harassment Policy for staff only explicitly mentions sexual and racial harassment, with no mention of GSSD:

> "It can include physical, degrading or threatening behaviour, abuse of power, isolation, discrimination, sexual harassment and racial harassment."

Specific to research, I have not identified any larger research projects about GSSD at the University of Waikato. One piece of autoethnographic research highlighted how heterosexual and cisgender people are treated as the norm in the University public spaces, for example with the lack of toilet options for non-binary staff and students. My previous research found that residential staff within The University of Waikato Halls of Residence were welcoming of GSSD, but unsure of the best way to support GSSD students that were moving into the residential space from high school.

1.3   Aims of this research

I am a PhD student in the School of Psychology at the University of Waikato, and my PhD is being completed under the supervision of Dr Jaimie Veale, Dr Johanna Schmidt, and Dr

Bridgette Masters-Awatere. The three overarching stages to my research project are shown in the following table.

Stages of Research			
	Focus Groups	**Survey**	**Planned Intervention**
Purpose	To understand the campus climate as experienced by GSSD participants	To get an overarching understanding of the campus climate	To respond to issues highlighted in the focus groups and survey
Purpose #2	To inform the survey To inform the intervention	To inform the intervention	To inform staff and students about GSSD experiences on campus
Timeframe	A Semester 2018	B Semester 2018	2019 - 2020
Participants	19 students and 6 staff	343 staff and students	Yet to be confirmed

This report presents data from the survey stage of my PhD research. These results are used to suggest recommendations for the University of Waikato which are highlighted throughout the report, and they will be used to inform an intervention proposed for the third stage of my research.

2 Survey Design

Focus Groups

This report focuses on the results of the survey stage of my PhD research. The survey design was informed by the main findings of the focus groups, which were:

- Most participants described experiences of being treated differently - both positively and negatively - in the campus space because of being GSSD.

- Some participants were not open about being GSSD in the campus space because they were worried about being treated negatively.

- Some participants described negative events that occurred with specfic staff or services in the campus space.

Overall, the majority of participants said that the university is not a hostile space, but it also is not visibly welcoming for GSSD people either. Due to these results, I included questions in the survey which focussed on the following points:

- How 'out' GSSD participants are in different spaces (e.g. the university, with friends, at work etc).

- How welcoming participants had found different services that the university provides.

- Welcoming and unwelcoming experiences that participants had had on campus.

The rest of the survey was based on questions used by researchers in other university campus GSSD surveys - nationally and internationally.

2.1 Method

As the lead author, I (Juliana) reviewed campus climate surveys that were conducted at other universities, and subsequently contacted some of the researchers asking for permission to utilise and/or adapt questions from their surveys. All researchers who gave me permission to use or adapt questions from their surveys are mentioned in the acknowledgement section of this report. I also queried if there were any questions that the researchers wished they had asked following the analysis of their surveys- in which instance, they were documented as

well. I created further draft survey questions based on feedback from focus group participants. We conducted formal and informal consultation prior to the survey being finalised.

2.2 Ethical considerations

This research was approved by the University of Waikato Psychology Ethics Committee. Participants had to be 16 years or older to participate, and currently studying and/or working at the University of Waikato. The survey was anonymous, all questions in the survey had a 'prefer not to answer' option, and participants could exit the survey at any point. Further information regarding ethical considerations will be available in my published thesis.

2.3 Understanding the data

I provided definitions in the survey for any gender, sex, and sexuality related words. Appendix 1 lists these words and the provided definitions. These words and definitions may help readers of this report to understand the results in the following sections.

In some of the following sections, the statistical breakdowns do not add up to 343 (the total number of participants). This is because some questions were only asked of specific groups of participants (e.g., staff members) and some participants chose not to answer questions. If more than 3% of participants responded that they preferred not to answer a question, this is noted.

3. Demographics

This section shows the demographic make up of the 343 survey participants. Not all participants answered all questions, so not all sections will add up to 343 as a total. The demographics have been separated into two subsections, with the first subsection being demographic information about participant identities, and the second subsection being demographic information about participants' role at the university. You can read all the survey questions and response options in the supplementary 'University of Waikato campus climate survey' document.

3.1   Identity demographics

Sexuality

Participants were given a list of sexuality options to choose from, and they were able to tick as many as applied to them. The following word cloud is based on the results of this question. Just over half (60%, n=194) of the participants identified as heterosexual/straight, meaning the remaining 40% (n=128) of participants identified as sexuality diverse (sexualities other than heterosexual/straight).

Fluid Homoromantic
Unsure (but not heterosexual)
Queer Demisexual
Takatāpui Bicurious
Pansexual

Heterosexual/straight

Gay Asexual Grey asexual
Heteroromantic Intersex
Bisexual Bi/panromantic
Lesbian
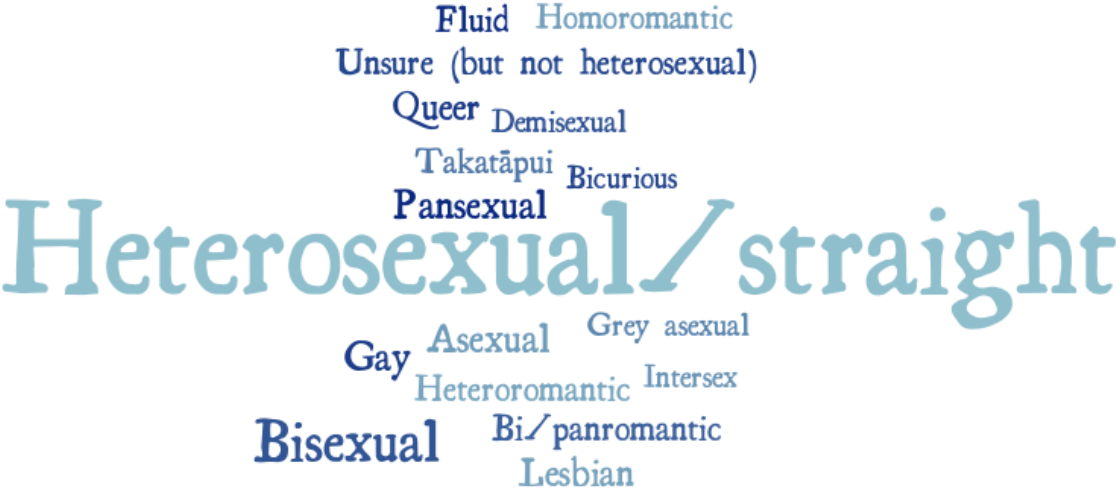
Non-monogamy and Polyamory

Research about non-monogamy and polyamory in relation to work and study environments is limited. In this research, we also did not define non-monogamous and polyamorous people as GSSD, because some non-monogamous and polyamorous people are heterosexual and cisgender. Because of this definition, we do not discuss non-monogamy and polyamory in this report. However it is worth noting that 4% of participants identified as non-monogamous/polyamorous, and that this would be an important topic for future research due to the marginalisation that non-monogamous and polyamorous people can experience.

Gender

Participants were given a list of gender options to choose from, and they were able to tick as many as applied to them. To define people as cisgender, they needed to tick only 'man/boy/tāne/' for their gender, and that they were assigned male at birth, or they needed to tick only 'woman/girl/wahine' for their gender, and that they were assigned female at birth. Otherwise, people were defined under the umbrella of 'gender diverse'.

 The majority of participants were cisgender (93%, n=313), however 7% (n=26) of participants were gender diverse, with all selected genders listed in the word cloud below.

Participants who selected a diverse gender were then given the option to select the pronouns that they use from a list of options, or to identify their own pronouns. The following table shows the responses given:

Pronouns selected	Number of participants
She, her	12
He, his	8
They, their	11
Ia	2
No pronouns, I ask people to only use my name	5
No preference	1

Sex Diversity

Participants were asked if they were intersex; 2 participants were, and 7 participants said they 'did not know' if they were intersex. All participants who were sexuality diverse, gender diverse, and intersex were then grouped under the label 'GSSD' for the results section of this report.

Religion

Almost two-thirds of participants, 64% (n=219), said that they were non-religious, 21% (n=72) were Christian, 2% (n=8) were Buddhist, 2% (n=8) were Muslim, and 6% (n=19) of participants listed another religion.

Age

The youngest person to complete the survey was 17 years old, and the oldest was 66 years old. The age distribution being skewed towards younger participants was not unexpected given the age of the student body.

