

Queer-Spectrum and Trans-Spectrum Issues in Higher Education

Building Inclusive Climates

September 14, 2016



Climate Matters

Setting a Context

Climate In Higher Education



Barcelo, 2004; Bauer, 1998, Kuh & Whitt, 1998; Harper, 2012, Hurtado, 1998, 2005; Ingle, 2005; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008

Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**³

¹ Pascarella & Terenzini, 1991, 2005; Harper & Hurtado, 2009, Maramba. & Museus, 2011, Patton, 2011, Strayhorn, 2012

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

³ Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003, Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

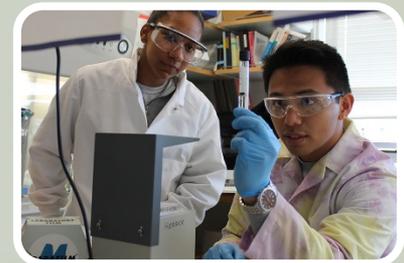
Campus Climate & Faculty/Staff



The **personal and professional development** of employees including faculty members, administrators, and staff members are impacted by campus climate.¹



Faculty members who judge their campus climate more **positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.²

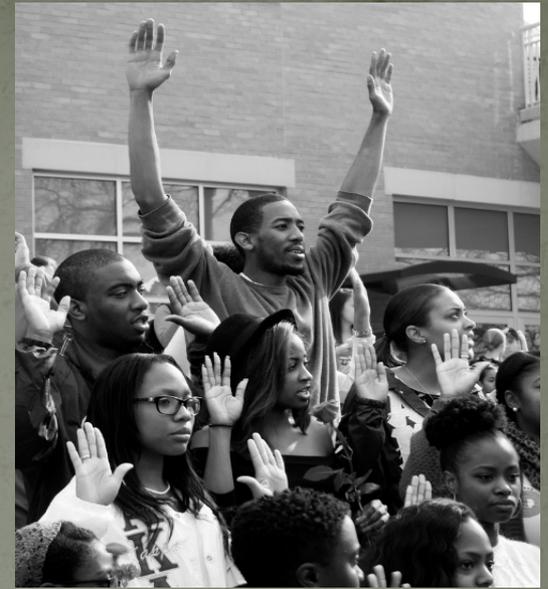


Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career attitudes and (2) workplace encounters with **prejudice** and lower health/**well-being**.³

¹Settles, Cortina, Malley, and Stewart , 2006, Gardner, S. 2013; Jayakumar, Howard, Allen, & Han, J. 2009

²Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez , Holmes, & Mayo 2010

³Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



Student Activism in 2016





Student Activism in 2016



What Are Students Demanding?

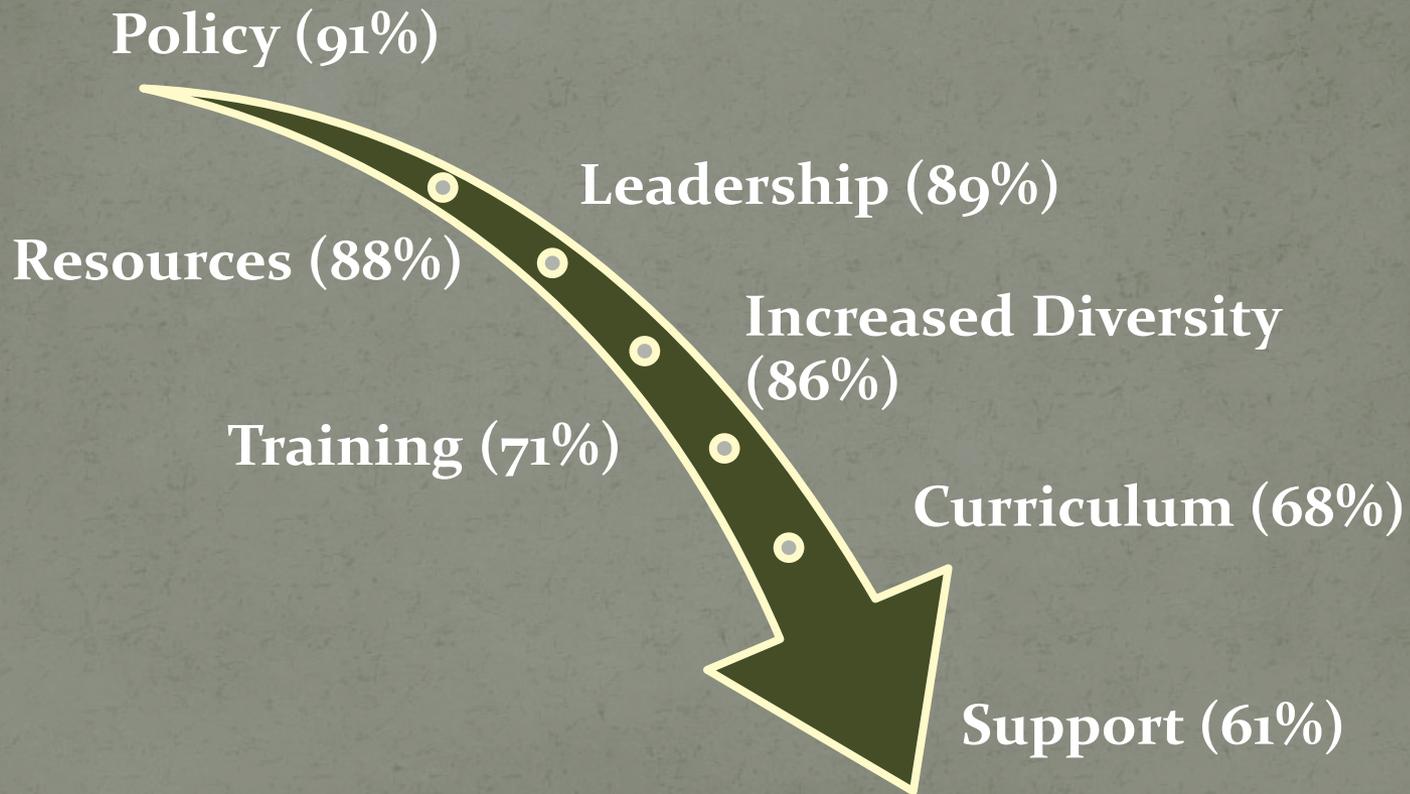


While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

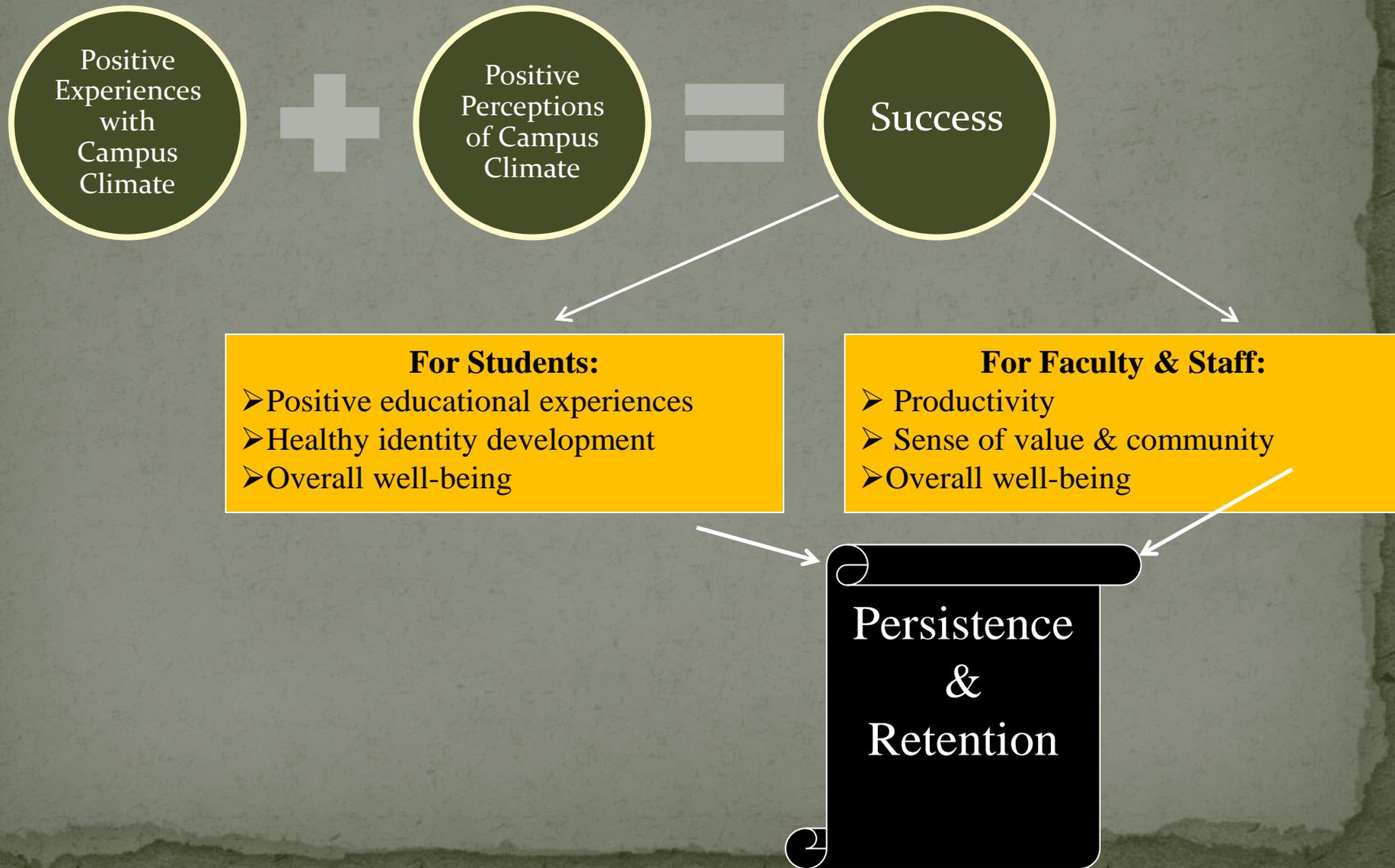


Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.

