



Schreyer Institute for Teaching Excellence

The State of Higher Education for LGBT People

April 8, 2011



STATE OF HIGHER EDUCATION

for Lesbian, Gay, Bisexual & Transgender People



CAMPUS PRIDE
2010 National College Climate Survey

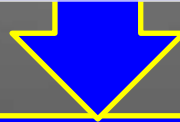
National Study by the Q Research Institute for Higher Education



Rankin, S., Weber, G., Blumenfeld, W., and Frazer, M.S. (2010). *2010 State of Higher Education for LGBT People*. Charlotte, NC: Campus Pride.

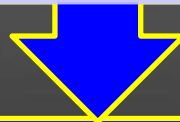
Setting the Context

Campus Climate



Intersections of Identity

Troubling Terminology



LGBTQQ Students, Faculty, & Staff : 2003-2010

Findings

Implications

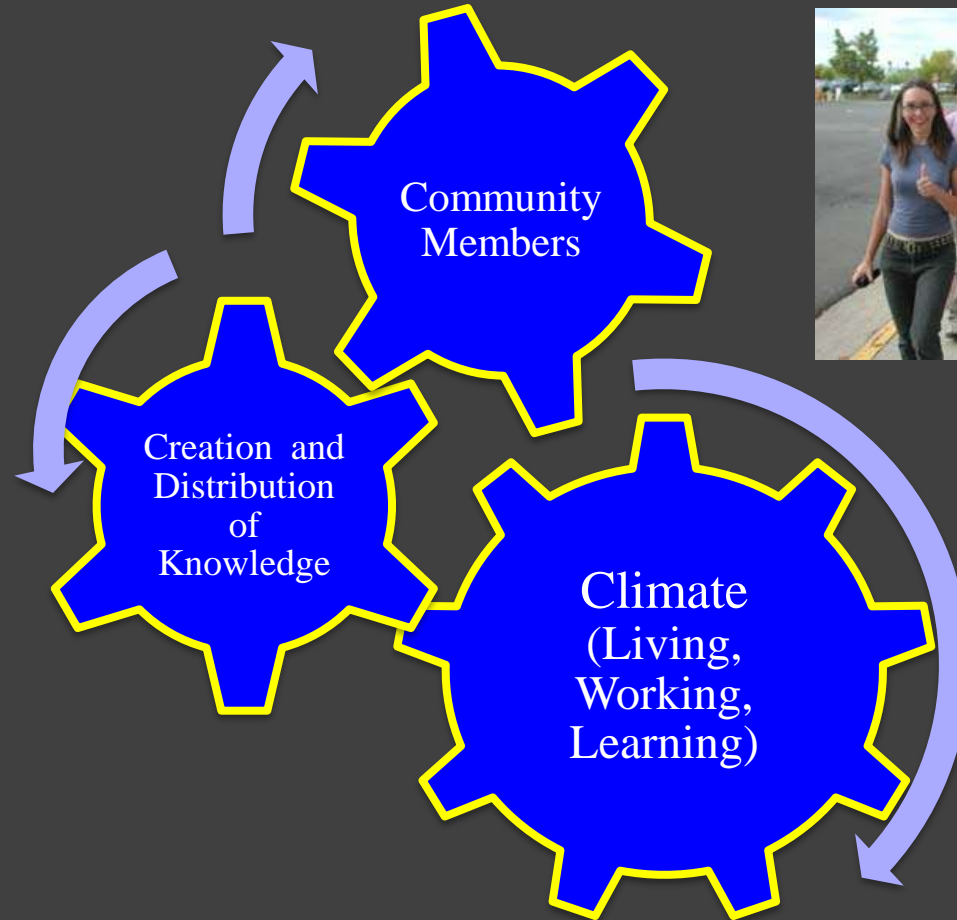


Why Should We Care About Campus Climate?

Reviewing the Literature through a
Lavender Lens



Climate In Higher Education



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

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 1991.

³ Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2007; Hurtado, 2003.

LGBTQQ Campus Climate



Suggest poor perceptions of campus quality of life for people who are LGBTQ.¹



Document experiences of harassment and violence.²



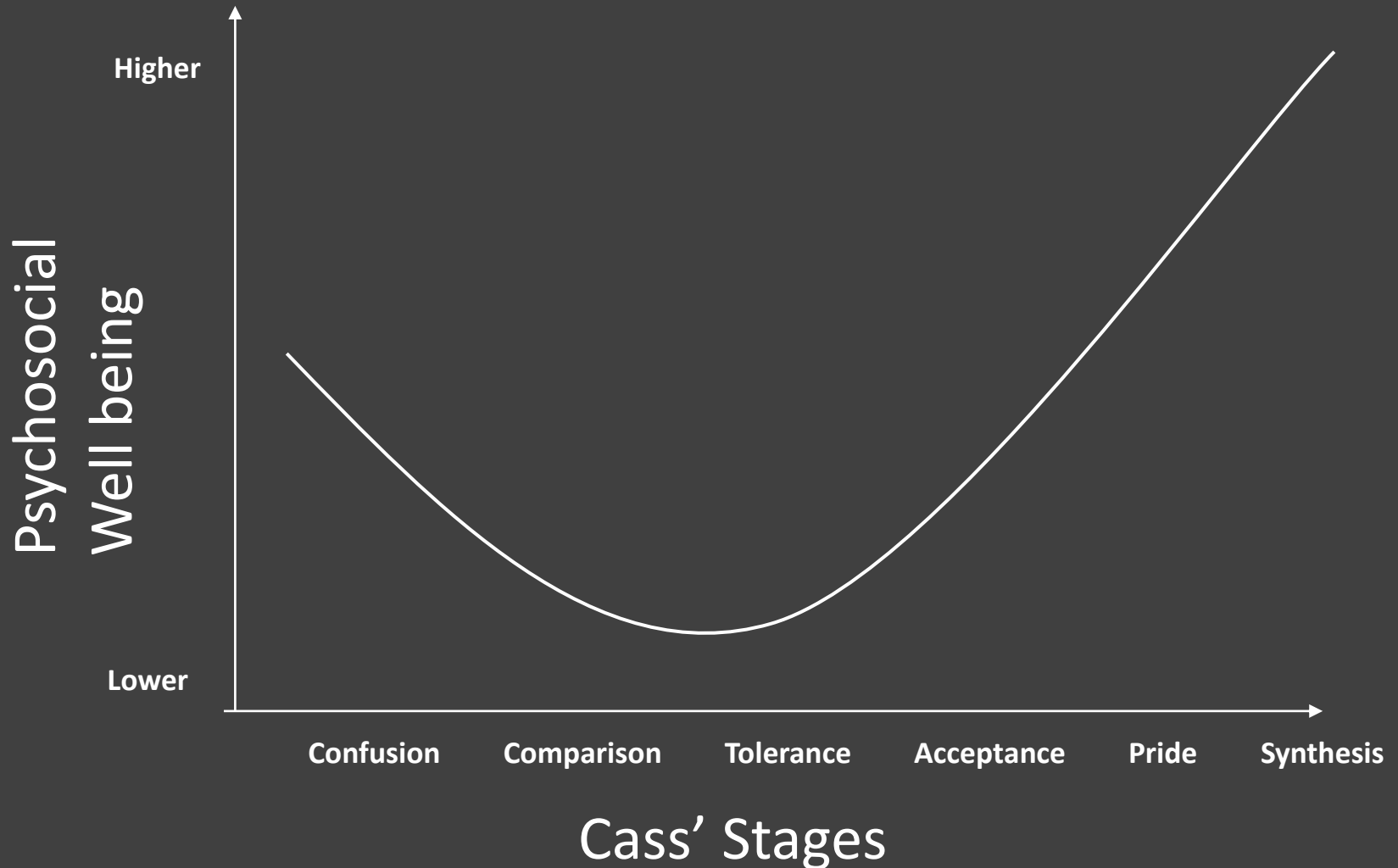
Examine best practices to improve campus climate.³

¹ Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004; Evans & Broido, 2002; Garber, 2002; Malaney, Williams, & Geller, 1997; Waldo, 1998.