Age (Years)	Frequency (N)	Percentage (%)
16-19	66	26%
20-24	82	32%
25-29	45	18%
30-34	12	5%
35-39	17	7%
40-44	8	3%
45-49	13	5%
50-54	8	3%
55-59	4	2%
60-64	0	0%
65-69	1	0%

Ethnicity

Participants were able to select as many ethnicities as apply to them. The following presents the participants' selected ethnicities. I was unable to compare this to the University of Waikato 2017 data, as students are only able to choose up to three ethnicities when enrolling, and published data are based on their 'first selected ethnicity'.

Ethnicity	Frequency (N)	Percentage (%)
Pākehā/NZ European	200	61%
Māori and Pākehā/NZ European	32	10%
Pākehā and other ethnicity/ies	12	4%
Chinese	11	3%
Other European	11	3%
Māori	10	3%
Asian	7	2%
Pasifika	7	2%
Indian	6	2%
Middle Eastern and Arabic	6	2%
Māori, Pākehā, and another ethnicity/ies	6	2%
Other	20	6%
Total	328	100%

3.2   University demographics

University role

Most participants, 76% (n=260) were students only. A further 9% (n=32) selected that they were both a staff member and a student, and 12% (n=42) of participants were staff members only. Of the student participants, 86% (n=223) were domestic students and 14% (n=37) were international students.

Campus

Most participants (96%, n=326) were based on the Hamilton campus, with 3% (n=11) based in Tauranga, and 1% (n=3) based in both Hamilton and Tauranga. One participant also gave 'other' as their campus, which may be due to the University of Waikato research and satellite campuses. This report focusses on the Hamilton campus so that deductive disclosure is not possible due to the small number of respondents from other campuses.

Faculty

The table below shows how survey participants compare to the University of Waikato population in 2017 on the basis of their faculty[4].

Faculty	Survey Participant	University Staff and Students (2017)
FASS	51%	16%
FSE	19%	13%
LAW	7%	4%
FMIS	1%	2%
WMS	16%	18%
FED	5%	17%
FCMS	7%	8%
Other	4%	22%

There is an over-representation of FASS and under-representation of FED staff and students. The faculty labelled 'other' includes staff in student services.

[4] This research was conducted when The University of Waikato was structured by Faculties, rather than the current Divisions.

4. Results

I asked the participants questions about the University of Waikato campus space. The purpose of these questions was to see how welcoming our university is for GSSD staff and students. This section is separated into subsections that relate to specific aspects of the university experience: campus environment, campus experiences, student services, staff environment, the university overall, Māori GSSD participants, and international GSSD student participants.

4.1   Campus environment

All results in this section relate to experiences that GSSD participants had had in the past year. These questions were only asked of GSSD participants (n=131) in the survey, and of these participants, 12% were staff members, 79% were students, and 9% were both students and staff members.
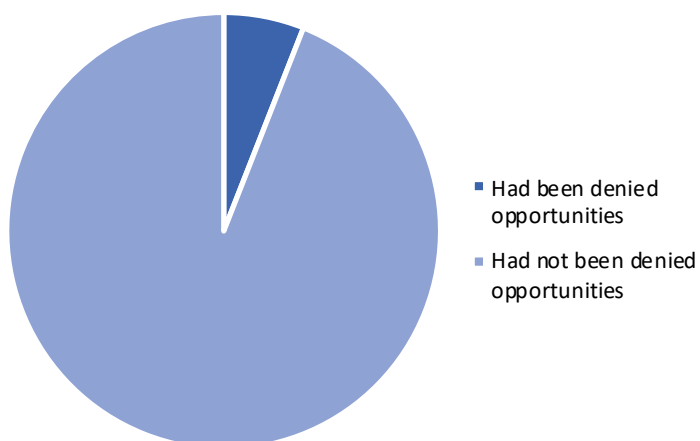
■ Had been denied opportunities

■ Had not been denied opportunities

6% of GSSD participants said they had **'been denied opportunities due to [their] sexual orientation/gender identity'.**

■ Academic progress was disrupted

■ Academic progress was not disrupted
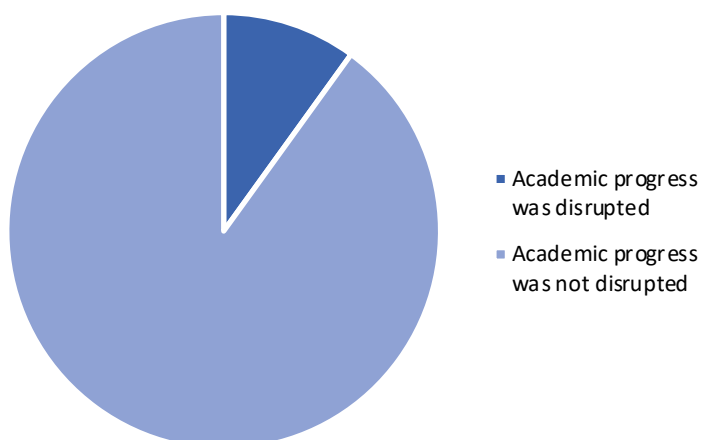
10% of GSSD student participants said they **'felt [their] sexual orientation and/or gender identity/expression disrupted [their] academic progress (due to the action/s of others)'.**

- All of the time
- Most of the time
- Some of the time
- Hardly Ever
- Never
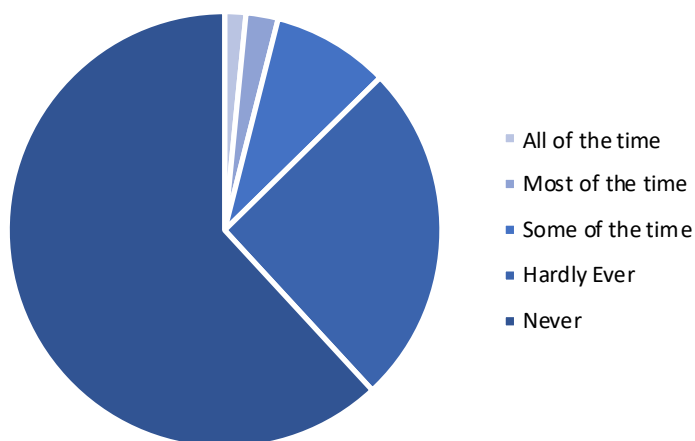
13% of sexuality diverse participants said they have **'feared for [their] physical safety because of their sexuality'** either 'all', 'most', or 'some' of the time at the University of Waikato.
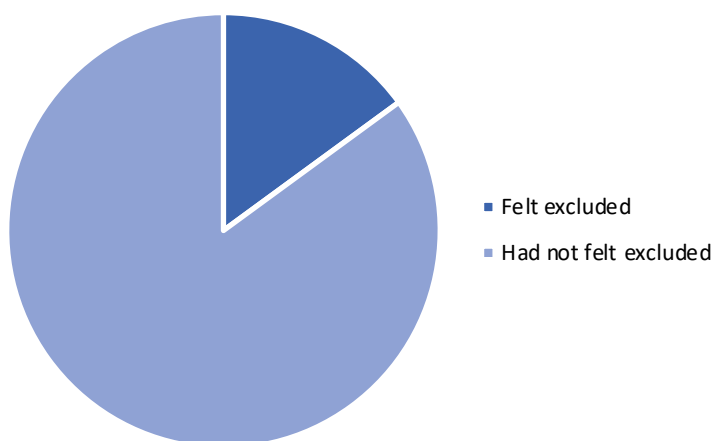
- Felt excluded
- Had not felt excluded

15% of GSSD student participants said they had **'felt excluded from any clubs or societies at the University of Waikato because of [their] sexual orientation and/or gender identity/expression.'**

- Felt they could not socialise
- Felt the could socialise
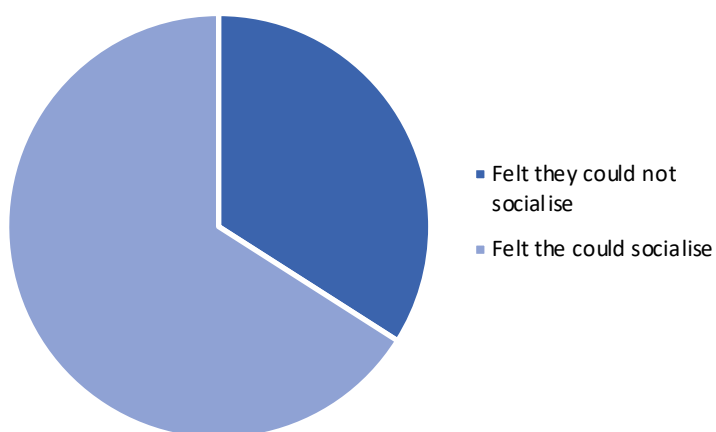
34% of GSSD participants said they **'felt that [they] couldn't socialise due to concerns about how [they'd] be treated in relation to [their] sexual orientation and/or gender identity/expression at the University of Waikato.'**