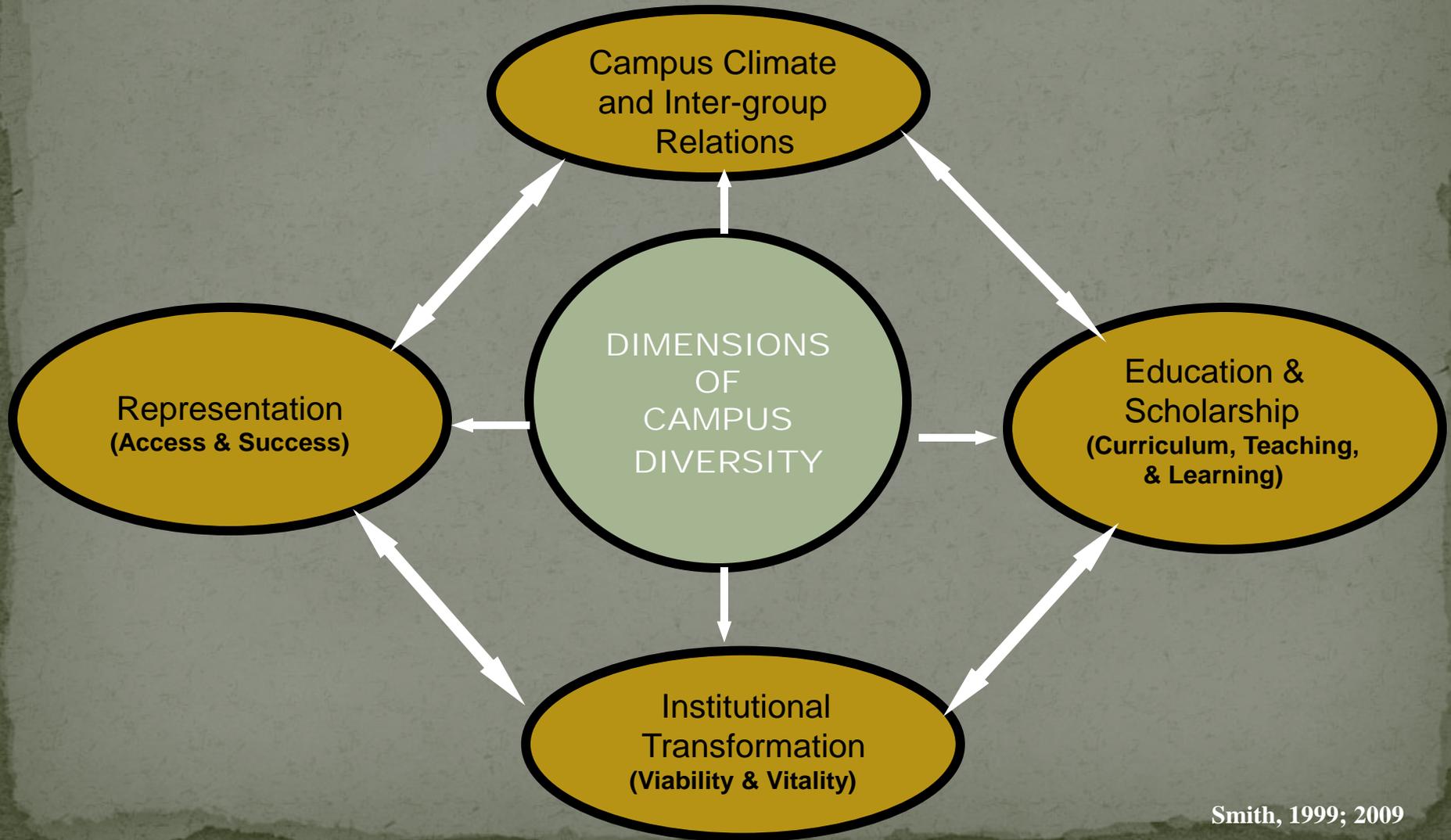
Seven Major Themes



Campus Climate & Successful Outcomes



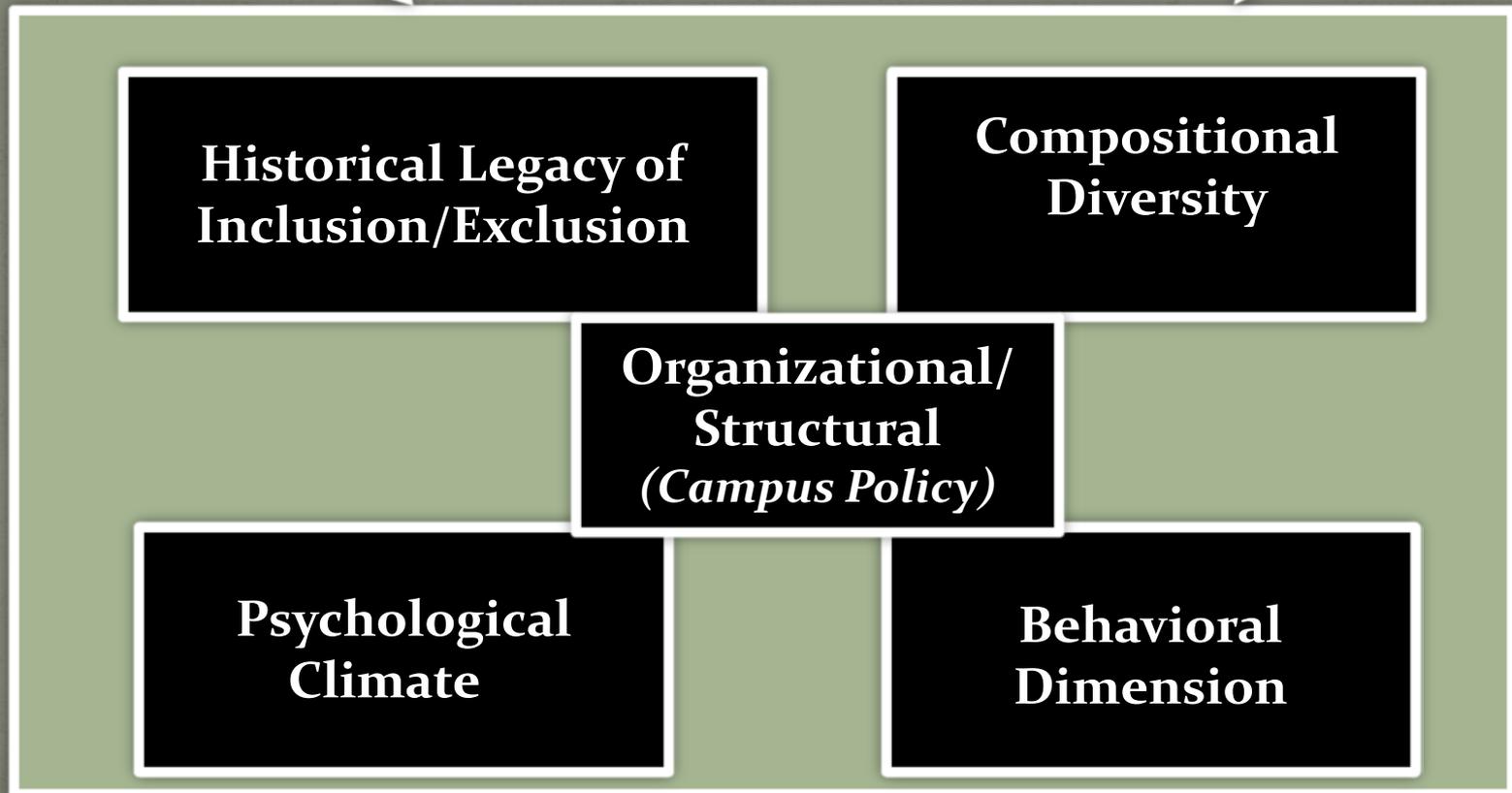
Conceptual Framework for Campus Diversity Research