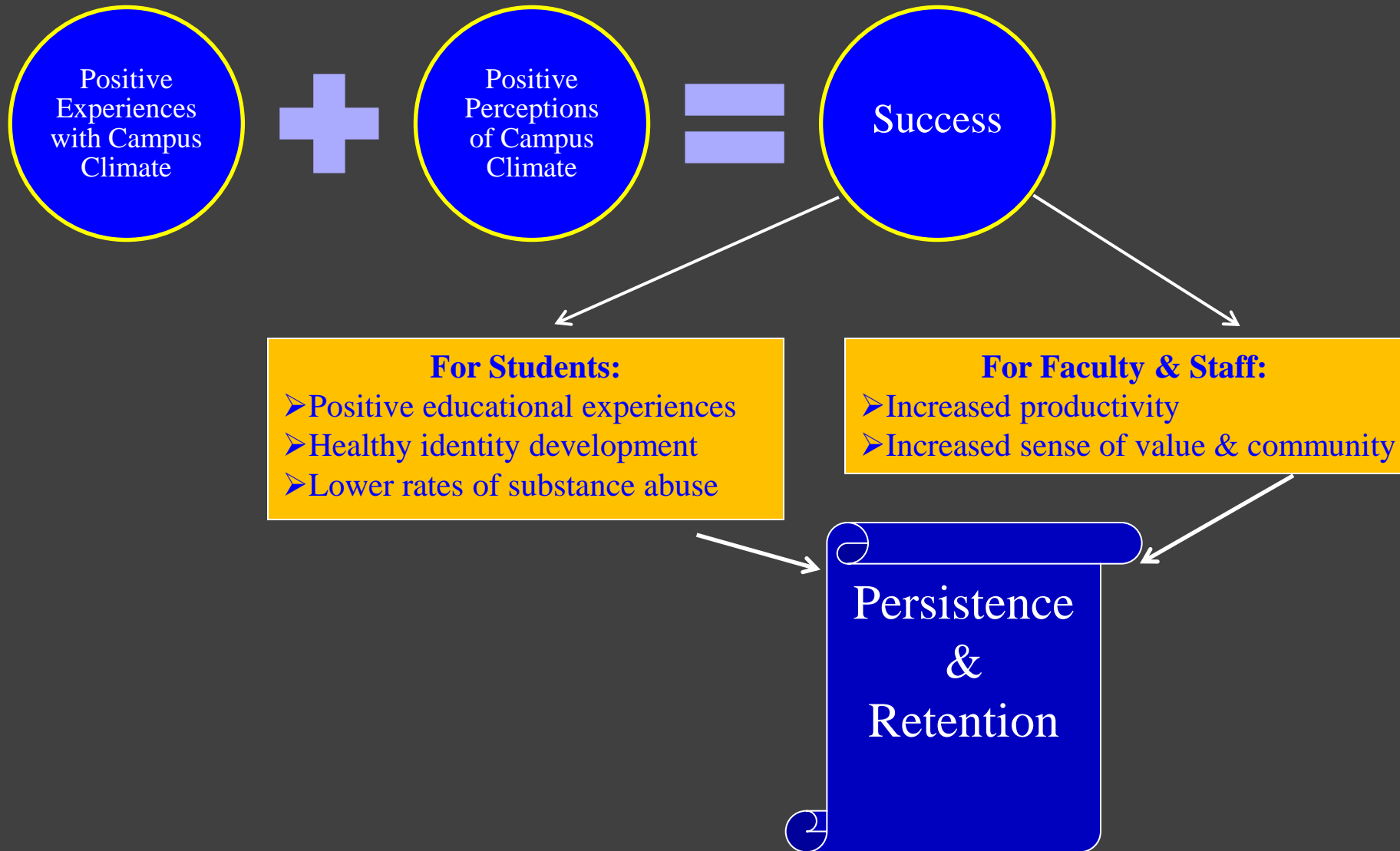
² D'Augelli, 1992; Herek, 1994, 1995; Hershberger & D'Augelli, 1995; Norris & Kaniasty, 1991; Savin-Williams & Cohen, 1996; Slater, 1993.

³ Draughn, Elkins, & Roy, 2002; Little & Marx, 2002; Louvaas, Baroudi, & Collins, 2002; Sausa, 2002; Yep, 2002.

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



Campus Climate & Retention



2003 National Campus Climate Assessment

NASPA/NGLTF sponsor climate assessment for
historically underrepresented/underserved students, faculty,
& staff on 30 college campuses



Perceptions of Climate - “ism’s”

Racist?

- People of Color (33%)
- White People (17%)

Sexist?

- Transgender (46%)
- Women (26%)
- Men (18%)

Heterosexist?

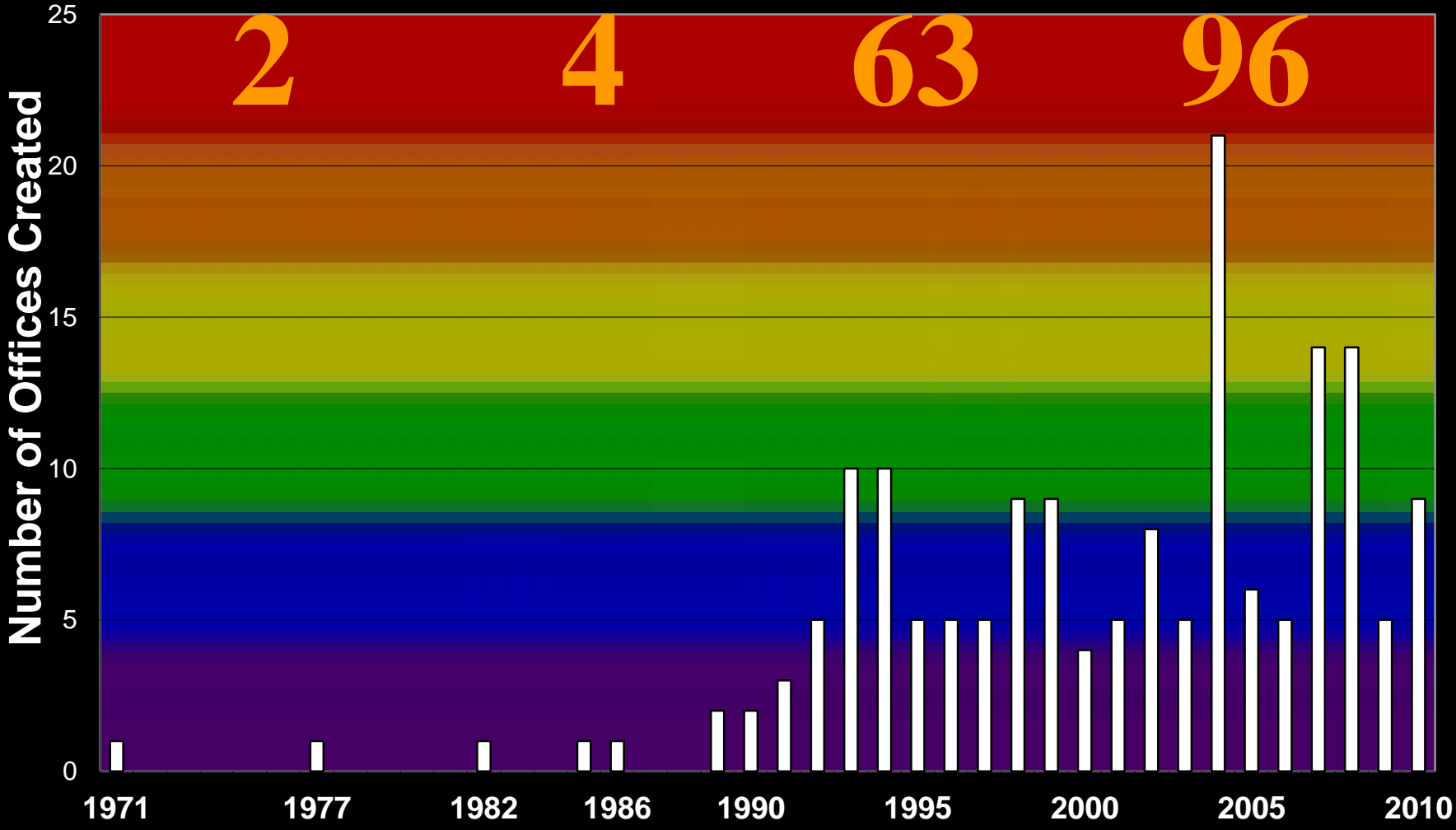
- LGBTQQ (55%)
- Heterosexual (35%)

Why now?