- Had avoided disclosing
- Had not avoided disclosing

38% of GSSD student participants said they had **'avoided disclosing [their] sexual orientation/gender identity to a lecturer, supervisor, administrator, or student support person due to fear of negative consequences, harassment, or discrimination?'**
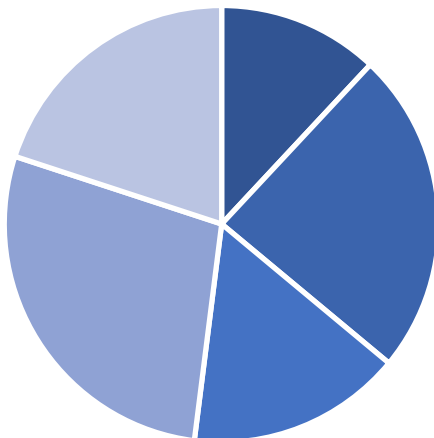
- All of the time
- Most of the time
- Some of the time
- Hardly Ever
- Never

52% of gender diverse participants said they have **'feared for [their] physical safety because of their gender'** either 'all', 'most', or 'some' of the time at the University of Waikato.
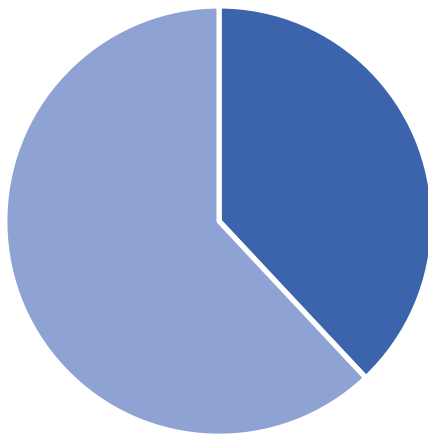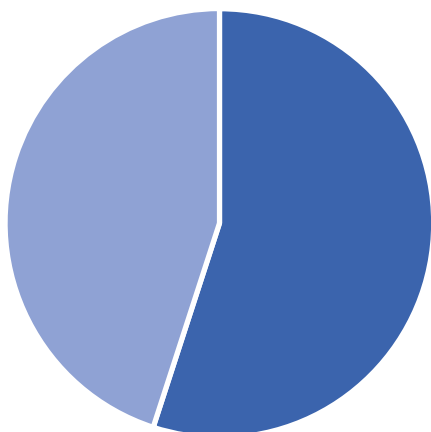
- Had hidden their identity
- Had not hidden their identity

55% of GSSD participants said they had **'hidden [their] sexual orientation and/or gender identity/expression in the University of Waikato campus space so that [they are] perceived differently'.**
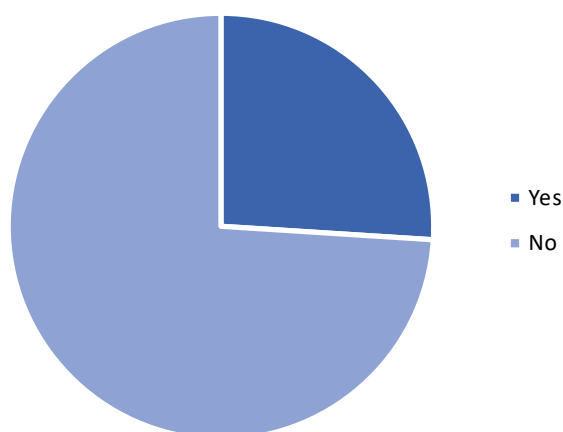
74% of all GSSD participants said no to **'If you need to report an incident of gender and sexuality harassment or discrimination to the University of Waikato, do you know who to report this to?**

4.1.1 Campus environment discussion

The above questions were followed up with an open-ended comment box in the survey, where participants could leave further information if they wished. Qualitative responses emphasised that some gender diverse participants, and some cisgender women, worried about their safety when studying at the university at night, with some participants mentioning that they were unsure if they could call campus security to escort them to their car when they looked 'capable of walking alone'. Gender diverse participants also worried about their physical safety in relation to bathroom use. GSSD participants highlighted how beneficial all gender bathrooms would be to both their physical and mental well-being. Currently there are all gender bathrooms (that are not for those with accessibility needs) in the new University of Waikato Tauranga campus and a few places on the Hamilton Campus, but these did not seem to be widely known.

The University of Waikato has similar findings to the University of Otago campus climate survey that used some of the same questions:
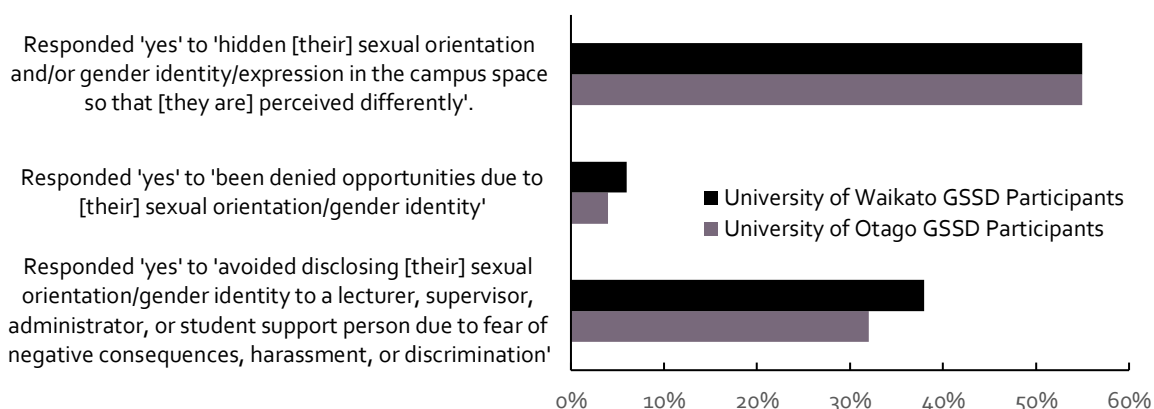
At the University of Waikato, 38% of gender, sex, and sexuality diverse student participants said they had 'avoided disclosing [their] sexual orientation/gender identity to a lecturer, supervisor, administrator, or student support person due to fear of negative consequences, harassment, or discrimination', compared to 32% of GSSD respondents from the University of Otago. There was also a similar number of GSSD participants who said they had 'been denied opportunities due to [their] sexual orientation/gender identity' (6%) compared to at the University of Otago (4%). The same proportion of participants (55%) at Waikato and Otago said that they had 'hidden [their] sexual orientation and/or gender identity/expression in the campus space so that [they are] perceived differently'. However, it is worth noting that the University of Otago study was conducted in 2014, and perceptions of their campus space may have changed since that time.

One key finding from this section is that most survey participants did not know who to report gender and sexuality harassment or discrimination to on campus. As noted earlier, The University of Waikato Bullying and Harassment Policy explicitly mentions sexual and racial harassment, but not sexuality or gender harassment. Therefore, it is not entirely clear how, or if, the University of Waikato responds to sexuality and gender harassment incidents.

4.2   Campus experiences

I asked open-ended questions about GSSD participants' experiences on campus. This section outlines four of these questions. Each page in this section has a survey question noted in the central blue box, which is then surrounded by some of the participant responses.

"Articles and art that is LGBT+ supportive in [the university magazine]." (Student)

"I have felt supported when people have asked openly about my relationship, and have actually asked whether I have a male or female partner, rather than just asking if I have a husband." (Staff member)

"The Gender and Sexuality symposium (or whatever it was called) was a supportive environment." (Staff member)

IF POSSIBLE, CAN YOU EXPLAIN AN EXPERIENCE YOU HAD ON CAMPUS WHERE YOU FELT REALLY SUPPORTED AS A PERSON WHO IS GENDER AND/OR SEXUALITY DIVERSE?

The most common response was that participants find it supportive when staff and students talk about GSSD in discussions in an affirming way.