Components of Campus Climate

Government/Policy Context

Sociohistorical Context



Rankin 2001

National Campus Climate Diversity Assessment

NASPA/NGLTF Grants

Underrepresented/underserved
faculty/staff/students

30 Campuses

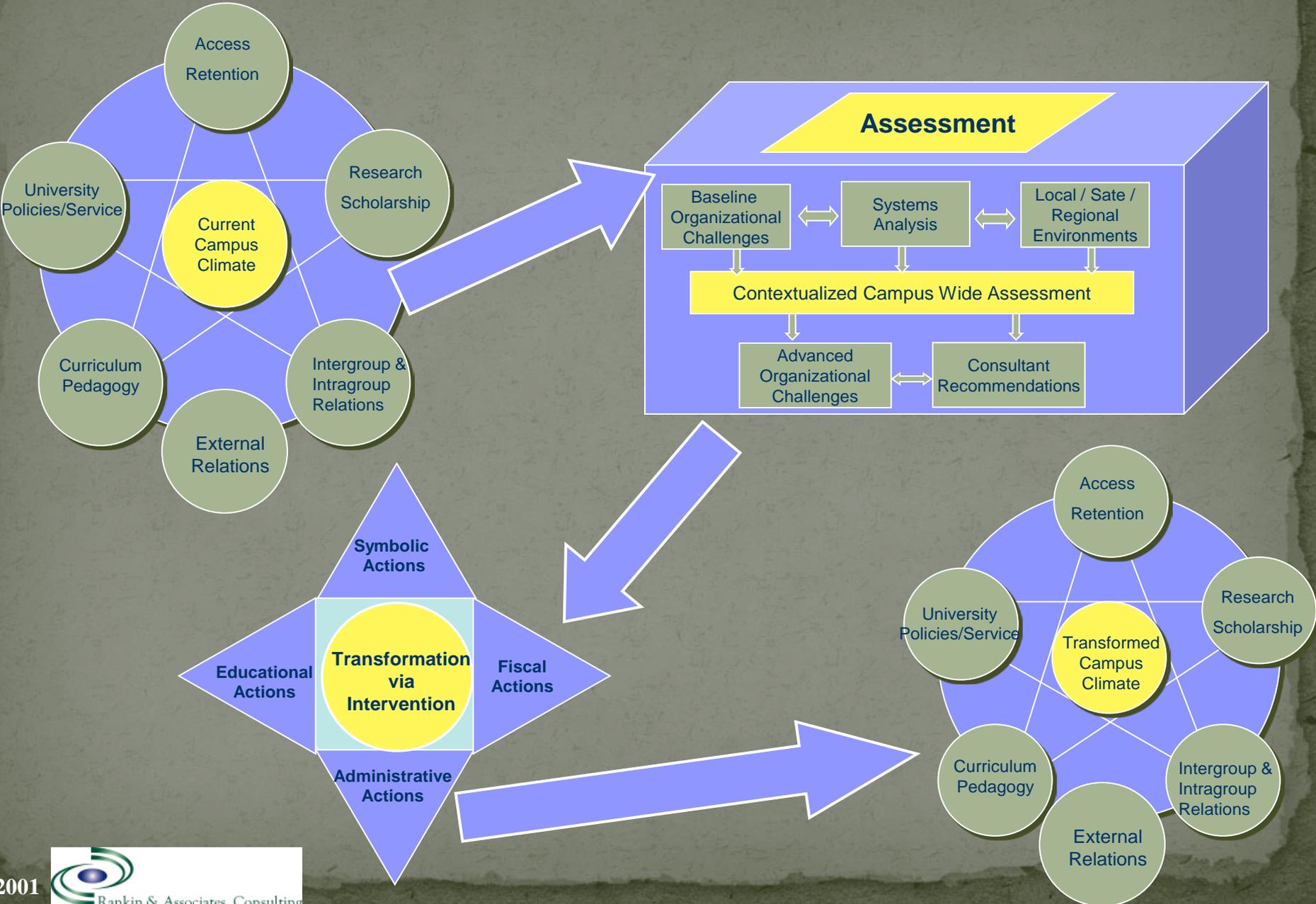


Survey Instrument

Meta-analysis of diversity assessment
tools from 35 institutions

Paper/Pencil only

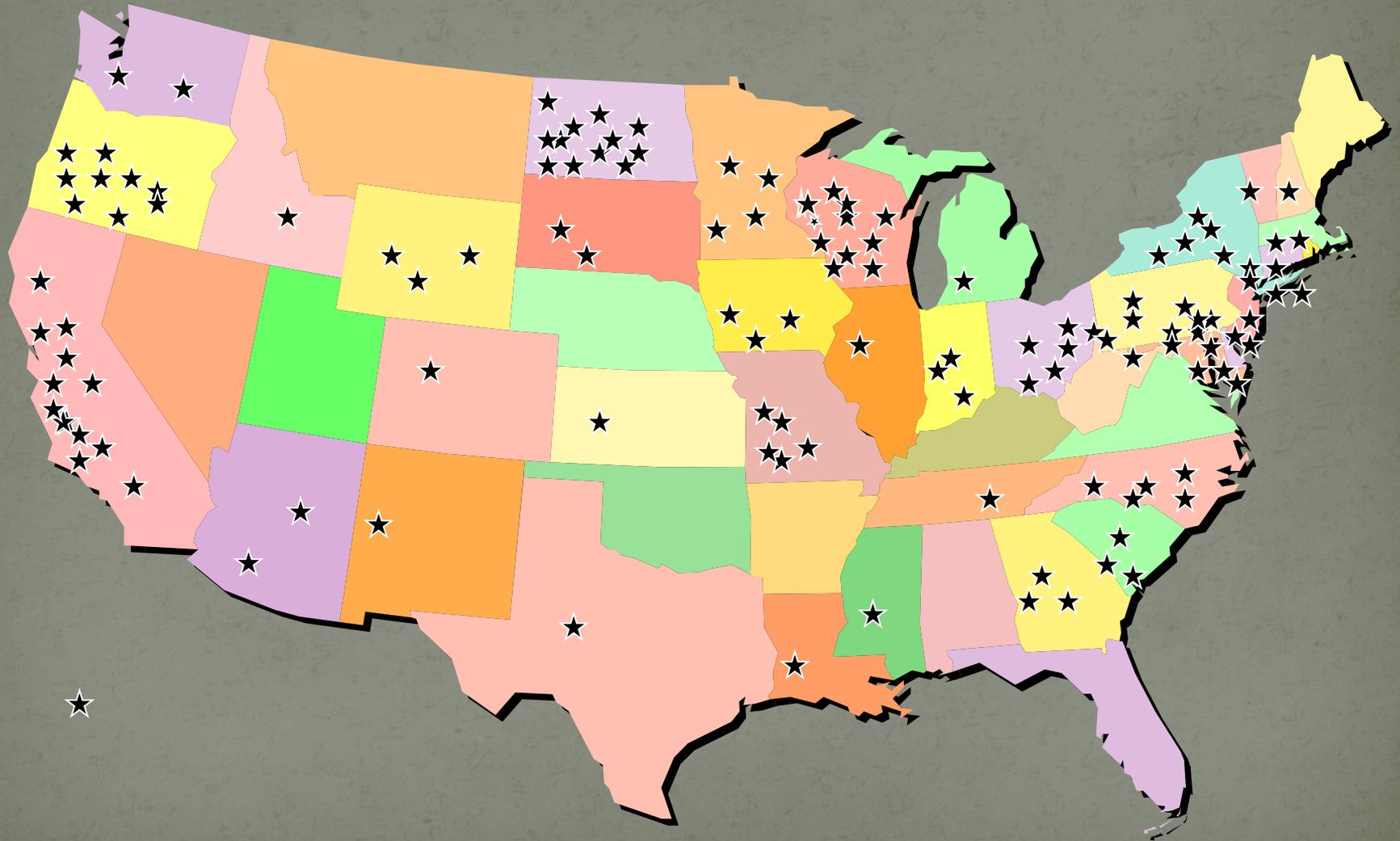
Transformational Tapestry Model[©]



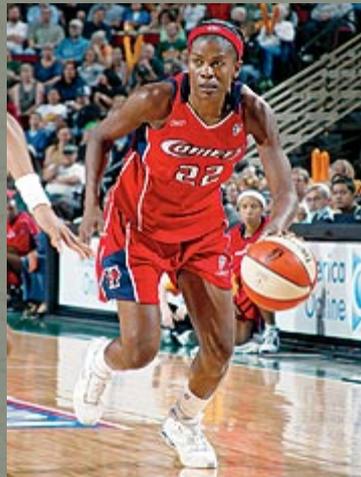
Recent Climate Research

- 1999-2014 Campus Climate Assessments
- 2010 State of Higher Education for LGBTQ People
- 2011 NCAA Student-Athlete Climate Study
- 2014 International Athlete Survey
- 2016 United States Transgender National Survey