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

Pre-op

Tranny boy

Two-spirit

Man loving men

Asexual

Butch

Bisexual

Queer

Cross dresser

Same gender loving

Questioning

Pansexual

Transgender

Boi

Bigender

Gender Queer

Androgynous

Woman loving women

Man who loves men

Gender Identity

If a respondent indicated a current gender identity as something other than their “assigned birth sex” they were placed into one of three groups:



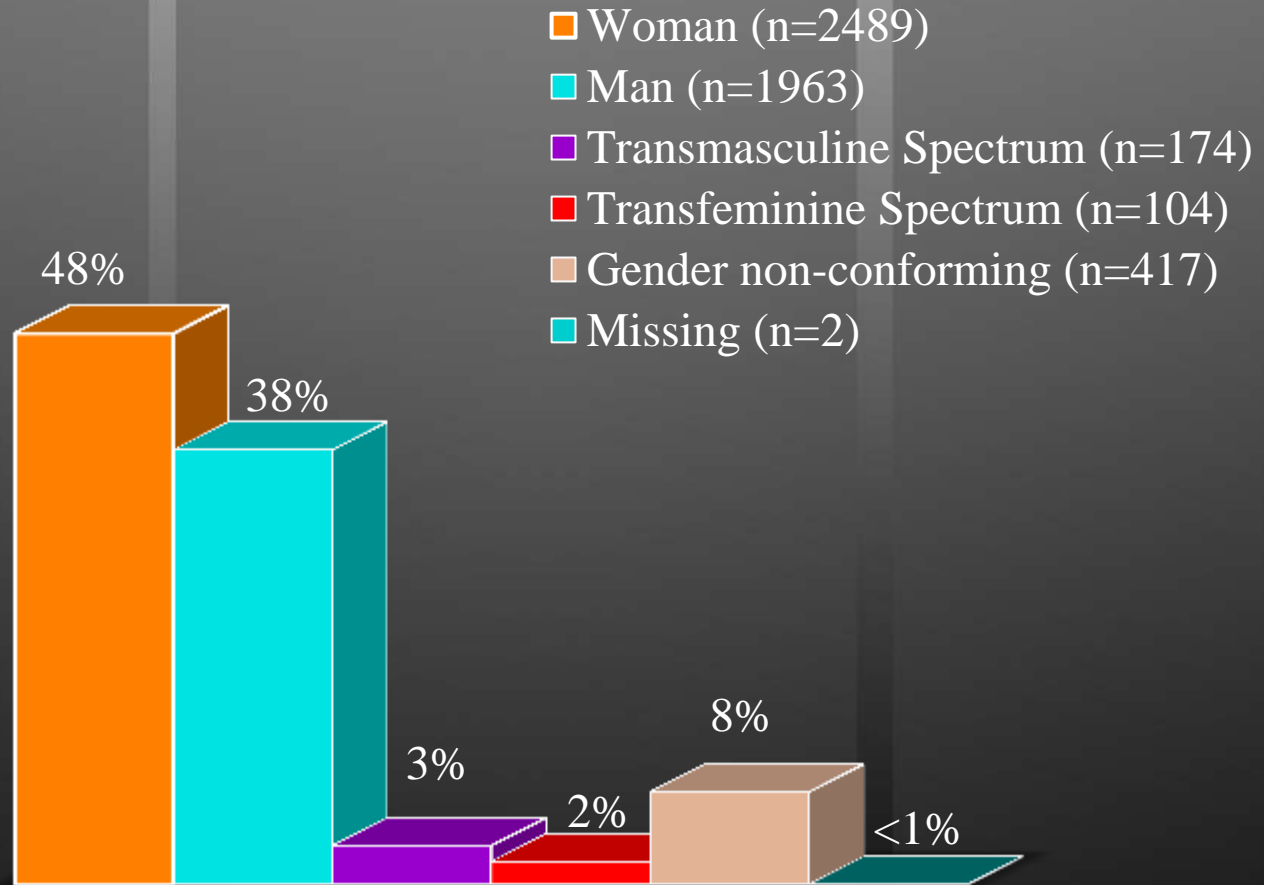
Transmasculine

Transfeminine

Gender non-conforming



Gender Identity



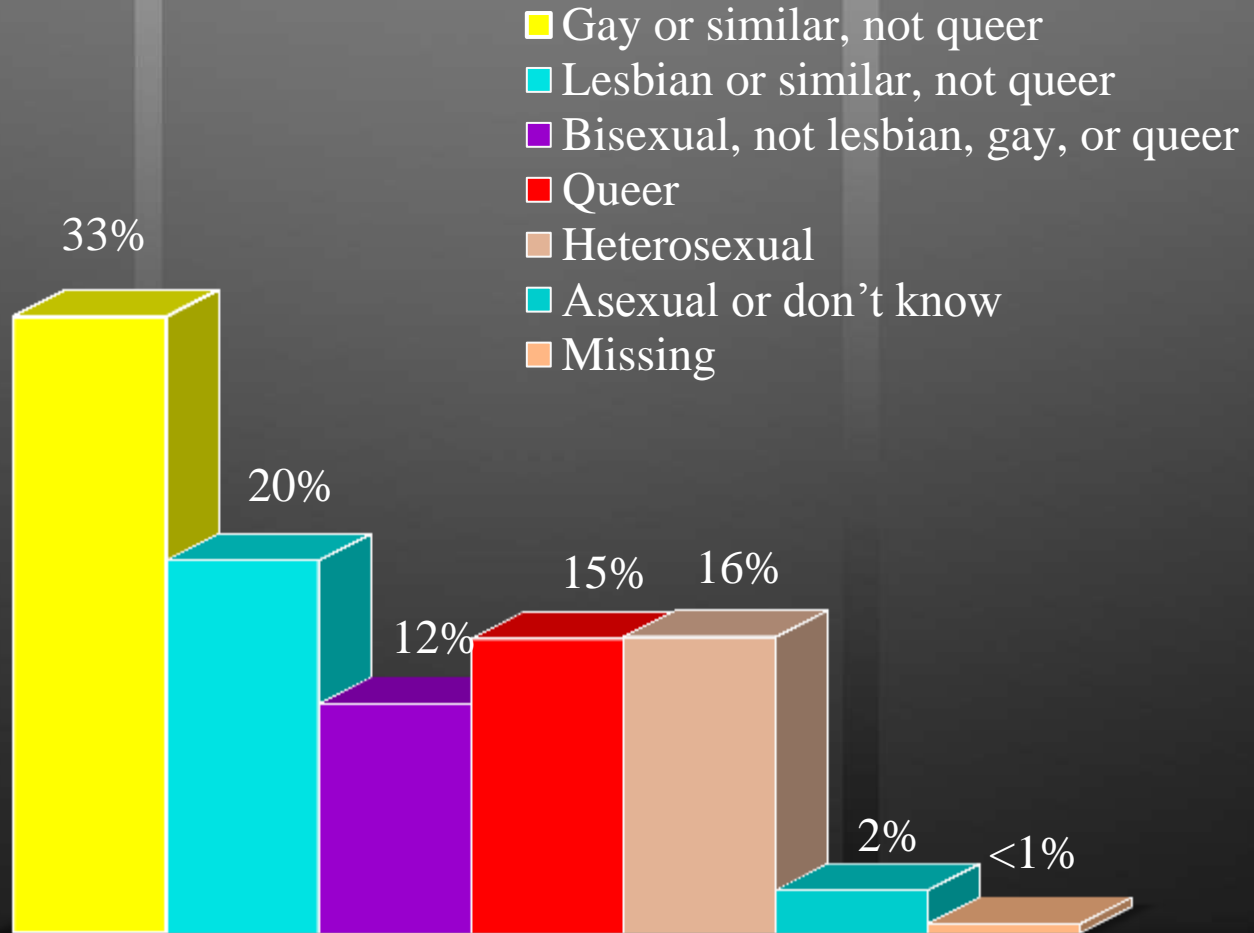
Voices

Gender Identity

- “I am a full time M2F [Male-To-Female] grad student....None of my professors or fellow students in my field of study (fine Arts) has ever expressed an[y] distaste at my presentation. It's the rest of the campus I worry about.”
- 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.

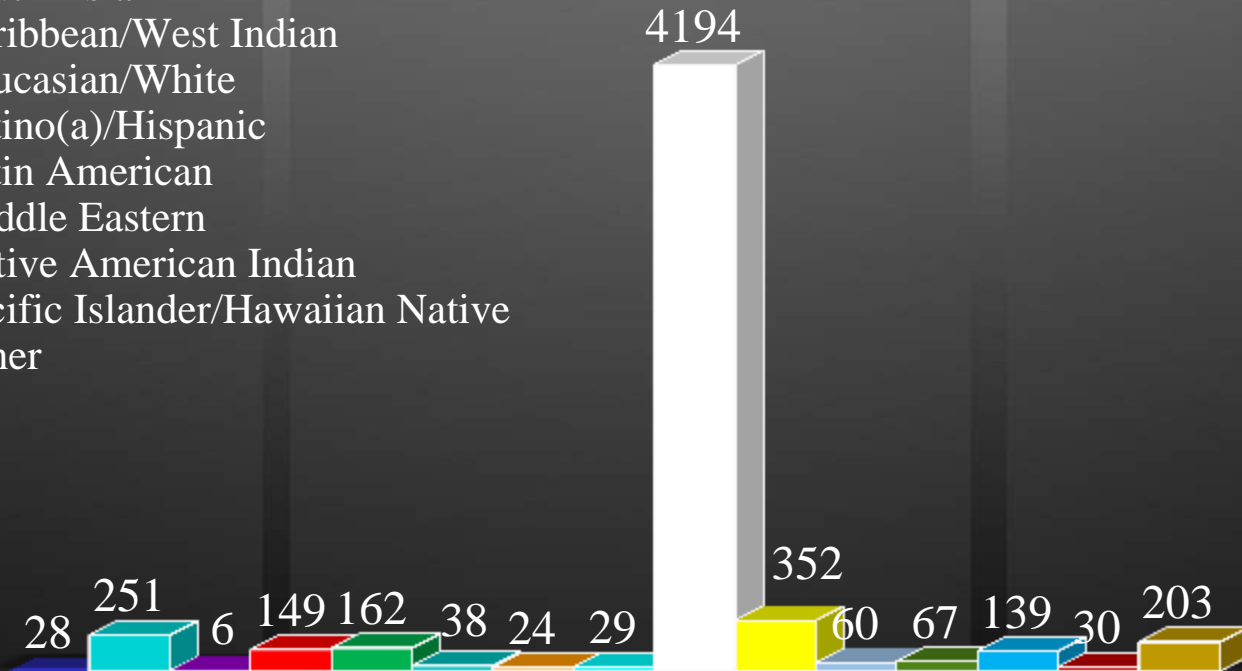


Sexual Identity



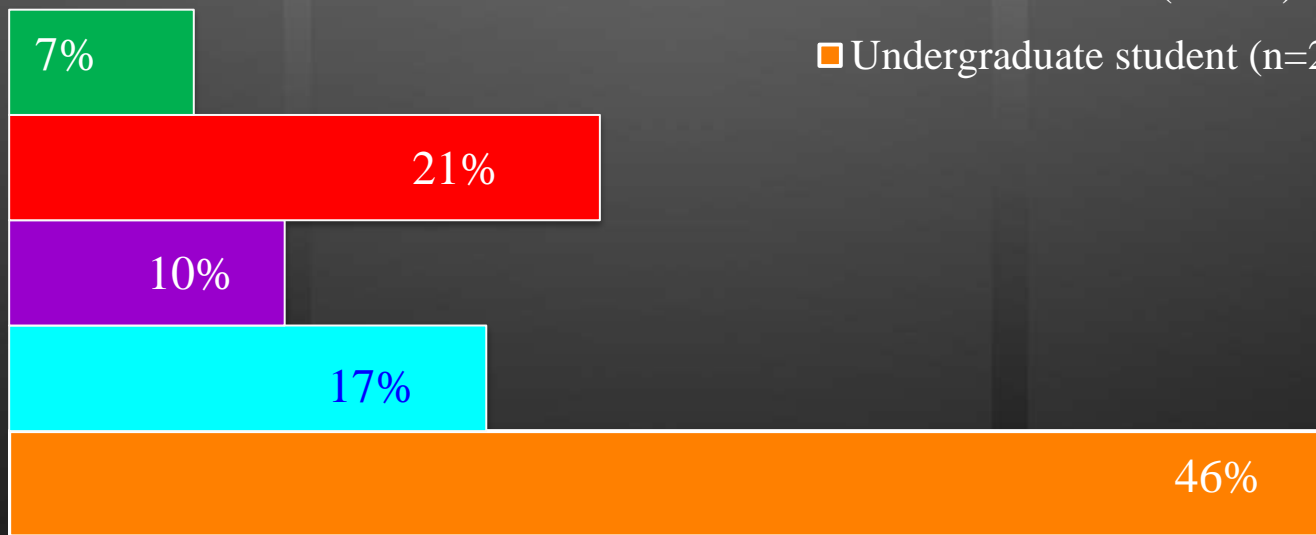
Racial Identity (n)

- African
- African American/Black
- Alaskan Native
- Asian
- Asian American
- Southeast Asian
- South Asian
- Caribbean/West Indian
- Caucasian/White
- Latino(a)/Hispanic
- Latin American
- Middle Eastern
- Native American Indian
- Pacific Islander/Hawaiian Native
- Other



University Position

- Administrator (n=333)
- Staff (n=1071)
- Faculty (n=498)
- Graduate Student (n=863)
- Undergraduate student (n=2384)



So What Did We Find?

The Results



Overall Comfort Levels – National

Campus
Climate

- 71%

Department/
Work Unit

- 77%

Classroom

- 65%

Homophobic Climate

2003

• 43%

2010

• 31%



Experienced Harassment

2003

- 36%

2010

- 21%



Voices

- “If I choose to come out to a class, it generally means that the rest of my opinions will be considered ‘leftist’ and ‘radical’ by the rest of my classmates.”
- “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.”
- “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.”



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.



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%)



Voices – Why did you stay?

“I considered leaving because there was a string of anti-transgender hate crimes, but stayed because I was involved in the campus-climate response to the hate crimes.”