"The lecturers I have experienced have all included material on rainbow groups, and have been very respectful and supportive by means of their attitudes towards it" (Student)

"Students or teachers that accept my sexuality without making it a massive component of who I am. Supported by not making my sexuality a feature." (Student)

"I feel very comfortable when I see rainbows and celebrations of gender and sexual diversity. I don't feel comfortable being out but I enjoy that other people are." (Staff member)

"I want to be open but find heterosexual colleagues just shut this down sometimes, like they don't consider any alternative, or don't want to know." (Staff member)

"Misunderstandings. When people have enforced stereotypical beliefs surrounding masculinity or femininity on myself or others." (Student)

"Had a class recently where there was [an ice breaker related to dating] and it's like, should I say - do I want to have the 'ohhh you're gay' thing. So it's kind of like that choice that you make, like do you want to deal with that today? Are you in that kind of mood?" (Student)

IF POSSIBLE, CAN YOU EXPLAIN AN EXPERIENCE YOU HAD ON CAMPUS WHERE YOU FELT REALLY UNWELCOME/UNCOMFORTABLE AS A PERSON WHO IS GENDER AND/OR SEXUALITY DIVERSE?

The most common response was that participants find it harmful when staff and students were discriminatory about their GSSD identity.

"Universities are inherently heteronormative as I believe most public spaces in New Zealand are reflective of the relative culture. My experiences with my sexuality are limited, but I have never found spaces to be unwelcoming, only heteronormative." (Student)

"Bathrooms are a really big thing. I'm used to dealing with dysphoria every day, especially when addressed in social situations, but having to choose between misgendering myself and going to a bathroom people might object to me entering is very exhausting." (Student)

"Most people still view gender through a binary lens, which makes it difficult to describe my gender identity and have it perceived as valid." (Staff member)

"There should be more discussions about the notion of diversity around campus. Currently, the environment at the university is over heteronormative and cisnormative." (Student)

"I think that being treated like a person like anyone else would improve my experience." (Student)

"Teach and discuss respect and openmindedness." (Student)

"Just being able to talk about my boyfriend without fear of being judged feels good. Also learning about topics such as gender and sexuality in classes makes me feel heard and seen." (Student)

IN RELATION TO THE UNIVERSITY OF WAIKATO CAMPUS SPACE, IS THERE ANYTHING SPECIFIC TO YOUR SEXUALITY AND/OR GENDER THAT YOU WOULD LIKE TO MENTION?

This section had a variety of responses, however, overall, diverse people just wanted to be accepted and included in the campus space.

"Develop a culture of acceptance and celebrate diversity." (Staff member)

"There are some staff who have no idea that they are engaging in discriminating behaviour or that their behaviour is offensive and upsetting to other staff and students...and we should not be surprised by this. So it is not so much a problem that staff, especially general staff are clueless, the problem lies with the University and what responsibility the University is not taking to address this. The University is not challenging ignorance or discrimination enough for queer people." (Student)

"I do find it very hard to always use the right pronouns and sometimes get it wrong. It takes time to relearn how to address students, but I think we all need to be much more conscious of who our discourses might exclude." (Staff member)

"Takatāpuitanga should be more visible, not just a mainstream (dare I say Americanised) view of queer representation. My queerness intersects with my Māoritanga, and it would be great to have spaces and representation for that too, as well as education and awareness." (Student)

"Being a single person without children in my mid-40s excludes me from many of the conversations and engagements between other staff. People tend not to have conversations about their personal lives with those who are perceived as being different or outside the norm." (Staff member)

"I am on the autism spectrum and this affects how I relate to other people. It makes it difficult to be in places with new people - e.g. Queerspace, where I don't know anybody." (Student)

IS THERE ANYTHING ABOUT YOUR ETHNICITY, (DIS)ABILITY, CLASS, OR OTHER IDENTITY ASPECTS THAT YOU FEEL AFFECT YOUR EXPERIENCE AS A SEXUALITY, SEX, AND/OR GENDER DIVERSE PERSON AT THE UNIVERSITY OF WAIKATO?

This section had a broad range of responses that cannot be narrowed down to one overall theme.

"My ethnicity is easy to see at a glance, so it's not really a big deal to disclose the details of it. My gender, however, is another story altogether." (Student)

"It is easy to disclose my sex and gender because I've never felt marginalised in any way because of it. It is more difficult to disclose my sexuality and ethnicity because I don't fit the typical description or stereotypes for either of them and I have to face the repercussions of that. Often this means feeling removed from the group you genuinely belong to, but not fitting in elsewhere either. This results in a really difficult decision - whether to disclose my identity to others and be made to feel as though I am not authentic enough, or remain silent and deal with the comments people inevitably try to make about people who are Māori or sexuality diverse when they think people of those identities aren't nearby." (Student)

4.2.1 Campus experiences discussion

Overseas research has shown that GSSD people perceive their academic success to be higher when they feel more comfortable and included in the university space. There were many positive experiences and suggestions that GSSD participants shared, and these can provide ideas for university staff as to how to be more inclusive in the workplace. Common themes included treating GSSD peopel as normal within conversation and classroom spaces, as well as creating a culture of support within the university space.

However, GSSD participants also shared events that made them feel unwelcome, such as when staff either avoid the topic of GSSD, or marginalise GSSD people within the university space. Research shows the impact that such negative events can have on an individual's wellbeing, and that staff and students may consider finding another university if their current university is not welcoming towards GSSD people. It is important that the university address such issues if they want to not only retain their staff and students, but to also have them thrive in the university environment.

4.3   Student services

I asked all students how welcoming they found a number of the student services that the University of Waikato offers. For the participants who found a student service 'very' or 'slightly' unwelcoming, they were asked two follow up questions;

1. You ticked that [relevant student service] can be unwelcoming for you. Do you think this is, either in part or totally, because of your gender?
2. You ticked that [relevant student service] can be unwelcoming for you. Do you think this is, either in part or totally, because of your sexuality?

The purpose of the first question was to see if there was a significant difference between how gender diverse and cisgender people responded. The purpose of the second question was to see if there was a difference between how heterosexual and sexuality diverse people responded. The following table shows the results of this question for each of the different services:

Service	Significant difference between gender diverse and cisgender participants	Significant difference between sexuality diverse and heterosexual participants
Student Health	No (χ2 (1)= 2.28, p < .38)	Yes (χ2 (2)= 11.40, p < .003)
Student Learning	No (χ2 (1)= 2.86, p < .21)	No (χ2 (1)= 0.99, p < .56)
Disability Support	No (χ2 (1)= 0.44, p < 1)	No (χ2 (1)= 1.64, p < .44)
Student Counselling	Yes (χ2 (2)= 10.52, p < .02)	Yes (χ2 (2)= 8.49, p < .01)
Student Information Centre	Yes (χ2 (2)= 13.85, p < .02)	No (χ2 (2)= 3.84, p < .14)
Waikato Student Union	No (χ2 (1)= 2.86, p < .25)	Yes (χ2 (2)= 6.65, p < .04)

The above table highlights that gender diverse people are feeling unwelcome in the University of Waikato Student Information Centre, and in Student Counselling, because of their gender. The results also show that sexuality diverse people are feeling unwelcome due to their sexuality in The Student Health Centre and the Waikato Student Union.

Halls of residence

Participants who had lived in residential halls in 2017 or 2018 (n=67) were asked whether they think halls of residences are welcoming places for people who are gender, sex, and/or sexuality diverse. While less than a third (31%) of cisgender and heterosexual residents said that halls of residences are always welcoming, this was the case for only a quarter of the GSSD participants.

When asked whether they told their fellow residents about their identity, 41% of sexuality diverse participants were out to 'most' or 'some' residents, 29% were out to 'a select amount' or 'hardly any' residents, and 30% were out to 'no' residents about their sexuality. There were 12.5% of gender diverse participants who said they out in the residential space, and then it was only to 'a select amount of residents'.

"I find it helpful to have people around me who are open about their own non-heterosexual experiences, and for heterosexual people to treat me like a regular person - not something special or different."

"The first year when I was living in the halls. A couple of times I felt comfortable enough to share that I was bisexual with different people and one of them said they were too and I feel we were both glad/relieved that we had someone to share bisexual/gay humour with and the other was pretty chill about it."

"By the staff and students in Disability Support (before the reform) - it's a stigma-free zone there."