R&A Campus Climate Assessments 1999-2016



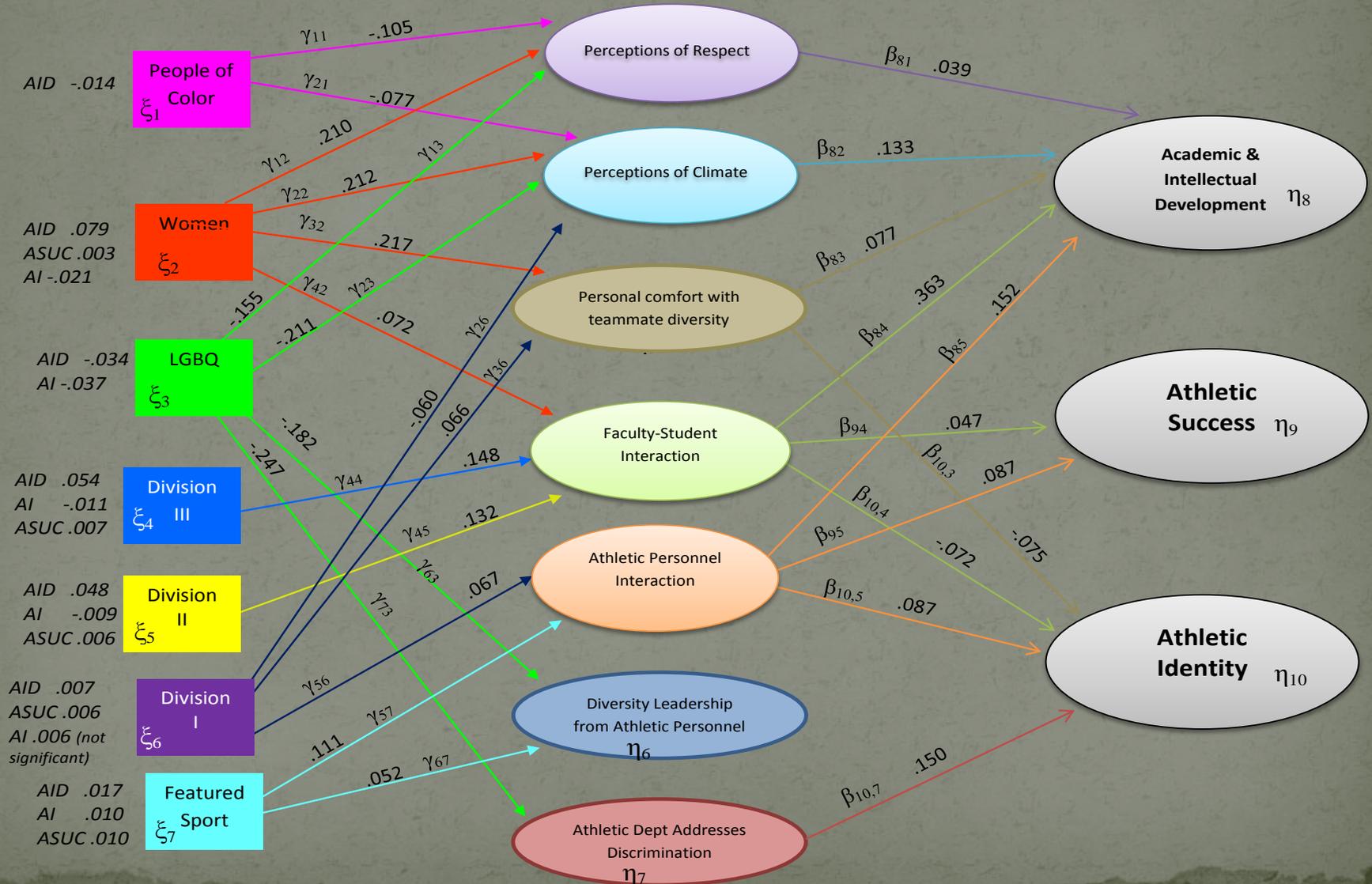
Student-Athlete Climate Study



This project is supported by a grant from the NCAA

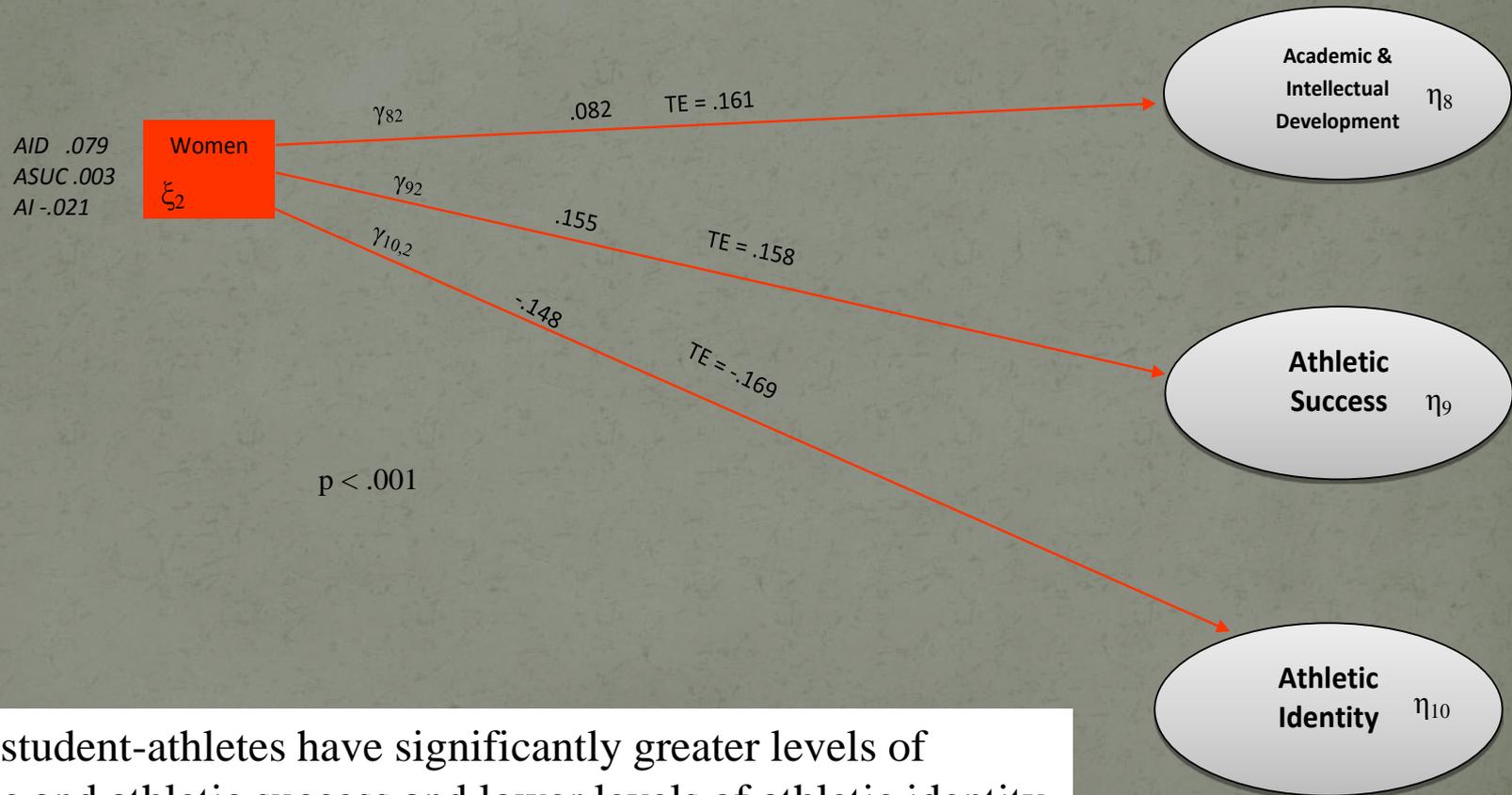
SEM Mediation Model

SACS Path Diagram – Mediation Model



Gender – Direct Effects Model

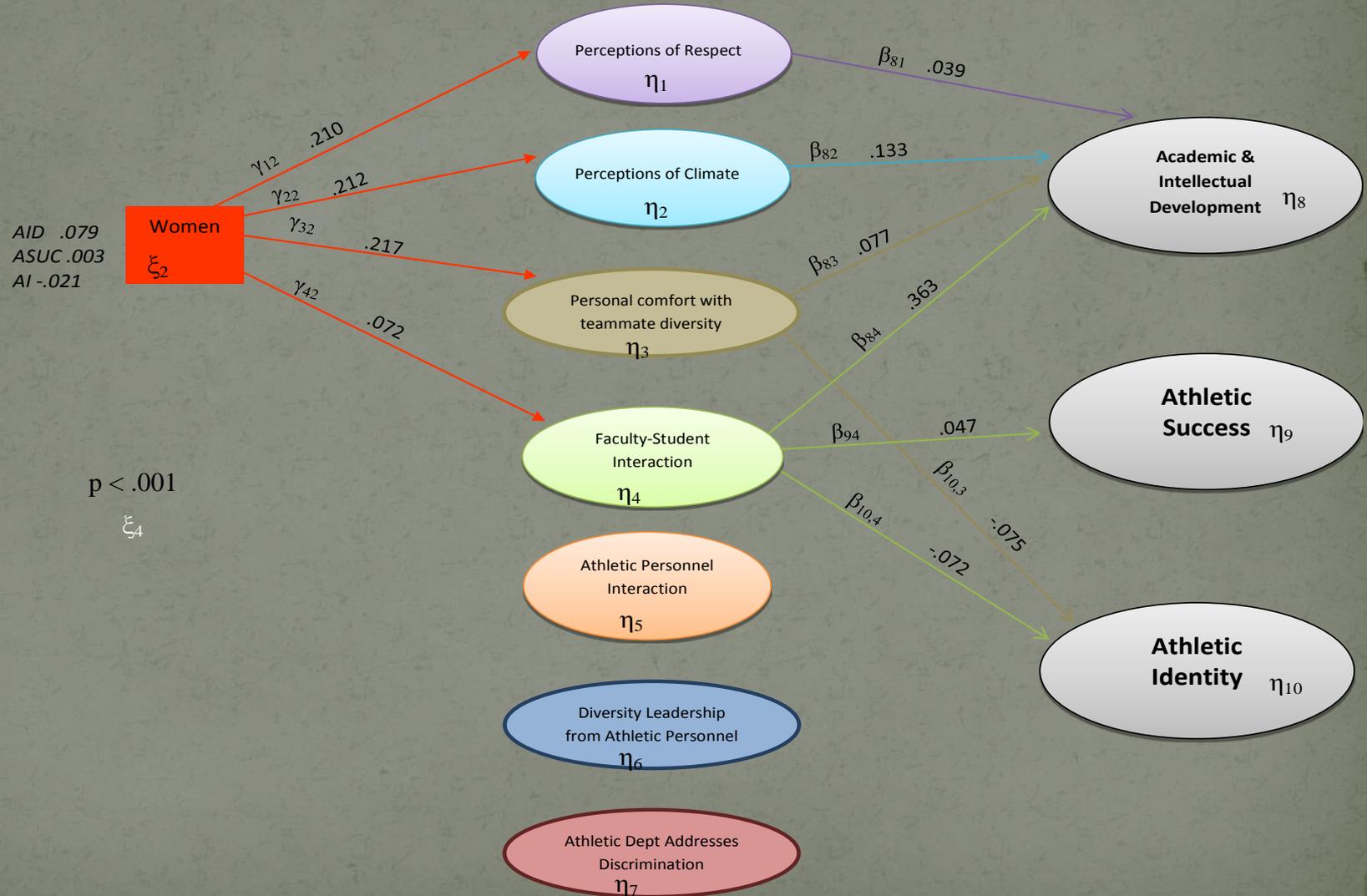
SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender



Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes

Gender - Mediation Effects on Outcomes

SACS Path Diagram – Mediation Model for Gender



Women Student-Athletes

Gender Matters

- Gender significantly predicts academic success and athletic success.
- Women student-athletes report greater levels of **academic success** than men student-athletes
- Women student-athletes report greater levels of **athletic success** than men student-athletes

Climate Matters

- The following climate factors significantly influenced academic success for women student-athletes
 - Perceptions of climate
 - Faculty-student interaction
 - Personal comfort with teammate diversity
 - Perceptions of respect