“I considered leaving because of the whiteness and heteronormativity that accompanied it. The reason I decided to stay was so that I could try and make a difference in my few years here.”



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%

Intersections of Race, Gender, & Sexual Identity

- Fears for one's physical safety and hiding one's identity due to fear of intimidation were significantly higher for LGBTQ and/or Transgender People of Color.



Voices

“[A person] rallied students with the cry ‘we can either accept homosexuals or BURN THEM AT THE STAKE! ARE YOU WITH ME?!’ A large group of people were yelling and saying ‘burn them!’ and there I was in the midst of it all with a rainbow flag on my bag, alone and scared.”

“I considered leaving my campus because during my first semester....I was physically assaulted on campus on my way home. The university’s response was less than adequate.”



Implications for LGBT Substance Abuse



Summary Review of Extant Literature

LGB individuals are more likely to:

- (1) Use *alcohol and drugs*
- (2) Have higher rates of substance abuse
- (3) More likely to continue heavy drinking in later adulthood

20 to 25% of gay men and lesbians are heavy alcohol users, compared to 3 to 10% of heterosexuals

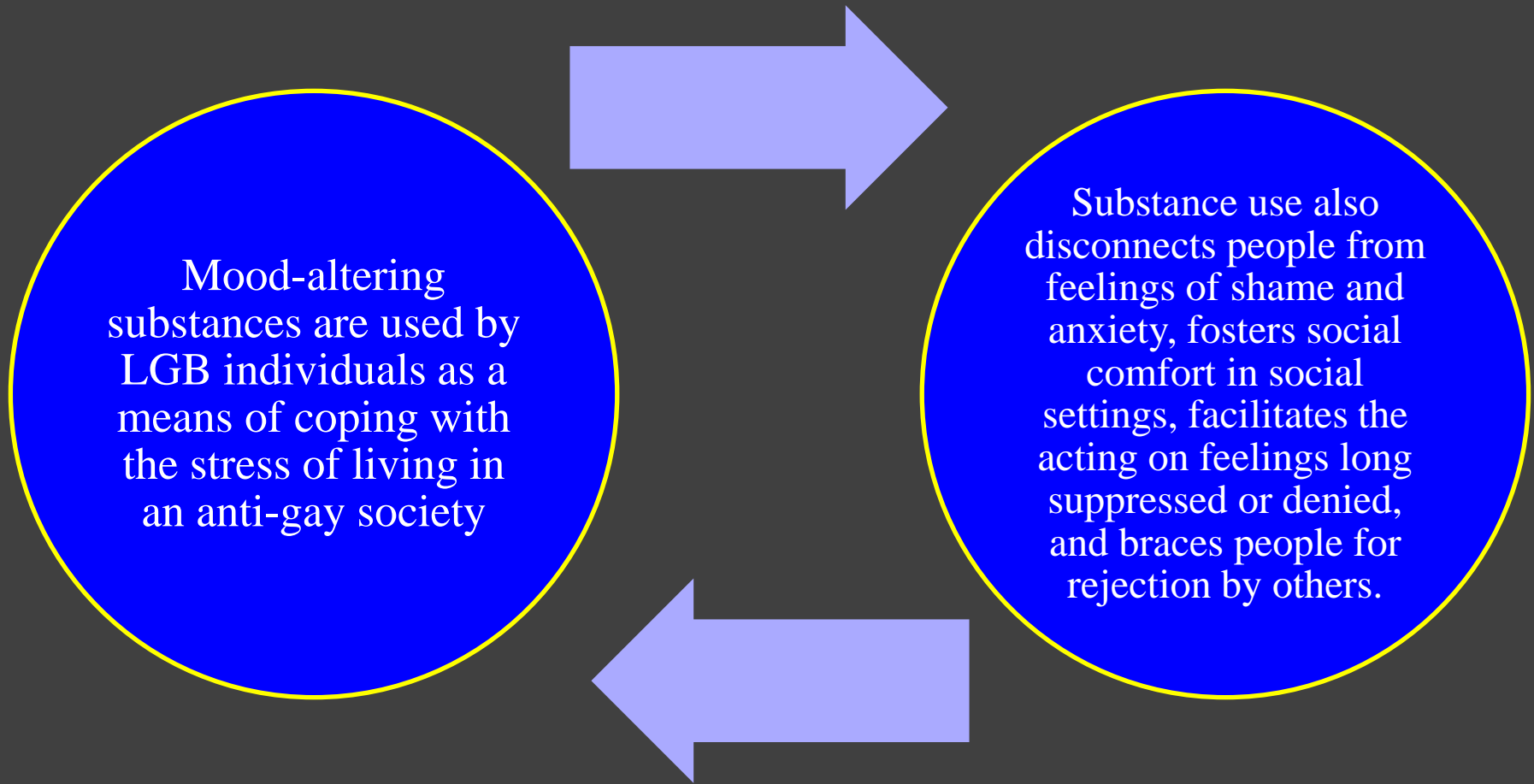
Substantially higher numbers of LGB individuals used cannabis (56%) and cocaine (23%) than the general population (20% and 8.5%, respectively)

Youth Drug Use and Abuse

Examined
relationship
between
sexual
orientation
and
adolescent
substance use

- LGB youth were 190% more likely than heterosexual youth to use substances
- Bisexual youth were 340% more likely than heterosexual youth to use substances.
- Lesbian youth were 400% more likely than heterosexual youth to use substances.

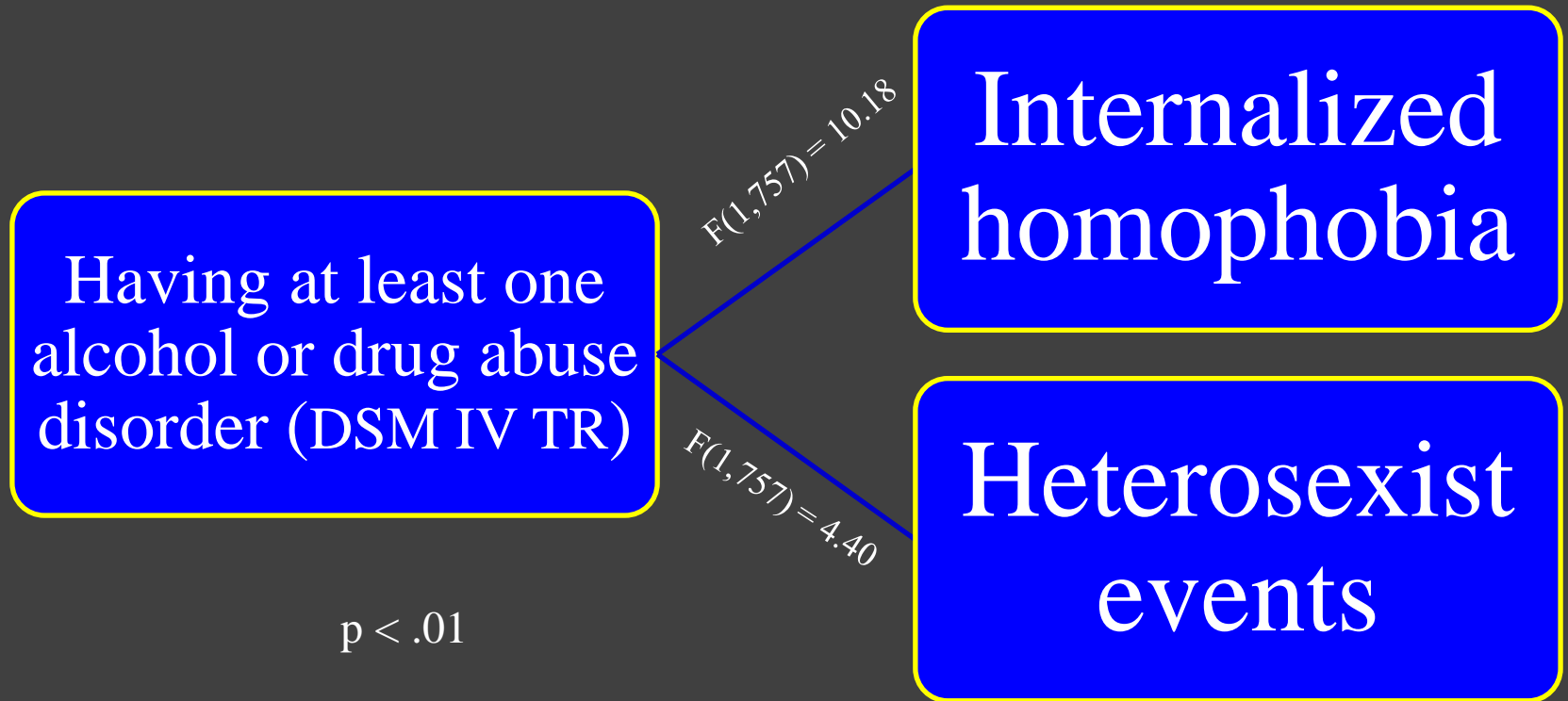
Why are there high rates of substance use and abuse?