THERE WERE A NUMBER OF POSITIVE COMMENTS ABOUT STUDENT SERVICES FROM GSSD PARTICIPANTS. THESE ARE INDIVIDUAL PARTICIPANTS EXPERIENCES, BUT THEY CAN HELP INFORM HOW STUDENT SERVICES CAN BE MORE WELCOMING OVERALL FOR GSSD STUDENTS.
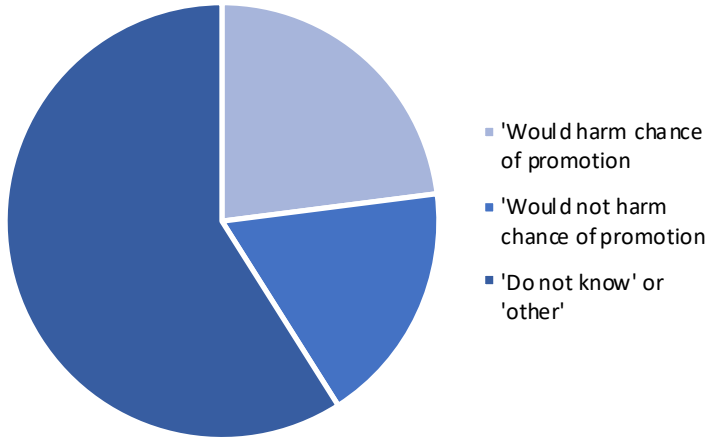
"I went to my doctor on campus needing an STI test for some group sex that my partner and I had engaged in and she didn't even bat an eye, her whole vibe was still just about taking care of me to the best of her ability. I actually thanked her at the end of the consult for being so normal about it, and she seemed surprised that I did. She said, "of course, well we're not here to judge!" and that has always stuck with me."

I have met with a number of student services staff about the results shown in this section, including sharing some of the qualitative responses given by participants showing how services can be unwelcoming or positive experiences (such as above). All student services staff that I met with expressed a willingness to respond to some of the reasons that participants said their services are unwelcoming, and were also keen to engage with me about ways to make their services more inclusive of GSSD people. These meetings occurred prior to the Health Co-ordinator for Māori, Pasifika, and GSSD students being employed, which is likely to at least partially address some of the concerns raised by participants.

4.4   Staff environment

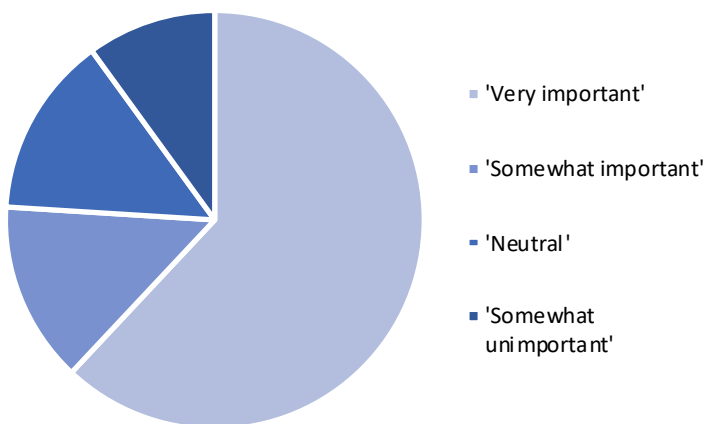I asked staff participants (n=74) about their work environment. Listed below are the findings.

GSSD staff:

Legend (top pie chart):
- 'Would harm chance of promotion
- 'Would not harm chance of promotion
- 'Do not know' or 'other'

23% of GSSD staff participants said they believe that being openly queer **would harm a faculty/staff member's chances of promotion at the University of Waikato.** 18% said it would not, and 59% said they 'did not know' or 'other'.

Legend (middle pie chart):
- Very or somewhat welcoming
- Neutral
- Somewhat unwelcoming
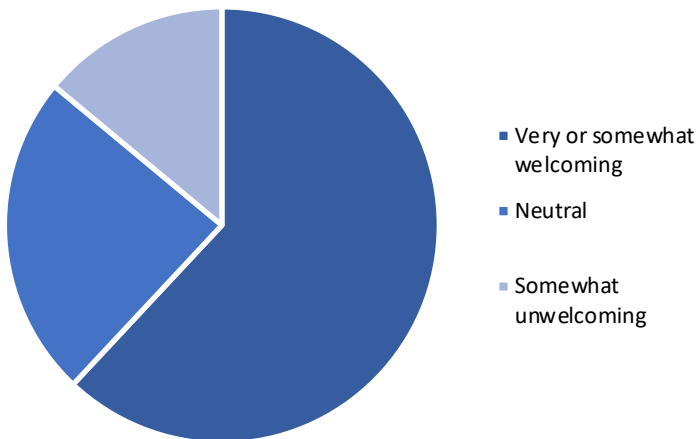
62% of GSSD staff participants said they believe that **their specific department/area of work is 'very welcoming' or 'somewhat welcoming' towards queer people.** 24% said their department/area of work is 'neutral', and 14% said it was 'somewhat unwelcoming'.

Legend (bottom pie chart):
- 'Very important'
- 'Somewhat important'
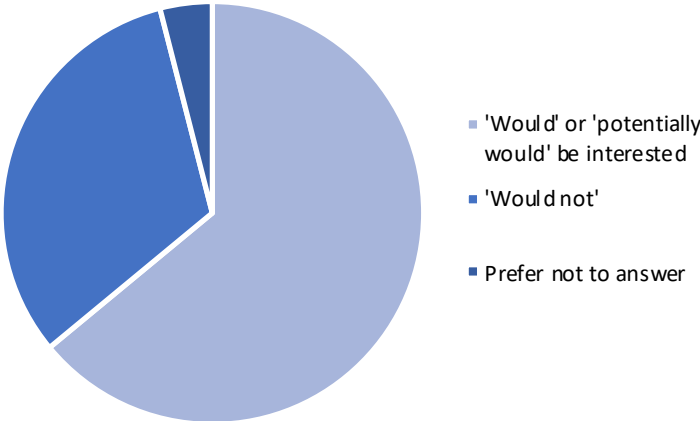- 'Neutral'
- 'Somewhat unimportant'

76% of GSSD staff participants said they believe that it is 'very important' or 'somewhat important' **for the recognition of gender and sexuality diversity to be a part of the University's Strategy.** 14% said 'neutral', and 10% said 'somewhat unimportant'.
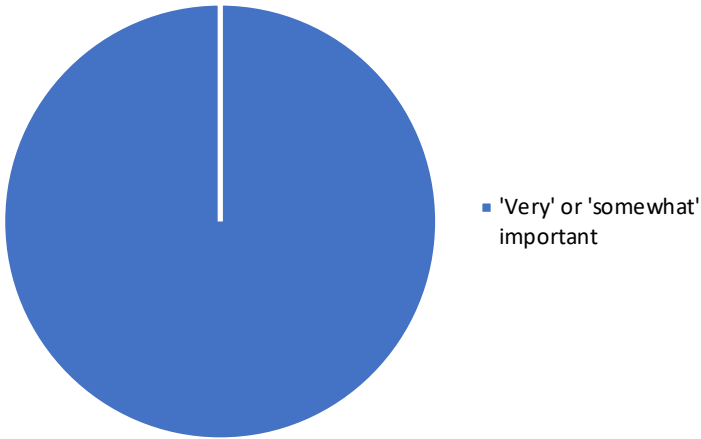
100% of GSSD staff participants said they believe that it is 'very important' or 'somewhat important' **for the University of Waikato's Equal Employment Opportunity, and Diversity and Inclusion Programmes to include gender and sexuality diversity.**

- 'Very' or 'somewhat' important

All staff:

- 'Would' or 'potentially would' be interested
- 'Would not'
- Prefer not to answer

64% of all staff participants said if there is **a support network at the University of Waikato for gender and sexuality diverse staff and students** they would, or potentially would, be interested in being involved in the network. 32% said they would not, and 4% preferred not to answer the question.

- 'Would' or 'potentially would' be interested
- 'Would not'
- 'Prefer not to answer
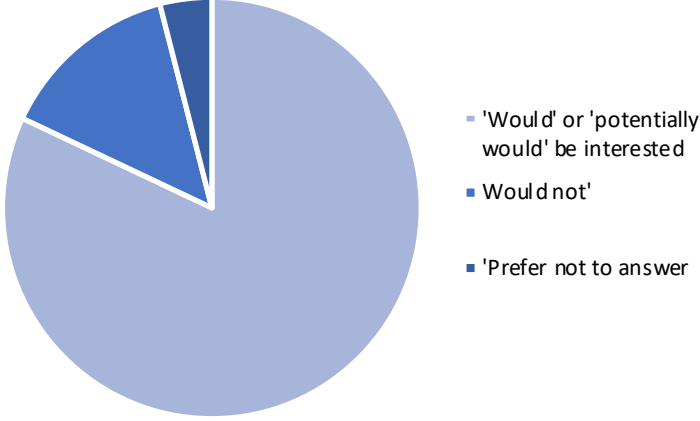
82% of all staff participants said they would, or potentially would **'be interested in attending a training course on campus about gender and sexuality diversity.'** 14% said they would not, and 4% preferred not to answer the question.