Sexual Identity – Direct Effects

LGBQ

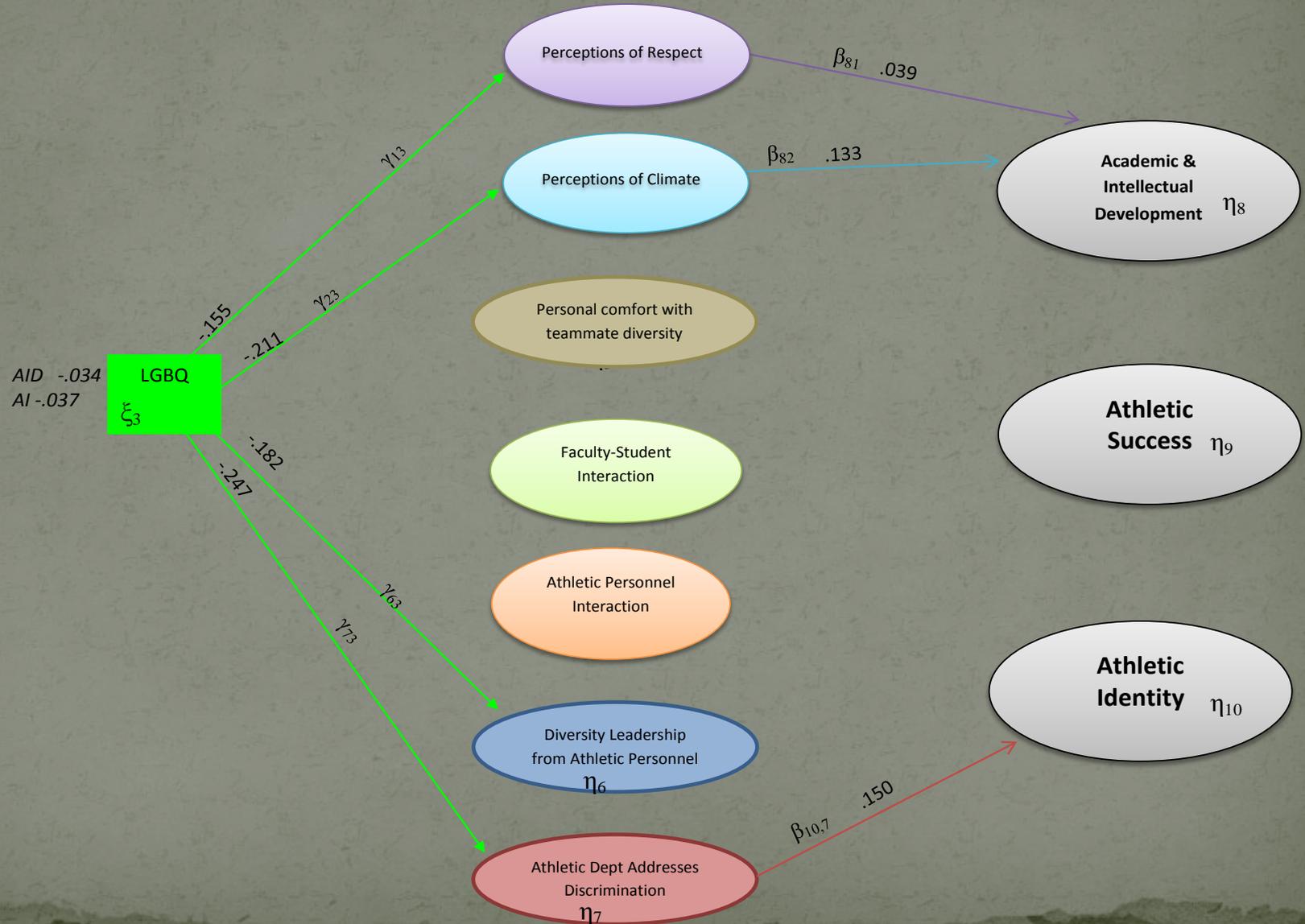
**Academic &
Intellectual
Development**

**Athletic
Success**

**Athletic
Identity**

Sexual Identity – Mediation Model

SACS Path Diagram – Mediation Model for Sexual Identity



Sexual Identity

- LGBTQ Student-Athletes do not significantly differ from Heterosexual Student-Athletes on measures of academic success, athletic success, or athletic identity
- BUT....

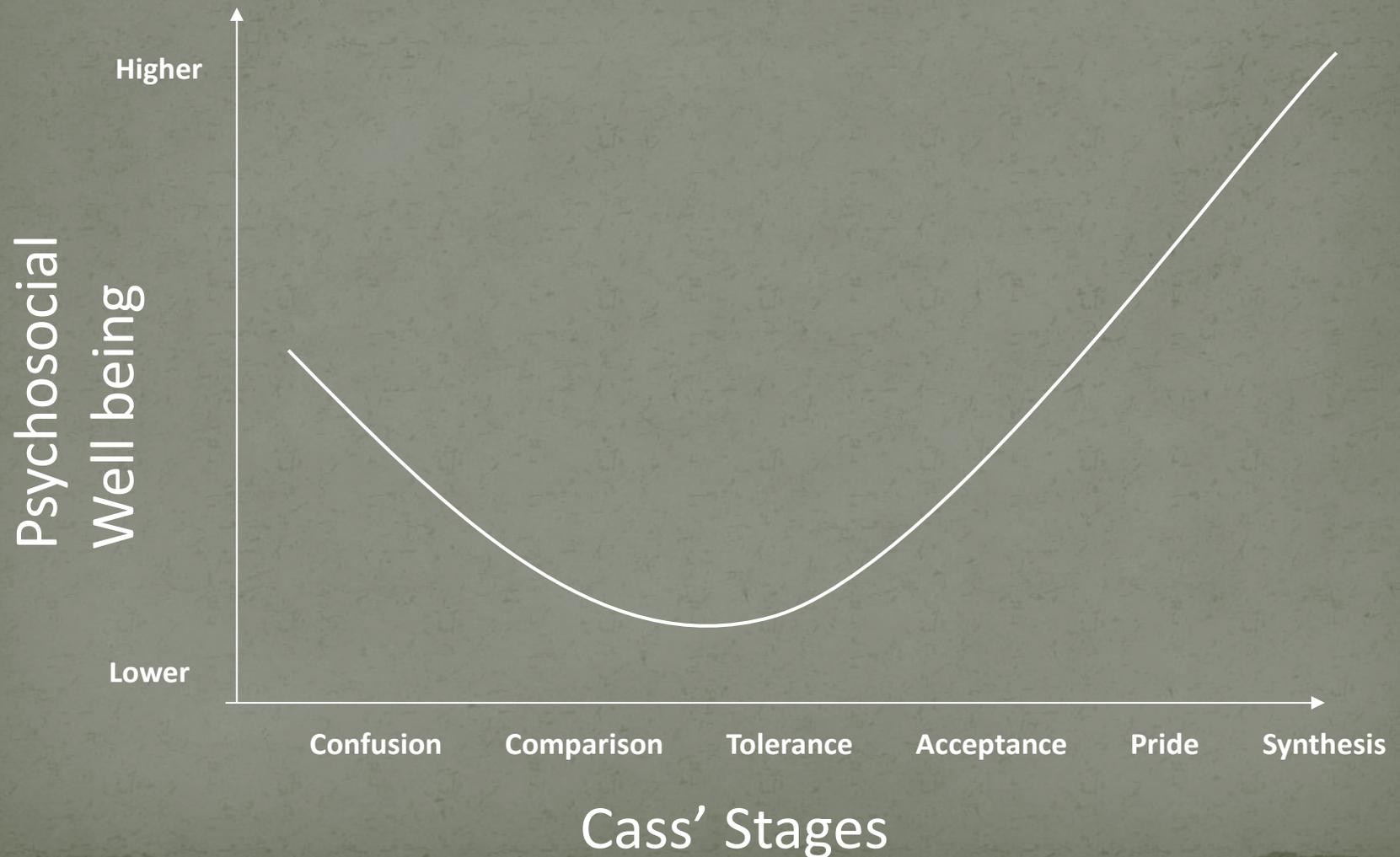
Climate Matters

- LGBTQ student-athletes generally experience a more negative climate than their heterosexual peers
- The way LGBTQ student-athletes experience the climate significantly influences their academic success.
- The way LGBTQ student-athletes experience the climate significantly influences their athletic identity.

Giving Voice to Invisible Communities

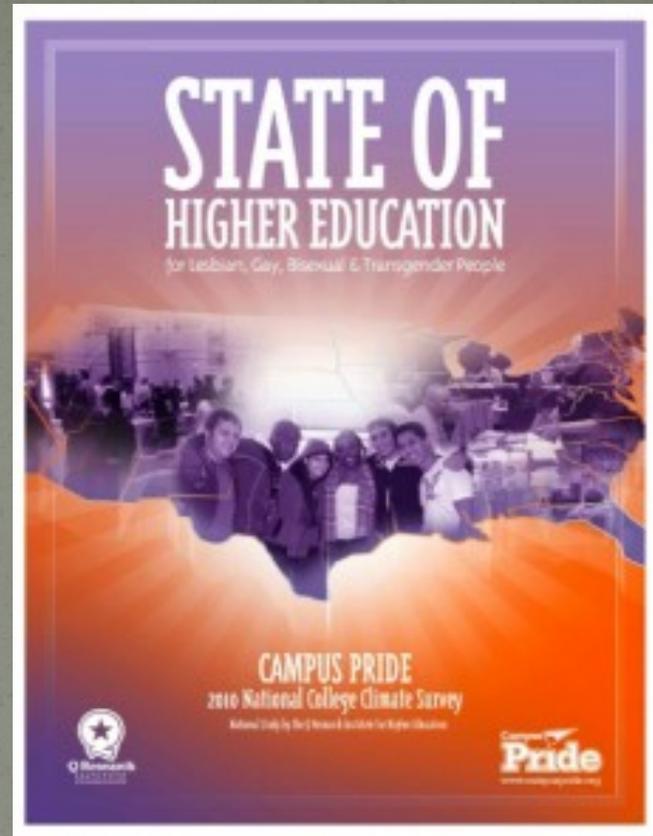
Serving Queer-spectrum and Trans-spectrum Students