Substance Use & Abuse Among LGB People

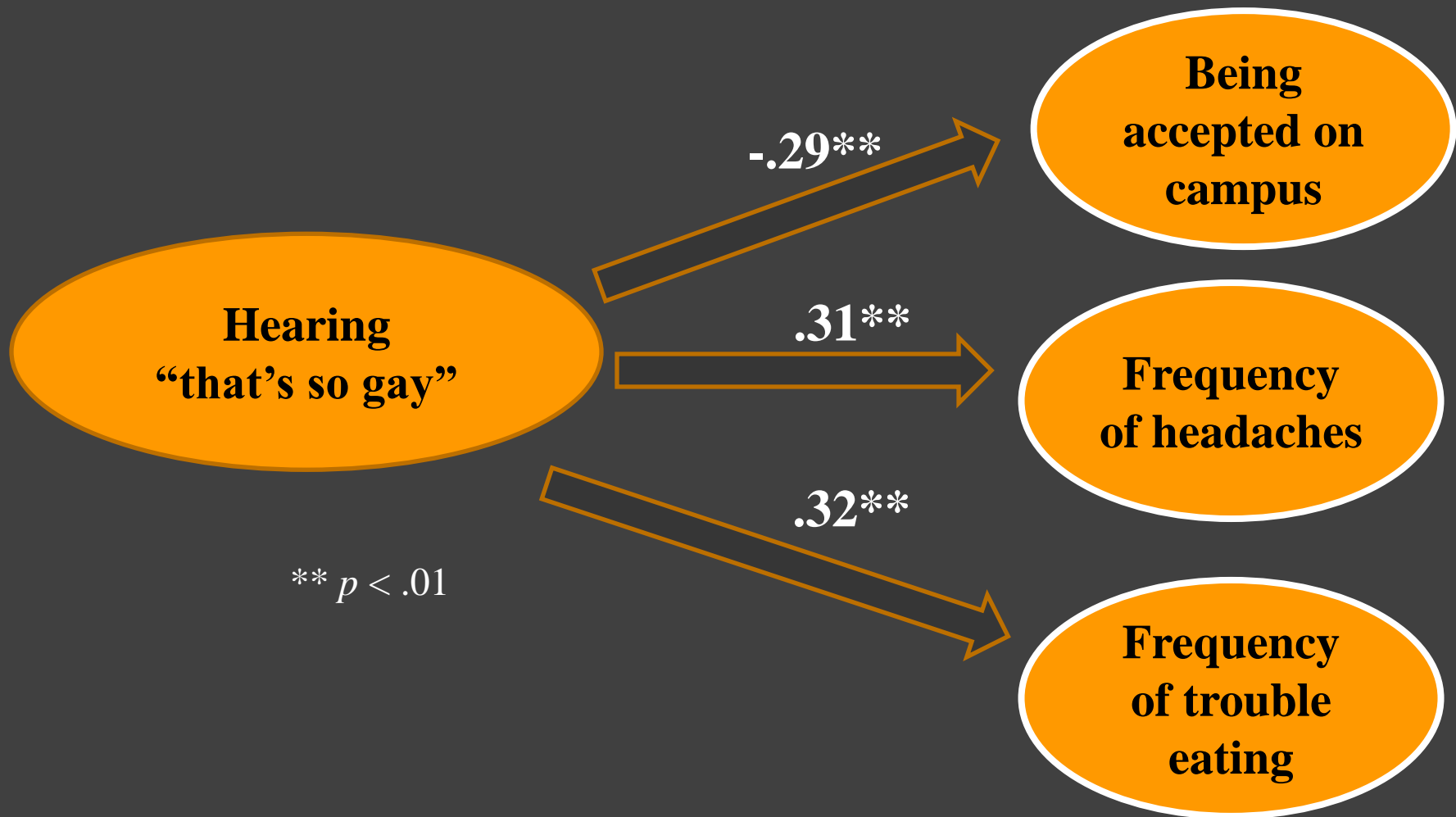
Examined experiences with heterosexism, internalized homophobia, and substance use and abuse (N = 824).