4.4.1 Staff environment discussion

A majority of staff (71%) said they would be interested in GSSD interventions in the campus space, including staff that are cisgender and heterosexual. Giving staff information and/or training regarding GSSD may help increase how welcoming some of the university departments are towards diversity, which could potentially help with staff retention. This in turn is beneficial for students as staff members being supportive will create a more inclusive environment, and thus help with student retention. Also worth noting is how important GSSD participants think it is for the University of Waikato 's Equal Employment Opportunity, and Diversity and Inclusion Programmes to include GSSD.

4.5   University overall

The results in this section were from questions asked of all gender, sex, and sexuality diverse participants - both staff and students.
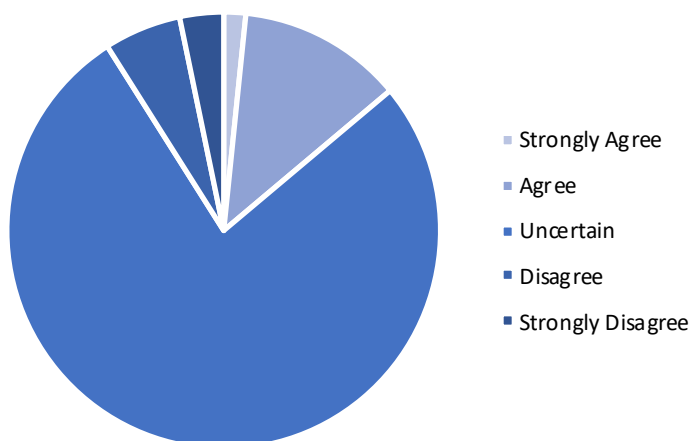
Strongly Agree
Agree
Uncertain
Disagree
Strongly Disagree

16% of GSSD participants said they 'strongly agree' or 'agree' that **the University of Waikato has a positive and supportive response to incidents of queer discrimination.** 70% were 'uncertain', and 9% said they 'disagree' or 'strongly disagree'. It is worth noting that 5% preferred not to answer.
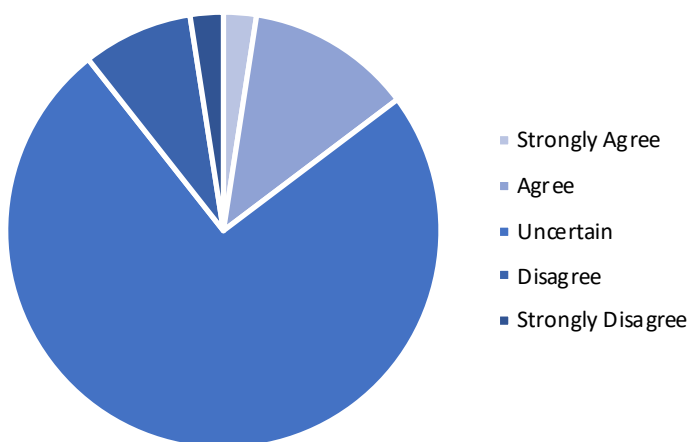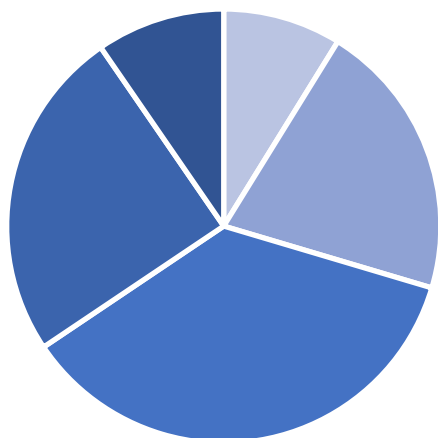
Strongly Agree
Agree
Uncertain
Disagree
Strongly Disagree

16% of GSSD participants said they 'strongly agree' or 'agree' that The University of Waikato **has a positive and supportive response to incidents of queer harassment.** 67% were 'uncertain', and 11% said they 'disagree' or 'strongly disagree'. It is worth noting that 6% preferred not to answer.
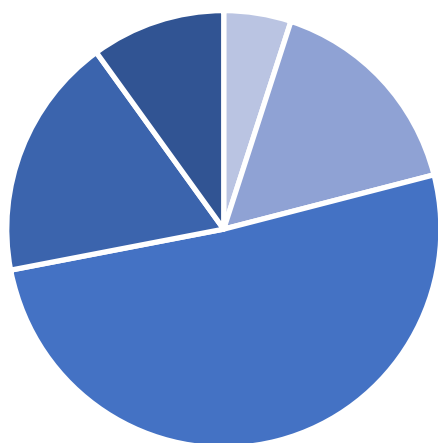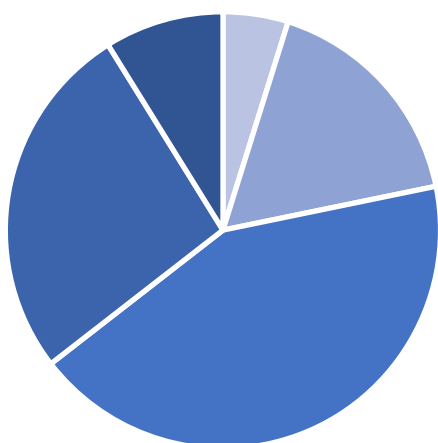
- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

28% of GSSD participants said they 'strongly disagree' or 'disagree' that the **University of Waikato thoroughly addresses campus issues related to sexual orientation/ gender identity.** 51% said they are 'uncertain', and 21% said they 'agree' or 'strongly agree'.

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

34% of GSSD participants said they 'strongly disagree' or 'disagree' that **The University of Waikato provides visible resources on queer issues and concerns.** 36% said they are 'uncertain', and 30% said they 'agree' or 'strongly agree'.

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

35% of GSSD participants said they 'strongly disagree' or 'disagree' that **the curriculum adequately represents the contributions of queer people.** 43% said they are 'uncertain', and 22% said they 'agree' or 'strongly agree'

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

42% of GSSD participants said they 'strongly agree' or 'agree' that **The University of Waikato is a welcoming place for queer people.** 40% said they are 'uncertain', and 18% said they 'disagree' or 'strongly disagree'

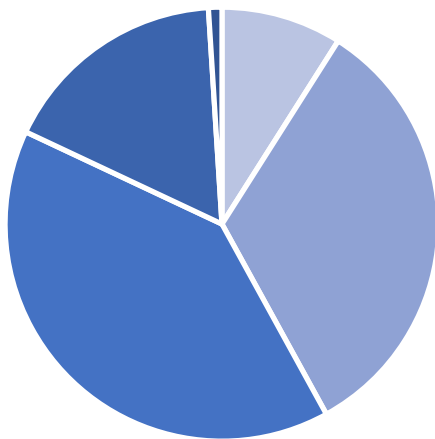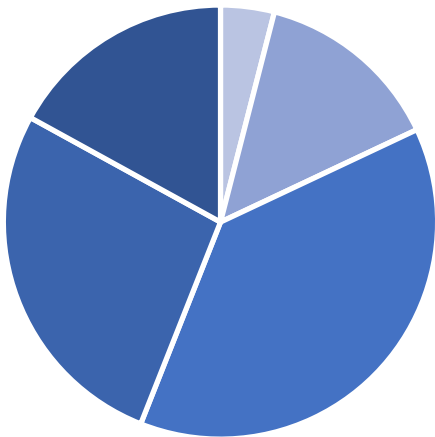- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

44% of GSSD participants said they 'strongly disagree' or 'disagree' that **the University of Waikato has visible leadership from the management regarding sexual orientation/gender identity issues on campus.** 38% said they are 'uncertain', and 18% said they 'agree' or 'strongly agree'.

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

47% of GSSD participants said they 'strongly agree' or 'agree' that **The University of Waikato is a safe place for queer people.** 38% said they are 'uncertain', and 15% said they 'disagree' or 'strongly disagree'.