Changes in Psychosocial Well-Being During Stages of Gay Identity Development



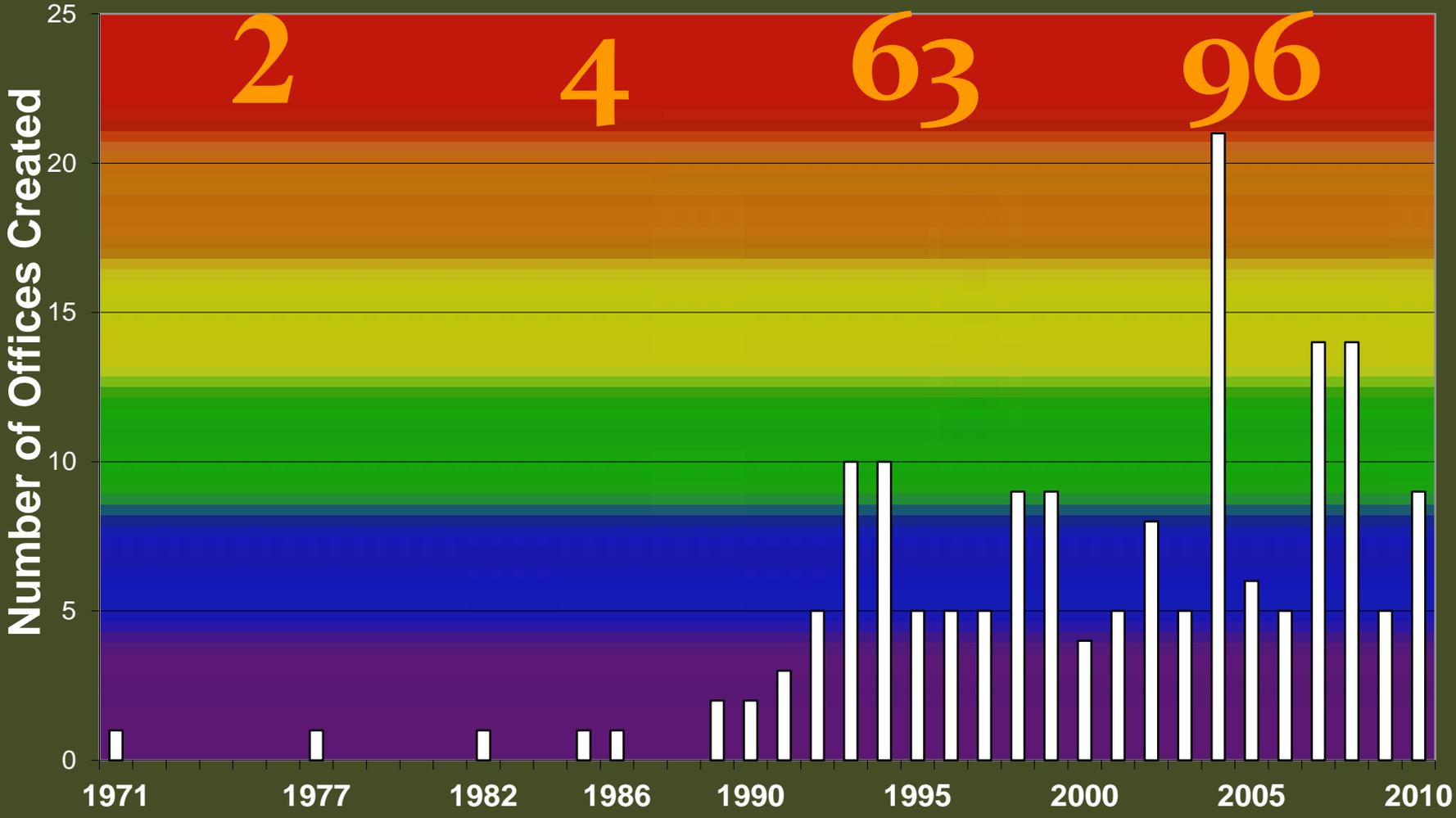


2003



2010

Creation of LGBT Centers/Offices by Year



Who are the Respondents?

2003

- 1669 participants
- LGBTQ (n = 1600)
- Transgender (n = 69)
- 10 states
- 13 institutions
- Paper/Pencil

2010

- 5149 participants
- Queer-spectrum (n = 4187)
- Trans*-spectrum (n = 695)
- All 50 states
- All *Carnegie Basic Classifications of Institutions of Higher Education*
- On-line

“Troubling Terminology”

Lesbian

Intersex

Gay

Two-spirit

Pre-op

Transman

Man loving men

Asexual



Bisexual

Butch

Cross dresser

Queer

Same gender loving

Questioning

Pansexual

Transgender

Boi

Bigender

Gender Queer

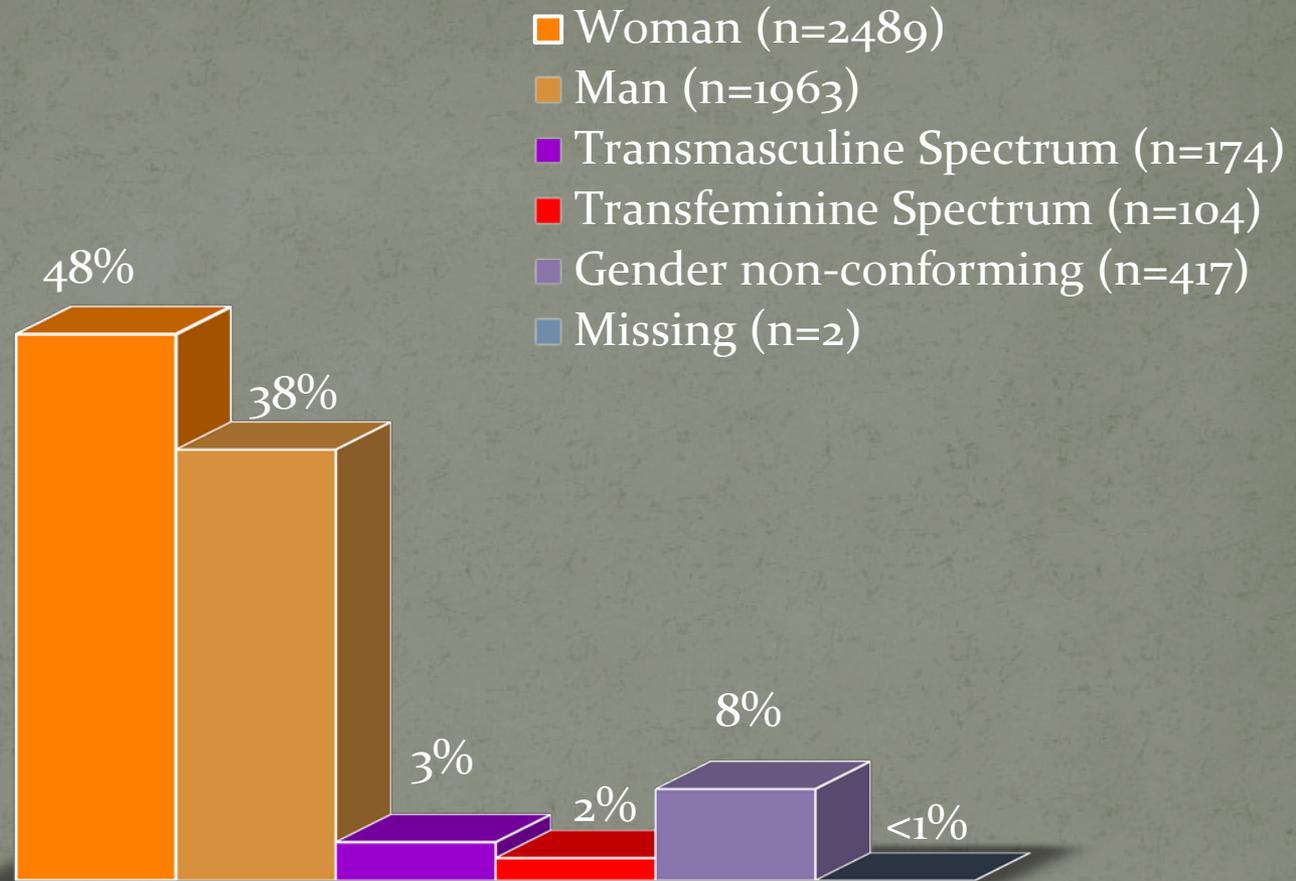
Androgynous

Woman loving women

Man who loves men



Gender Identity



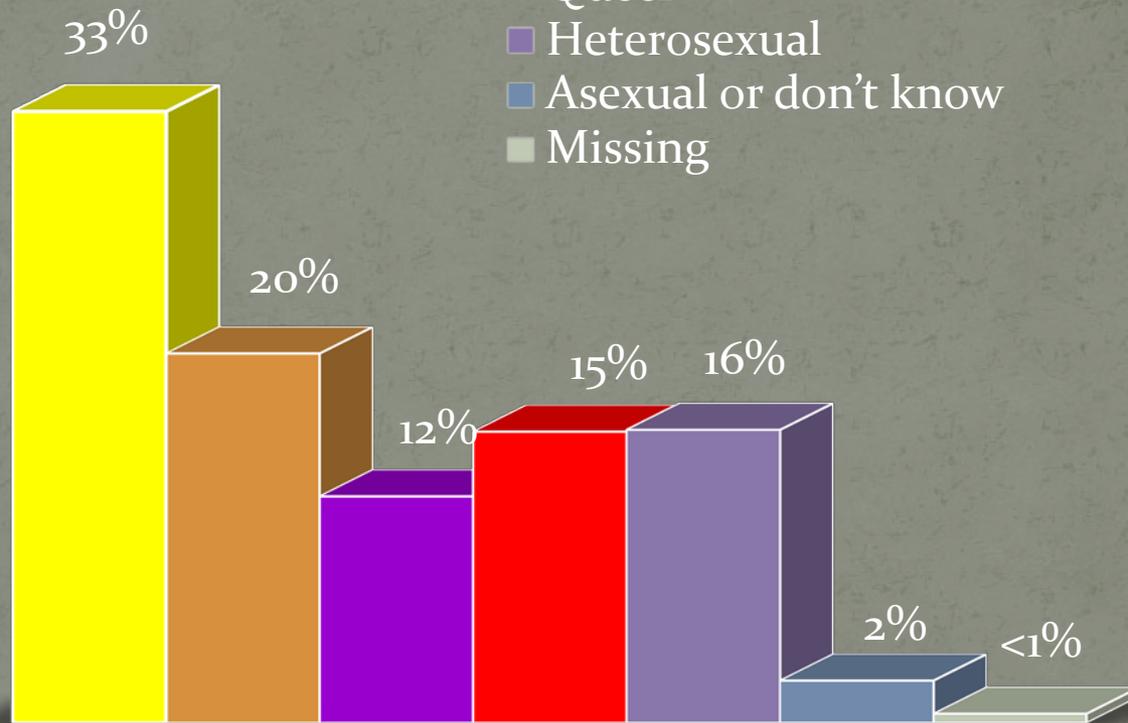
Voices

Gender Identity

“I am FTM [Female-To-Male]. I do not feel safe enough to be out as trans, so I live stealth on campus, which honestly makes me sad because it prevents me from doing as much activism as I would like to.”

Sexual Identity

- Gay or similar, not queer
- Lesbian or similar, not queer
- Bisexual, not lesbian, gay, or queer
- Queer
- Heterosexual
- Asexual or don't know
- Missing



Voices

“Professors have pathologized my experiences as a member of the LGBT community by claiming that participating in activism within the LGBT community is indicative of mental illness.”