Substance Use & Abuse Among LGB People

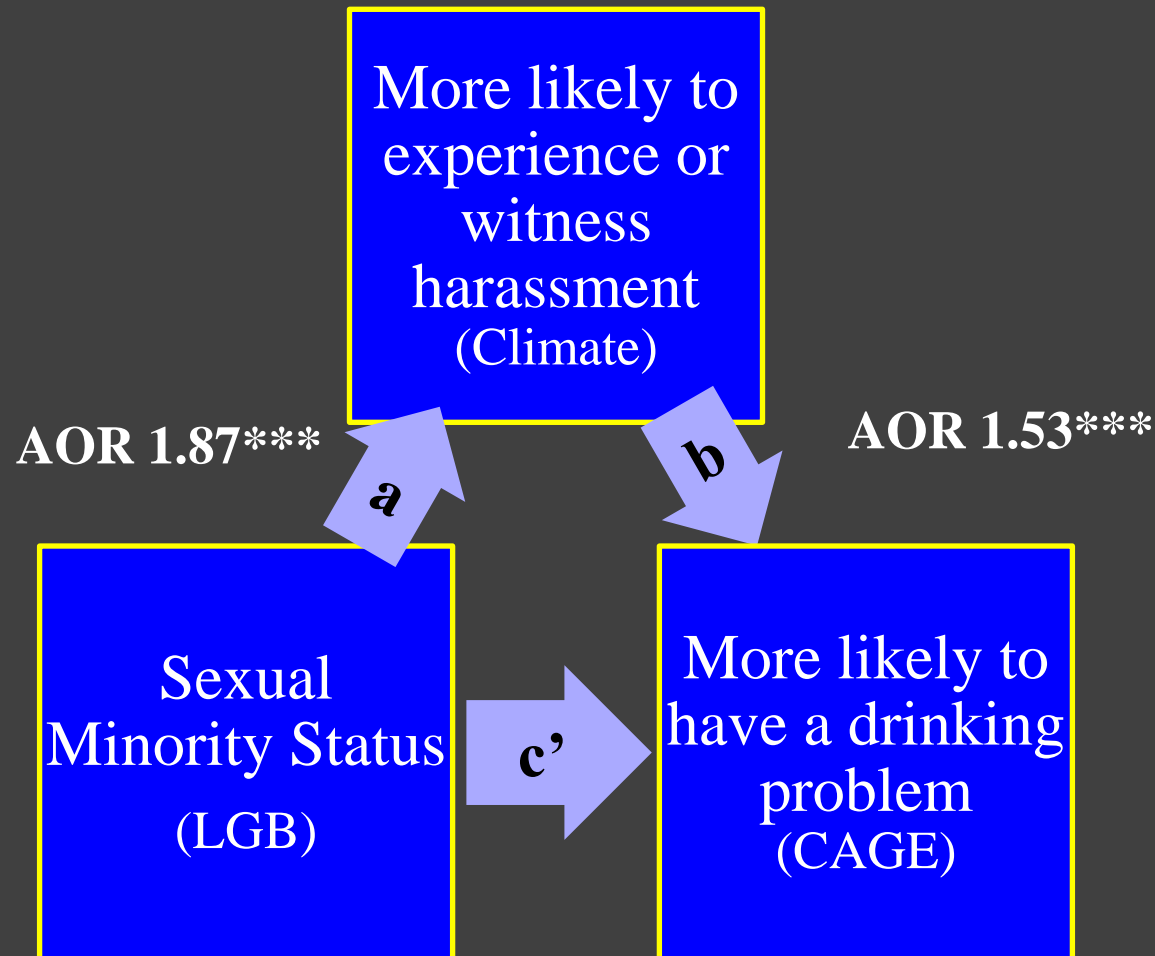


“That’s So Gay” Matters

LGB students (≤ 25 yrs)