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

48% of GSSD participants said they 'strongly agree' or 'agree' that the **University of Waikato has visible acceptance from student services regarding sexual orientation/gender identity issues on campus.** 34% said they are 'uncertain', and 18% said they 'disagree' or 'strongly disagree'.
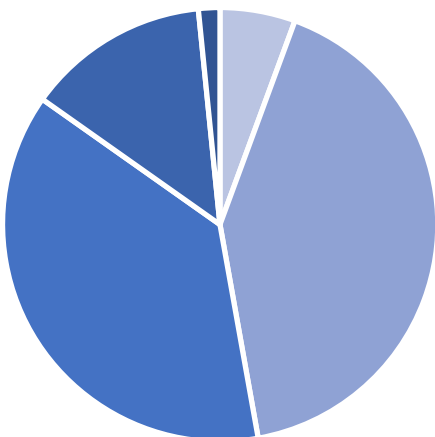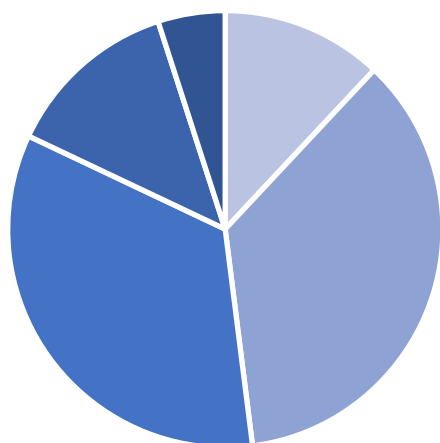

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

48% of GSSD participants said they 'strongly agree' or 'agree' that the **University of Waikato has visible acceptance from lecturers regarding sexual orientation/gender identity issues on campus.** 35% said they are 'uncertain', and 17% said they 'disagree' or 'strongly disagree'.

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree
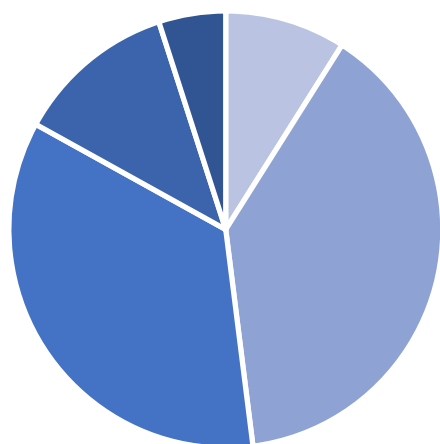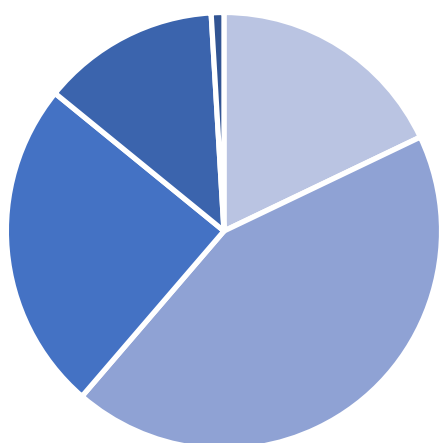
61% of GSSD student participants said they 'strongly agree' or 'agree' **the climate of the classes [they] take are accepting of queer people.** 25% said they are 'uncertain', and 14% said they 'disagree' or 'strongly disagree.'

4.5.1 University overall discussion

The results of this section show a number of opportunities for improvement that the university can take to make the campus space more inclusive for GSSD people. While the negative responses highlight specific issues within the university space, it is also important to note the number of 'uncertain' responses that were given by participants. Having such a high level of uncertainty from participants about GSSD in the university space indicates a lack of visibility and discussion about GSSD people and experiences. I discuss ways of addressing these issues in the recommendations section.

There was a noticeable difference between the University of Waikato campus climate survey and the University of Otago campus climate survey responses for this section. While the overall acceptance in classes is the same, participants at the University of Otago in 2014 were more likely to state that their university provided visible resources, leadership, or thoroughly addressed campus issues than participants at the University of Waikato in 2018. These differences can be seen in the following graph:
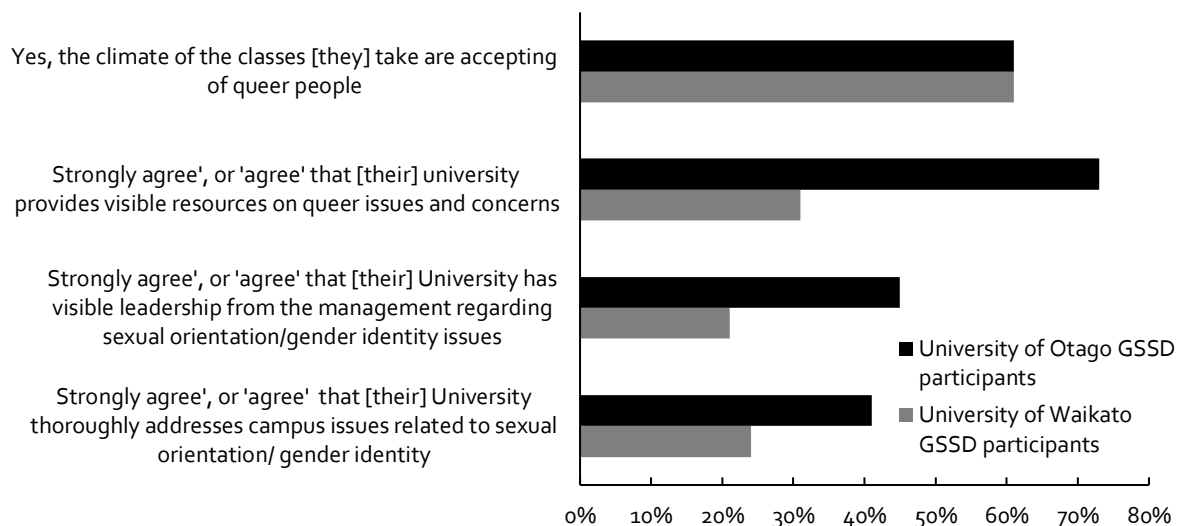
4.6   Māori GSSD participants

The University of Waikato's strategic plan for 2017-2021 contains a goal of comprehensive programmes for community engagement, which includes improving wellbeing and equity for Māori. Although not explicitly stated, this obviously includes Māori GSSD people at the university. The follow tables compare survey responses between Māori GSSD participants, and non-Māori GSSD participants, where there was a notable difference in responses.

The following questions were asked of all GSSD survey participants. Response options were; 'yes', 'no', 'not applicable' and 'I would prefer not to answer'. The below table shows the percent of each group that responded with 'yes'.

	Māori	Non-Māori
Within the last year, [they have] avoided disclosing [their] sexual orientation/gender identity to a lecturer, supervisor, administrator, or student support person due to fear of negative consequences, harassment, or discrimination.	42%	38%
Within the last year, [they have] felt excluded from clubs or societies at the University of Waikato because of [their] sexual orientation and/or gender identity/expression.	22%	15%
Within the last year, [they have] felt that [they] couldn't socialise due to concerns about how [they would] be treated in relation to [their] sexual orientation and/or gender identity/expression at the University of Waikato.	46%	34%

4.7   International GSSD student participants

Because only a small number of survey participants were international GSSD students, this section highlights qualitative responses (rather than statistics) that portray their shared experiences.

"Of course, I am also concerned that people in the university will perceive me differently because of my sexuality. But then again, that goes for all people, not only university people. So I wouldn't say "university" is my main reason why I do not share my sexuality but a more general reason."

"I have been out as trans since 16...I've told professors here about my pronouns, but they haven't really respected them."

"Some staff deliberately avoid talking about the notion of diversity! It was as if this topic is a taboo and should not be even discussed."

QUALITATIVE COMMENTS GIVEN FROM INTERNATIONAL GSSD STUDENT PARTICIPANTS

"I'm glad that I found a supervisor who is a member of the rainbow community as well, who I can relate well with. She shared with me about her coming out story, and how she managed to come through the hardships of her life. Those sharings were very enlightening and still play certain roles in my life."

"It feels a lot more welcoming than my home country, which made me feel safe."

"I don't have to explain what lesbianism, or being [my ethnicity] means. Nonbinary identities however, usually come with that load."

"Gender and sex [are easier to disclose] because I conform to the norm. Ethnicity, not as much but much more comfortable than sexuality."