Comparisons

2003

- Feared for their physical safety
 - LGBQ - 20%
- Concealed their identity to avoid intimidation
 - LGBQ - 51%

2010

- Feared for physical safety
 - Queer-spectrum - 13%
 - Trans*-spectrum - 43%
- Concealed their identity to avoid intimidation
 - Queer-spectrum - 43%
 - Trans*- spectrum - 63%

Homophobic Climate

2003

• 43%

2010

• 31%

Experienced Harassment

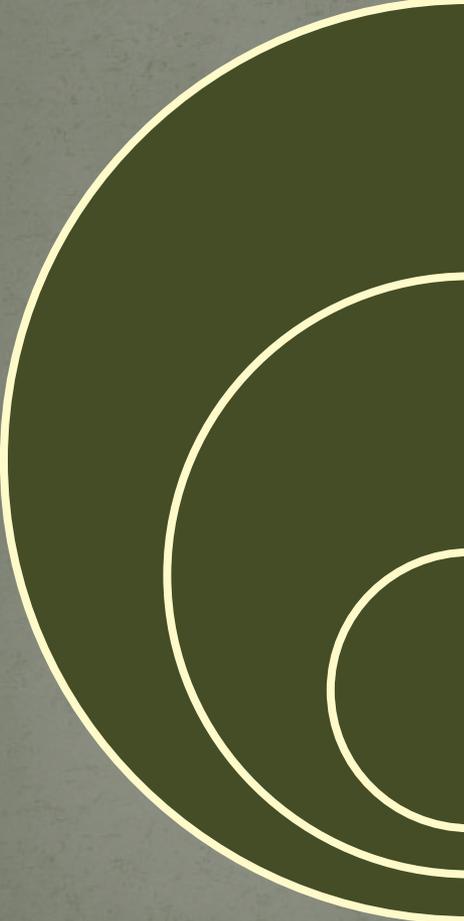
2003

- 36%

2010

- 21%

Intersection of Identities/Harassment



People of Color and White people experienced harassment at similar rates (21%, respectively).

Black/African American/African/Caribbean respondents attributed the harassment to race more than sexual identity or gender identity.

This theme does not apply to other racial identities.

Voices

“Mine is a Catholic university. Questions of sexuality and gender identity are largely ignored - probably in the hope that they will go away. The administration works actively against GLBTQ groups and activities.”

Responses to Campus Climate

Behavioral (Individual) &
Institutional (Campus)

Behavioral Responses

Respondents who have seriously considered leaving their institution due to the challenging climate:

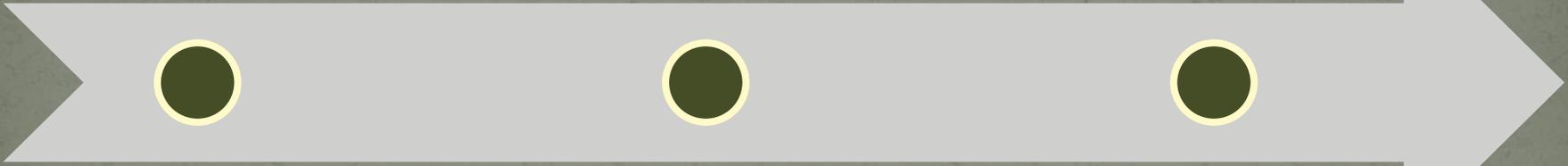
One-third of Queer-spectrum (33%)

One-third of Trans-spectrum (38%)

Lack of Persistence

30% of respondents
have seriously
considered leaving
their institution due
to the challenging
climate

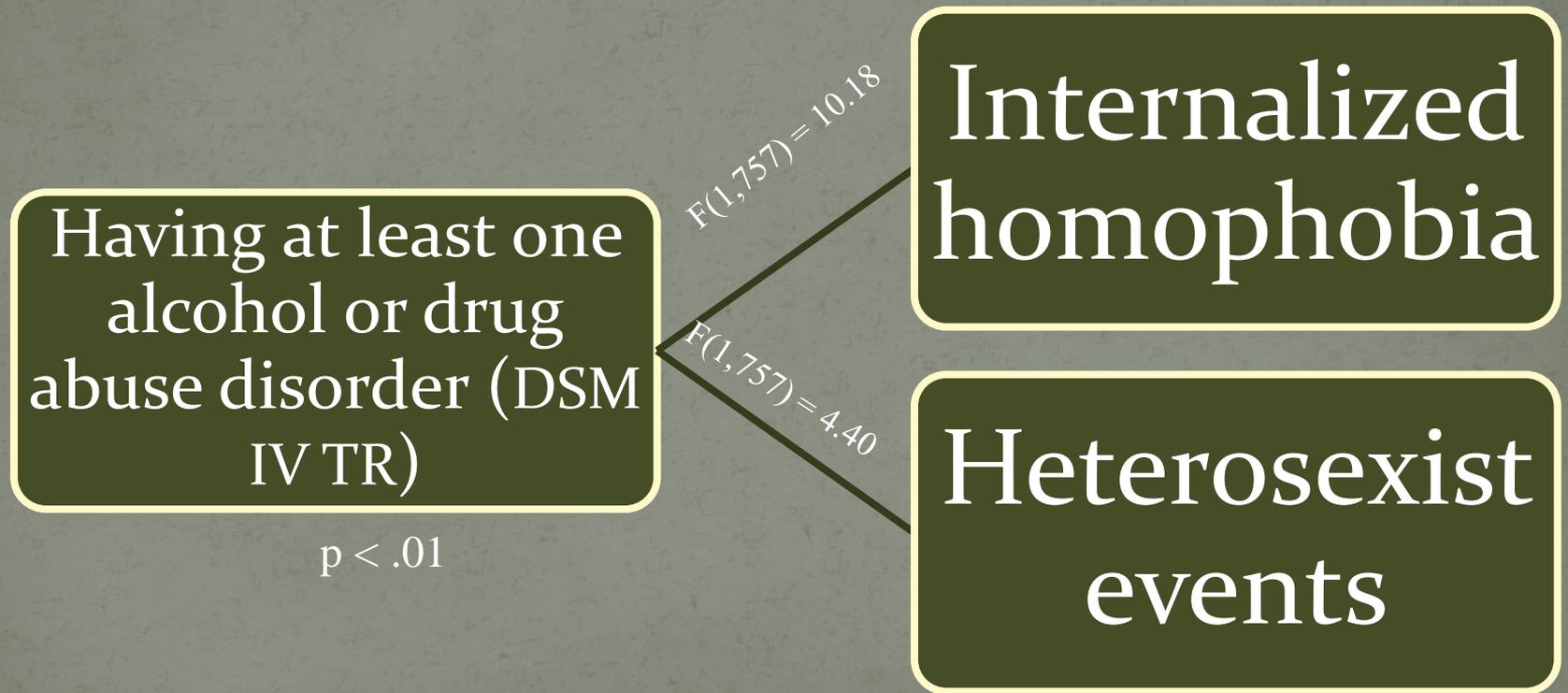
What do
students offer
as the main
reason for their
departure?



Similarly, 33% of Queer
spectrum and 38% of Trans-
spectrum respondents have
seriously considered leaving
their institution due to the
challenging climate

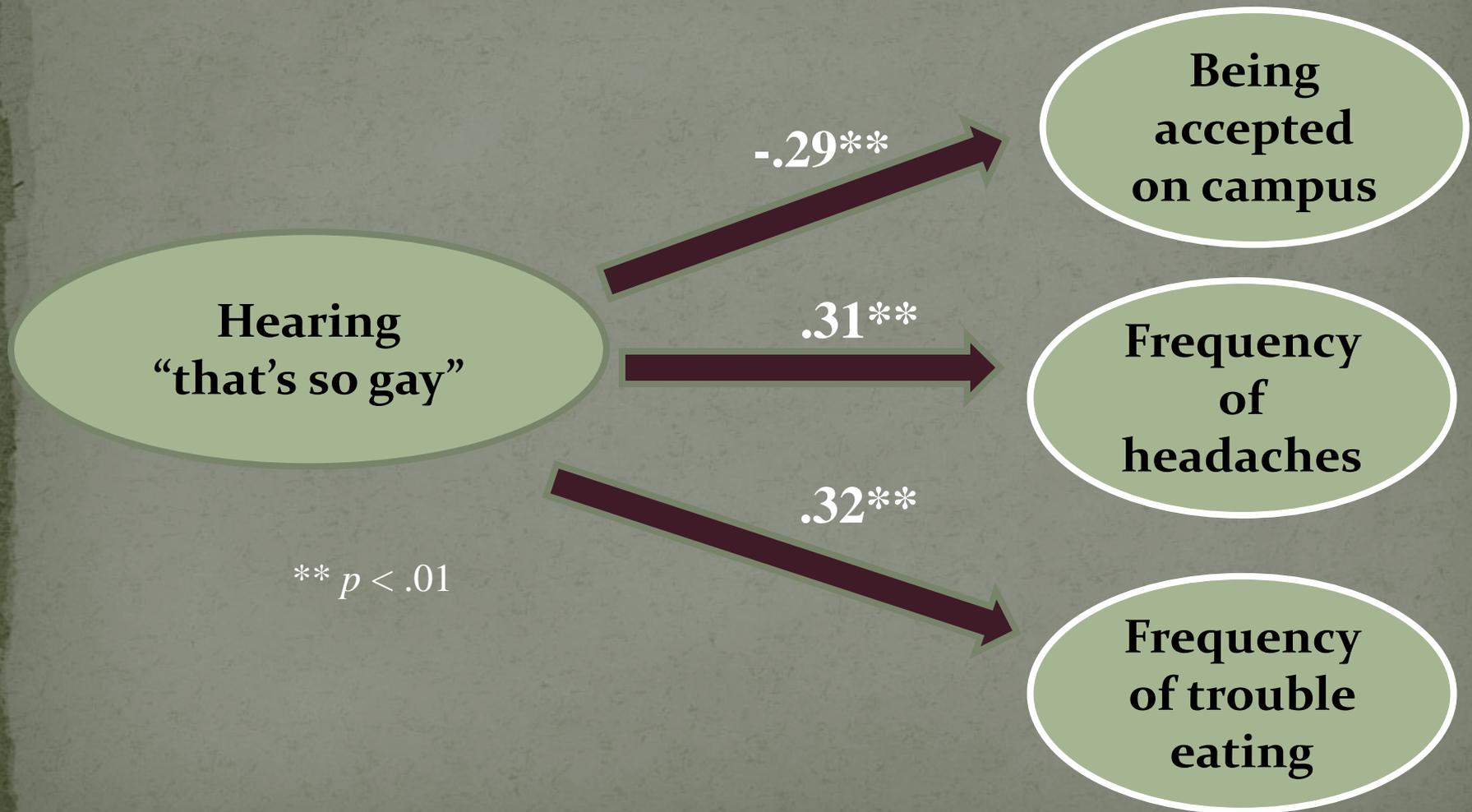
Implications for LGBT Substance Use & Abuse

Substance Use & Abuse Among LGB People



“That’s So Gay” Matters

LGB students (≤ 25 yrs)



Suicidal Ideation/Self-Harm

Experienced
Victimization

Lack of Social
Support

Feelings of
hopelessness

Suicidal Ideation
or Self-Harm

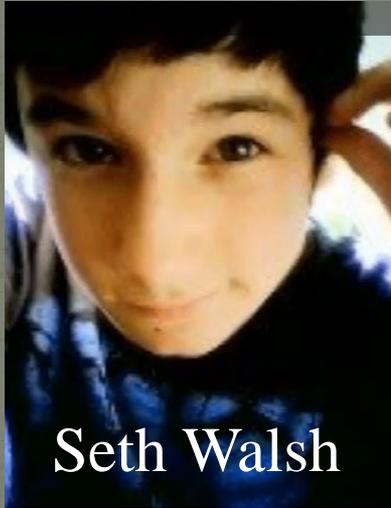




Theory to Practice

Where are we now and What can we do

In September 2010...