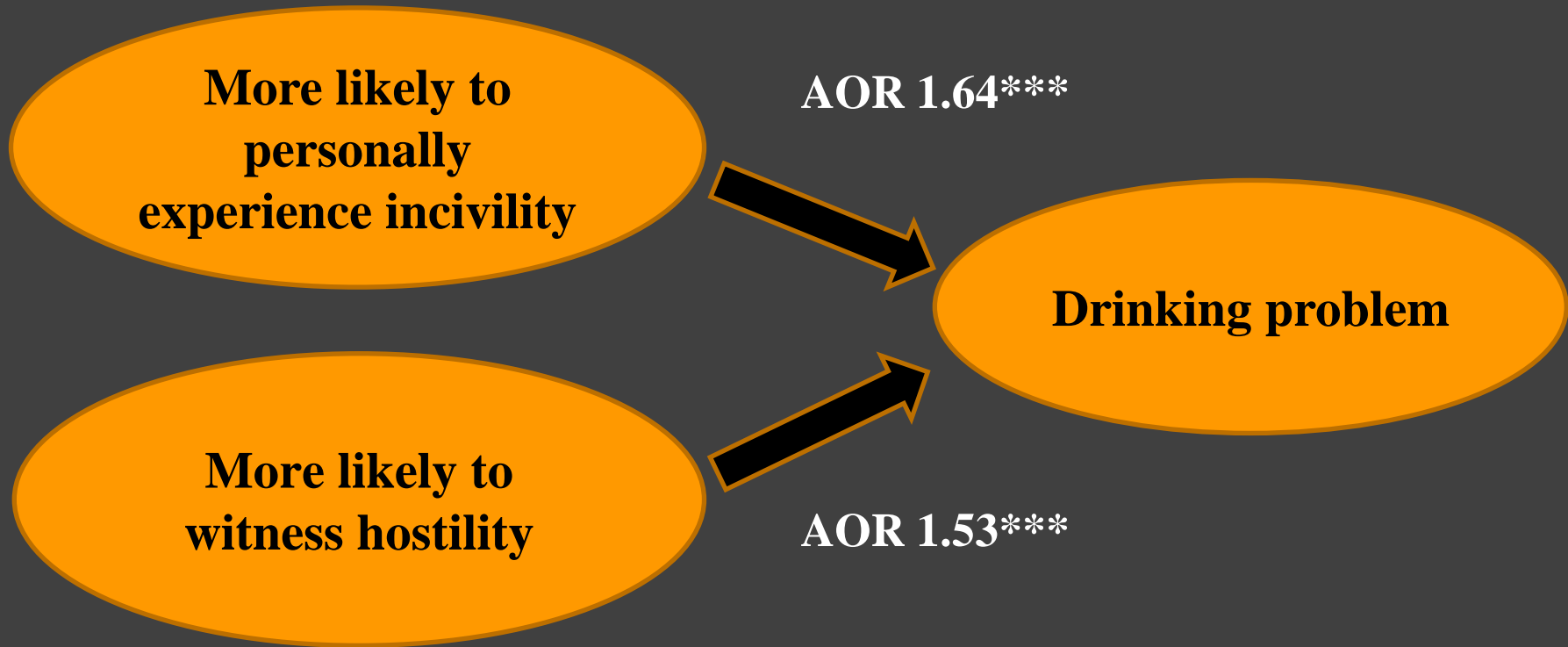
Campus Climate Matters to LGB Students



** $p < .01$

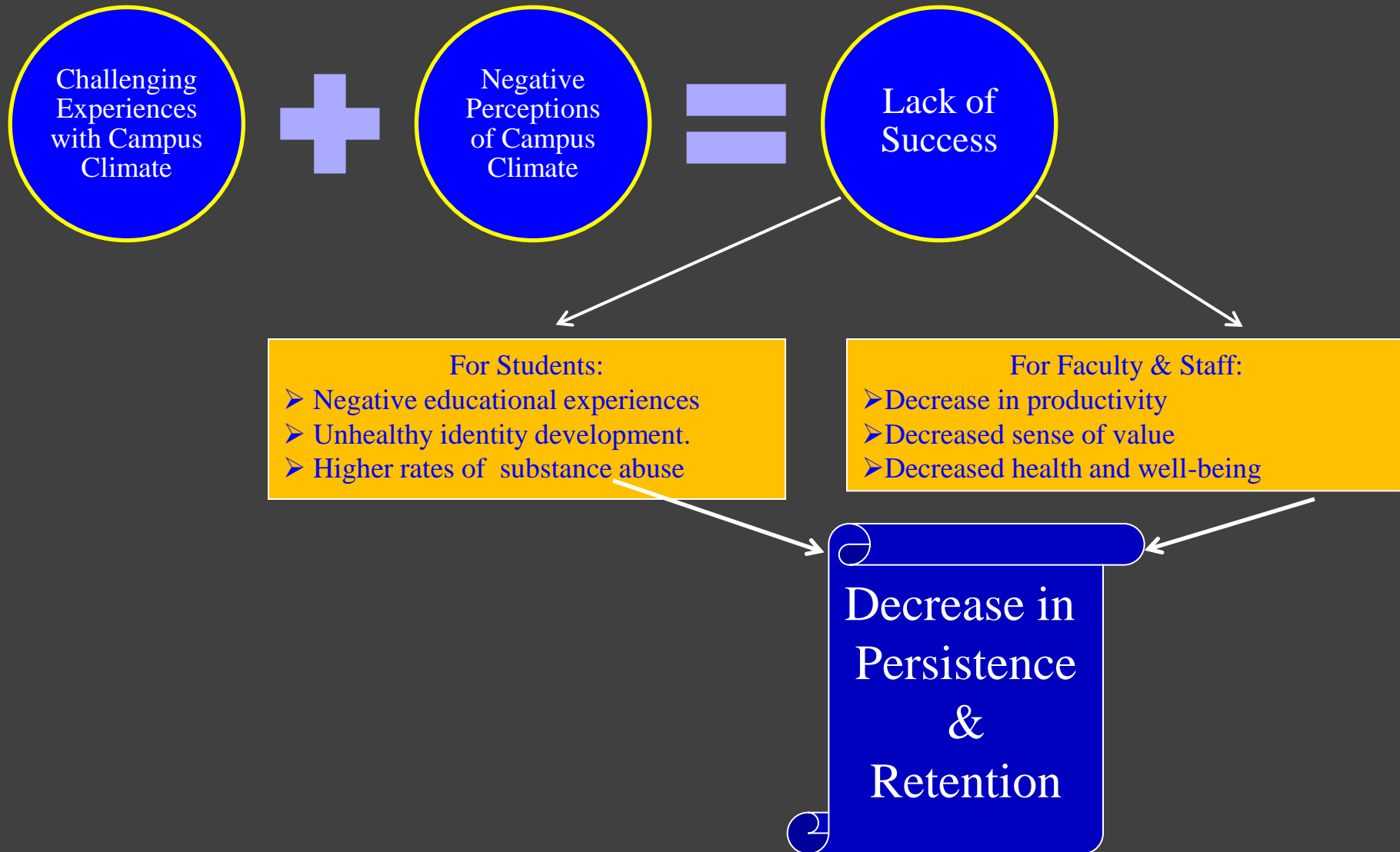
*** $p < .001$

Summary - Negative Climate and Substance Abuse



*** $p < .001$

Campus Climate & Retention

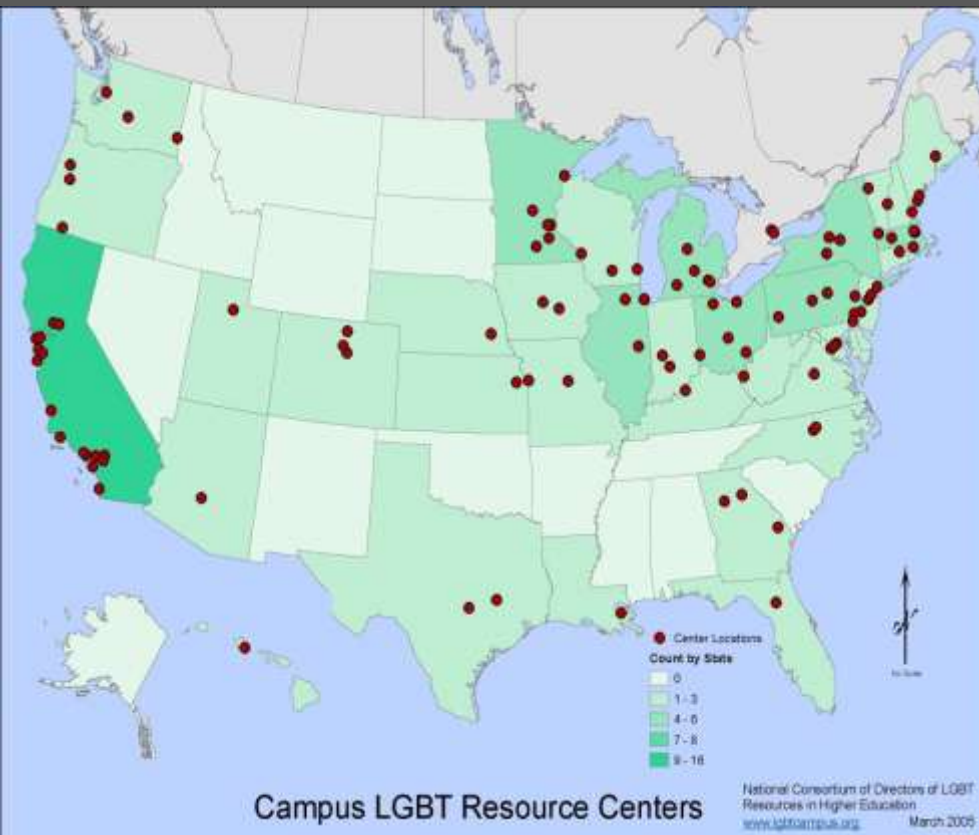


Over the Rainbow

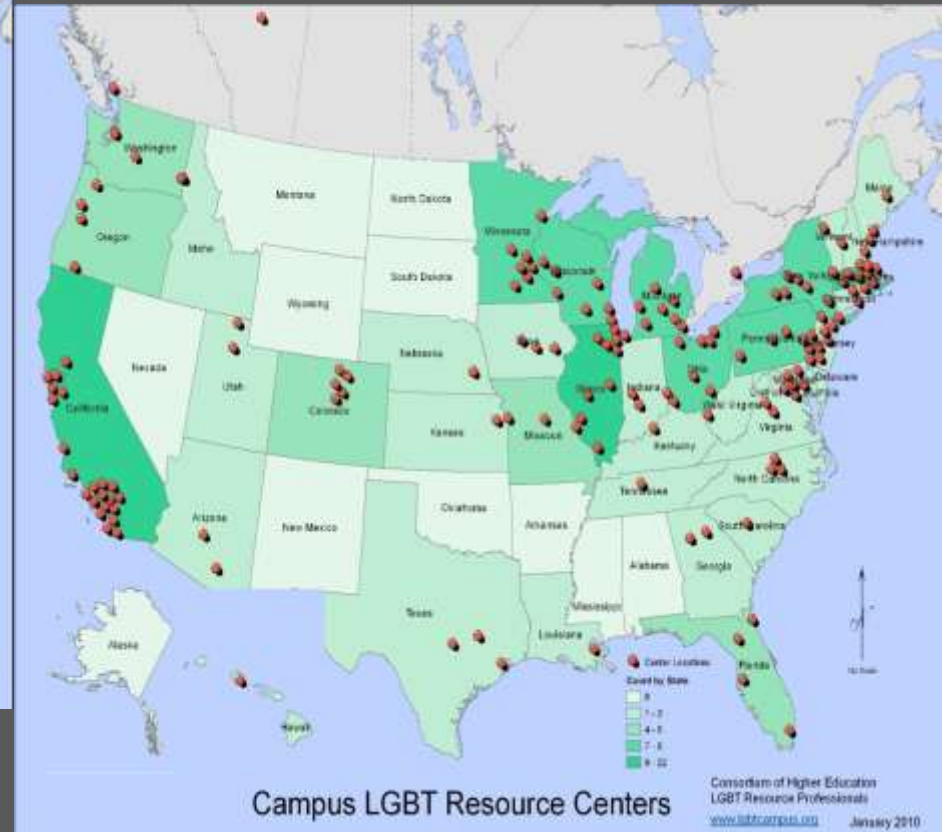
Where are we now?



Increase in Number of LGBTQQ Centers



2005



2010

In 2010...

Negligible number
of College &
University LGBT
Inclusive
Structures and/or
Policies

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graph LR; A[Negligible number of College & University LGBT Inclusive Structures and/or Policies] --- B[300 (7%) of colleges/universities have institutional support (centers, offices, person) for LGBT issues and concerns]; A --- C[578 (13%) colleges/universities include sexual orientation]; A --- D[282 (6%) colleges/universities include gender identity]; A --- E[307 (7%) colleges/universities offer same-sex health benefits to faculty/staff];
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Seth Walsh



Justin Aaberg



Tyler Clementi



Tyler Wilson



Billy Lucas

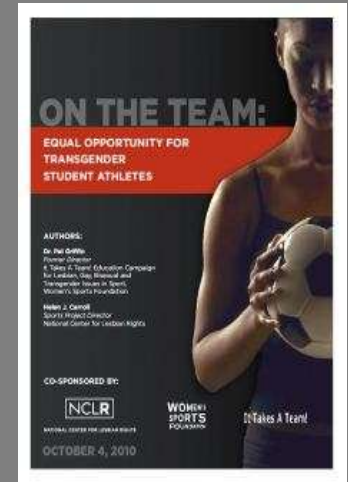


Raymond Chase



Asher Brown

LGBTQ ARCHITECT



Beyond the Rainbow

What's Next?



Campus Climate - Potential Best Practices



Thoughts for campuses on the forefront...

- Curricular integration
- Outreach to “hidden” communities
- Intersections of identities
- Lobbying for inclusion of sexual identity and gender identity on national assessments (NSSE, CIRP, Common Application, etc.)



Questions..?



Thank You!

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