WHEN CONSIDERING DIFFERENT ASPECTS OF YOUR IDENTITY (E.G. GENDER, SEX, SEXUALITY, ETHNICITY ETC.) ARE THERE SOME ASPECTS OF YOUR IDENTITY THAT ARE EASIER TO DISCLOSE THAN OTHERS?

All international GSSD participants responded 'yes' to this question. In the follow up open text box, these are some of the responses that were given as to why they said 'yes'.

"I think it depends on the context when I'm disclosing certain identities of mine (e.g., student, tutor, or gay). Telling others about my sexual minority status is tougher because I'm putting myself at risks of being unwelcomed, discriminated, and sometimes worse, causing friendships and relationships to be ruined."

It is important to consider that understandings of GSSD may be different for students from different countries/cultures, and that experiences may be different as well. Some GSSD international students may come from countries that are more inclusive of GSSD identities, and some from countries that are more discriminatory towards them.

5. Recommendations

The following recommendations are based on the results of each section of the report.

Recommendations based on Section 3: Demographics

- One inclusive recommendation for the university based on the survey demographic information would be including diverse genders and pronouns in university forms and policies.

Recommendations based on Section 4.1: Campus Environment

- Include GSSD discrimination *explicitly* in the University Bullying and Harrassment policy.

- Have explicit information (whether on the university website and/or available around campus) about the university not tolerating GSSD discrimination and harrassment, as well as what GSSD people can do if they experience it.

- Have more all gender bathrooms available, especially on the Hamilton campus (where there are a higher number of bathrooms, of which the majority are binary gendered).

- Highlight that as part of their job, campus security is there to support any student or staff member who needs walking to their car - no matter their gender.

- Emphasise GSSD inclusion around campus so that GSSD people can feel more welcome, and potentially more comfortable about being 'out'. Examples include visibility around campus and through mention in relevant policies. Research shows that GSSD people are more likely to consider changing universities if they do not feel accepted in a campus space.

Recommendations based on Section 4.2: Campus Experiences

This section highlighted a variety of individual experiences in the campus space. Although these cannot necessarily be more generalised across the campus, it is important to read this section and gain an understanding of some of the ways that GSSD people can experience both inclusion and marginalisation in the campus space. This is particularly true for GSSD people who may also be discriminated against due to other reasons, such as ethnicity, disability, class etc. Reading this section will give staff an understanding of how GSSD students experience

support and marginalisation in the classroom space, and will give all readers an understanding of how to be more supportive of GSSD people.

Recommendations based on Section 4.3: Student Services

As noted in section 4.3, I have met with key staff in student services about the results of this survey and how they may improve their services based on the findings. All recommendations were shared directly with the student services, and changes have been made in these services as a result. All services contacted also expressed an interested in participating in the future intervention which I outline in Section 6.

Recommendations based on Section 4.4: Staff Environment

The majority of staff expressed an interest in learning more about GSSD, and being part of a GSSD support network. Section 6 shows that GSSD participants would find both of these interventions beneficial. As such, I recommend that the University:

- Support an intervention that informs staff about GSSD in the campus space.
- Endorse a support network in the campus space that is for GSSD staff and students.
- Include GSSD *meaningfully* in; the University Strategy, the Equal Employment Opportunity Programme, and the Diversity and Inclusion Programme.

Recommendations based on Section 4.5: University Overall

There were high levels of uncertainty from participants about responses to GSSD issues in our university environment. This lack of certainty highlights the lack of visibility of GSSD in our campus space, and lack of university acknowledgement of GSSD. As such, I recommend:

- Having clear information available to students and staff about how the university deals with GSSD discrimination and harassment.
- Have visible leaders in management, academic staff, and student services that are supportive of GSSD people.
- Provide visible resources about GSSD in the campus space.
- Have a clear, visible statement about the support the university has for our GSSD staff members and students.

Recommendations based on Section 4.6: Māori GSSD Participants

Responses to survey questions showed differences between Māori and non-Māori GSSD participant experiences. If any recommendations or interventions in this report are implemented, then it is crucial for them to be culturally competent and inclusive for Māori, with Māori GSSD people working *in partnership* through the entire process.

Recommendations based on Section 4.7: International GSSD Student Participants

The University of Waikato may be one of the only safe spaces for GSSD international students to be 'out', which is an important consideration when implementing GSSD recommendations or interventions in the university campus. Any implementations should be culturally safe, and implemented with consideration of the unique experiences that are shared in this survey by GSSD international students.

6. Future Directions

GSSD participants were asked the following question; **'How helpful would you find (or do currently find) the following to make you feel more included and welcome as a gender, sex, and/or sexuality diverse person in the campus space?** They were then provided with 9 options, and were given the response options of 'extremely helpful', 'slightly helpful', 'no different', 'slightly unhelpful' and 'extremely unhelpful'.

The following table shows the response options in ranked order based on the percentage of participants who responded with 'extremely' or 'slightly' helpful:

Sub-question Options	Extremely or Slightly Helpful	
	n	*%*
Option 9 Explicit protection in university policy from bullying, harassment, and discrimination on the basis of gender identity and sexuality.	91	95%
Option 6 A visible network of staff and students who have undertaken gender and sexuality diversity training.	80	83%
Option 5 Education for staff about the Rainbow community (e.g. use of appropriate pronouns).	76	77%
Option 7 Teaching content that is more inclusive of the rainbow community.	74	77%
Option 3 More physical visibility and awareness on campus for the Rainbow community (e.g. visible rainbows and celebration of Pride).	77	77%
Option 4 More electronic visibility and support on campus for the Rainbow community (e.g. an online community and/or an app).	75	75%
Option 8 Diverse options for gender on staff and student records- including the option to not disclose your gender.	73	74%
Option 1 A space for the rainbow community.	63	64%
Option 2 All gender bathrooms.	60	60%

This finding supports the results and recommendations conveyed throughout this report. It is worth noting that there was not the same number of respondents for each of the above questions. It is also worth noting that more than 60% of participants said that they would find

all of the interventions 'extremely' or 'slightly' helpful, and 84% of gender diverse participants said that they would find all gender bathrooms 'extremely' or slightly' helpful.

Within my PhD project, I am able to address 'option 6' by creating a GSSD training programme and network within the university campus space with the support of my supervisors. This intervention would also address many of the recommendations outlined in this report, and partially address 'option 5' and 'option 7' also. For example, having a training programme and network in the university campus space would show visible leadership regarding GSSD inclusion and acceptance. Having this intervention would also promote visible acceptance from university staff who attend the training and who are part of a network, and create a visible network of support within the university campus space for GSSD people. A training intervention would show staff ways to make their curriculum and classes more inclusive for GSSD people, which in turn would help improve the feeling of safety for GSSD people in the campus. Positive and supportive responses to GSSD harassment and discrimination could be highlighted through both the training and network interventions, as well as through policy changes. These interventions will also create a more inclusive university environment for GSSD people, which will have numerous benefits for students' academic success and mental well-being.

7. Appendices

Appendix One: Glossary

Participants could choose to view 'pop up' definitions in the survey for words that were underlined. As a researcher, I am aware that these definitions are very basic, and not necessarily a full description of the words being defined. However, the purpose of the definitions was to help survey participants understand the questions they were being asked, and they were piloted and approved by people who were not knowledgeable about GSSD.

Asexual: A person who is not sexually attracted to other people.

Bisexual: A person who is attracted to men and women.

Cisgender: People whose gender matches the sex that they were assigned at birth e.g. you were born with a vagina, and you identify as a woman.

Fa'afafine: Samoan biological males who behave in a range of feminine gendered ways.

Fakaleiti: Tongan biological males who behave in a range of feminine gendered ways.

Gay [men]: A man who is attracted to men.

Gender: Who you are and how you identify, e.g. as a woman.

Heterosexual/straight: Attracted to people of the opposite gender, e.g. a man who is attracted to women

Intersex: When a person's sex characteristics are a combination of male and female.

Lesbian: A woman who is attracted to women.

Non-binary: An umbrella term for a person whose gender is outside of the binary of being a man or a woman.

Pansexual: A person who is attracted to someone irrespective of their gender.

Sex characteristics: Characteristics of ones sex, e.g. a penis or vagina

Sexuality: Who you are attracted to.

Takatāpui: A word that some Māori people use to describe the entwining of their ethnicity, and their diverse gender and/or sexuality.

Transgender men: A man whose assigned sex at birth was female due to having female sex characteristics.

Transgender women: A woman whose assigned sex at birth was male due to having male sex characteristics.