Seth Walsh



Justin Aaberg



Tyler Clementi



Tyler Wilson



Billy Lucas



Raymond Chase



Asher Brown

In 2011...



Each year, one out of every three gay, lesbian or bisexual students in the San Francisco Unified School District reportedly attempts suicide. For trans*-spectrum students, that number jumps to nearly one in two.

So where are we now?



Jadin Bell



Carlos Vigil



Jessie Hernandez

(No Subject)

July 13, 2013, 3:06 PM

I'm sorry to those who I offended over the years. I'm blind to see that I, as a human being, suck. I'm an individual who is doing an injustice to the world and it's time for me to leave. Please don't ever feel sorry for me, or cry - because I had an opportunity at life and that opportunity is over. I'm sorry that I wasn't able to love someone or have someone love me. I guess it's best though, because now I leave no pain onto anyone. The kids in school are right, I am a loser, a freak, and a fag and in no way is that acceptable for people to deal with. I'm sorry for not being a person that would make someone proud.

I'm free now. Xoxo.
Carlos

© KRQE.com

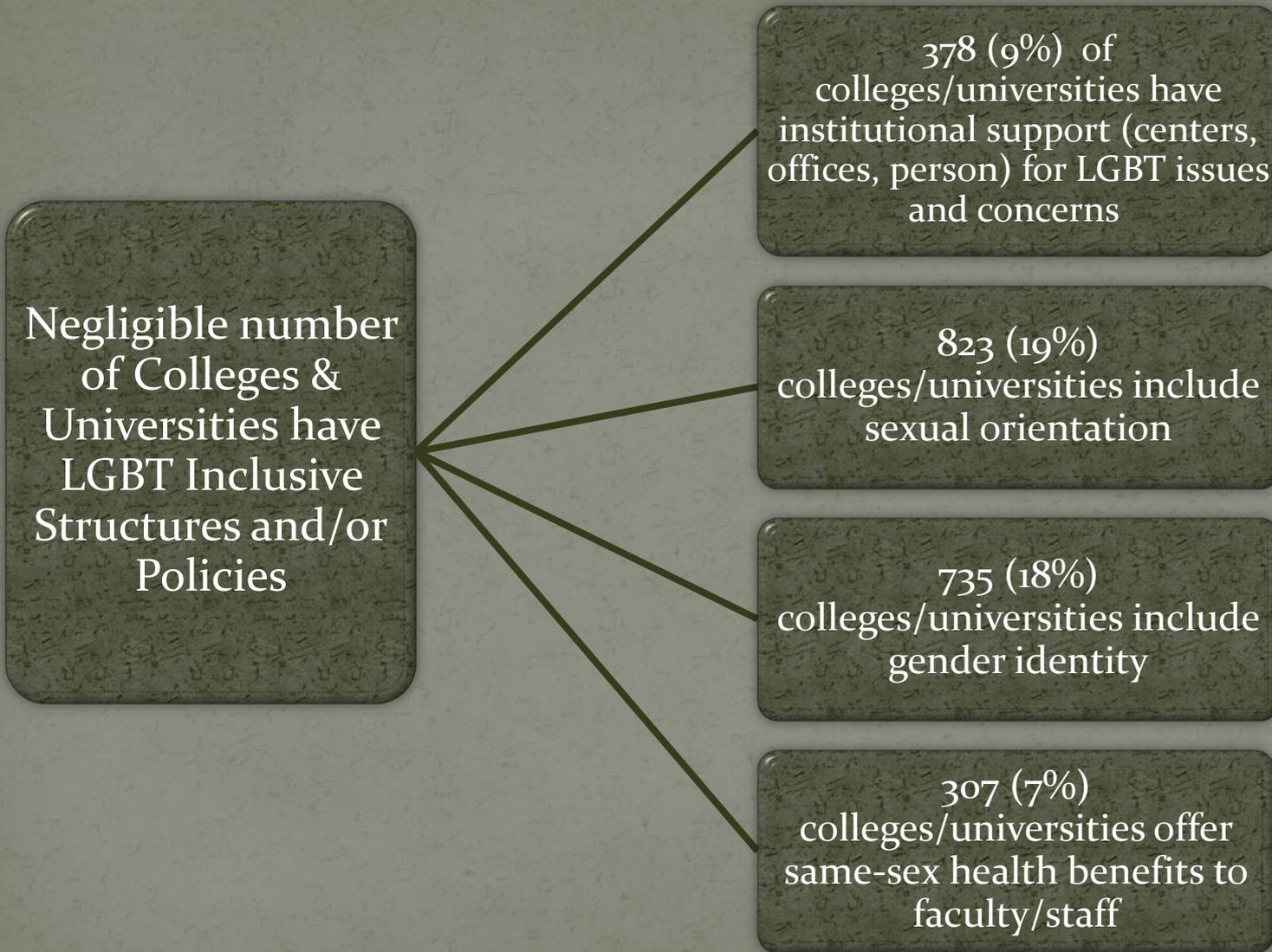


Josh Pacheco



Leelah Alcorn

In 2016...



(Sources: <http://www.hrc.org/issues/workplace.asp>; <http://www.campuspride.org/tpc/>; <http://www.lgbtcampus.org>)

NOT OUT
SCHOOL
OUT

About two-thirds (64%) of high school youth say they are out to their classmates.

“Biggest problems” for LGBT students:
non-acceptance by family, bullying at school, fear of being out

“Biggest problems” for non-LGBT students:
trouble with class, exams, grades

RESOURCES..RESOURCES..
RESOURCES





If you need support, please call the
Trevor Lifeline: 866 488 7386

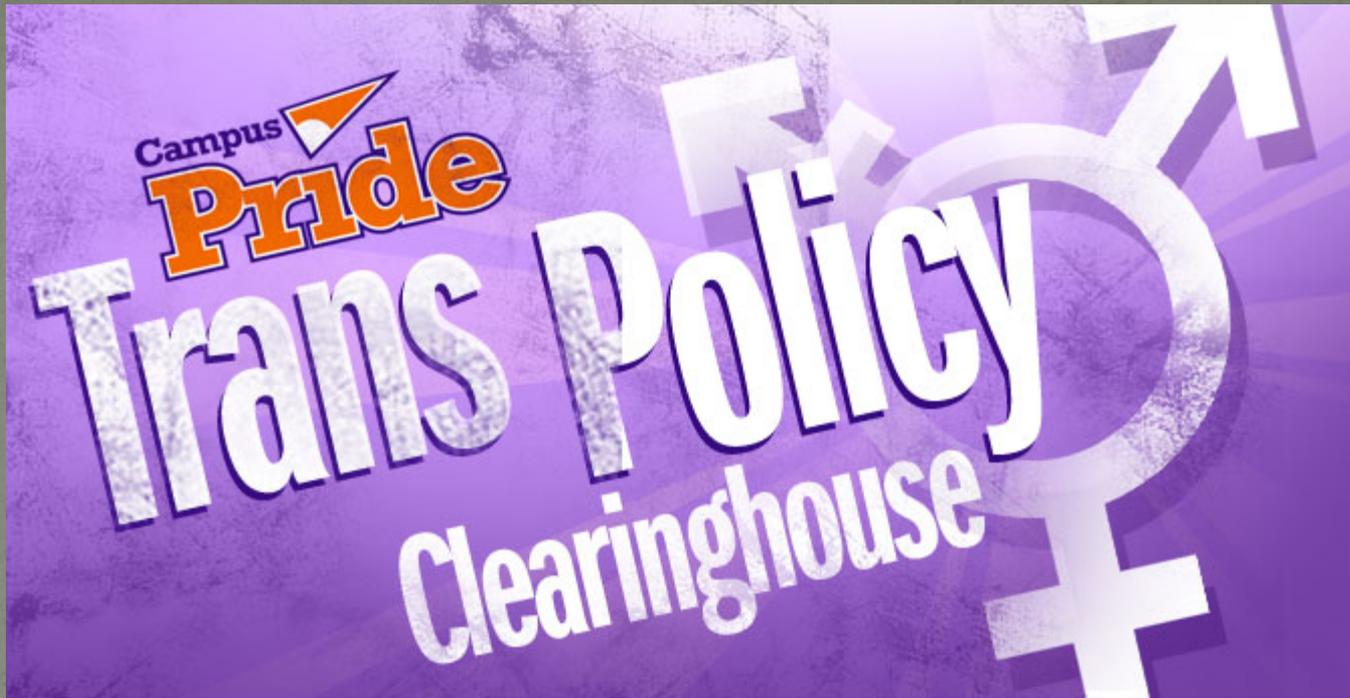
The Trevor Project

<http://www.thetrevorproject.org/>



Campus Pride Index & Campus Pride Sports Index

<http://www.campusclimateindex.org/>



<http://www.campuspride.org/tpc/>



Promising Practices for Inclusion of Gender Identity/Gender Expression in Higher Education

www.lgbtcampus.org

Suggested Best Practices for Supporting
Trans-spectrum Students

www.CampusPride.org/Transgender

LGBTQ ARCHITECT

<http://architect.lgbtcampus.org/>



Campus Pride

<http://www.campuspride.org/outtoplay/>

The “Out to Play Project” of Campus Pride provides the necessary research to broaden efforts to combat anti-LGBT conduct, bias’ and slurs in sports as well as initiate dialogue of LGBT safety and inclusion in college athletics. Campus Pride builds future leaders and safer, more LGBT-friendly colleges and universities



CHAMPIONS OF RESPECT

Inclusion of LGBTQ Student-Athletes
and Staff in NCAA® Programs

NCAA LGBTQ Sport Resources

www.ncaa.org/lgbt

Questions..?



Thank You!

Sue Rankin

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