Welcome to Today's PaperClip Communications Webinar
BELIEVE IN

Campus Pride

Lesbian, Gay, Bisexual, Transgender & Ally Leaders of Tomorrow
LGBT on Campus: Three Critical Issues to Consider in 2012
Presenters

- Name: Sue Rankin
  - Title: Associate Professor, Education Policy Studies/College Student Affairs
  - Institution: The Pennsylvania State University

- Name: Shane Windmeyer
  - Title: Executive Director/Founder
  - Institution: Campus Pride
Critical Issues

• Psychosocial Well-being/Substance Use and Abuse of LGBT Youth

• LGBT Identity Demographic Questions on College Forms/Research

• Transgender Inclusion on Campus
Webinar Overview

LGBT College Students Well-Being

Psychosocial Well-being | Substance Use and Abuse

 Asking the Question: Adding LGBT Identity Questions

In Research | On College Forms

Transgender Inclusion

Policies | Practices
Why are these issues important

Positive Experiences + Positive Perceptions = Success

For Students:
- Positive educational experiences
- Healthy identity development
- Lower rates of substance abuse

For Faculty & Staff:
- Increased productivity
- Increased sense of value & community

Persistence & Retention
LGBT College Students Well-Being:

Psychosocial Well-being
Substance Use and Abuse
Changes in Psychosocial Well-Being During Stages of Gay Identity Development

Halpin & Allen, 2004
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
<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
<th>Groups</th>
<th>States</th>
<th>Institutions</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>1669</td>
<td>LGBQ (n = 1600)</td>
<td>10</td>
<td>13</td>
<td>Paper/Pencil</td>
</tr>
<tr>
<td>2010</td>
<td>5149</td>
<td>Queer spectrum (n = 4187)</td>
<td>All 50</td>
<td>All Carnegie Basic Classifications of Institutions of Higher Education</td>
<td>On-line</td>
</tr>
</tbody>
</table>
Homophobic Climate

- 2003: 43%
- 2010: 31%
<table>
<thead>
<tr>
<th>Year</th>
<th>Experienced Harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>36%</td>
</tr>
<tr>
<td>2010</td>
<td>21%</td>
</tr>
</tbody>
</table>
Race, Gender, Sexuality

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 groups.
Behavioral Responses
Decreased Persistence

- One-third of Queer spectrum (33%) respondents seriously considered leaving their institution due to the challenging climate.

- One-third of Trans-spectrum (38%) respondents seriously considered leaving their institution due to the challenging climate.
<table>
<thead>
<tr>
<th>Year</th>
<th>Reason for Fear</th>
<th>Queer Spectrum (%)</th>
<th>Trans Spectrum (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Feared for physical safety</td>
<td>LGBQ - 20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concealed their identity to avoid intimidation</td>
<td>LGBQ - 51%</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Feared for physical safety</td>
<td>Queer spectrum - 13%</td>
<td>Trans spectrum – 43%</td>
</tr>
<tr>
<td></td>
<td>Concealed their identity to avoid intimidation</td>
<td>Queer spectrum - 43%</td>
<td>Trans spectrum - 63%</td>
</tr>
</tbody>
</table>
Intersections of Race, Gender, & Sexual Identity

- Fearing for one’s physical safety and hiding one’s identity due to fear of intimidation were significantly higher for LGBQ and/or Transgender People of Color.
LGB 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.

Marshal et al. (2008)
Substance Use & Abuse Among LGB People

Having at least one alcohol or drug abuse disorder (DSM IV TR)

Internalized homophobia

Heterosexist events

F(1,757) = 10.18

F(1,757) = 4.40

p < .01

(Weber, 2008)
"That’s So Gay" Matters
LGB students (≤ 25 yrs)

Hearing “that’s so gay”

-0.29**

Being accepted on campus

0.31**

Frequency of headaches

0.32**

Frequency of trouble eating

** p < .01

Woodford, Howell, Silverschanz, & Yu (in review)
Institutional Responses
Creation of LGBT Centers/Offices by Year

Number of Offices Created


2 4 63 96

Sorgen, 2010
In 2011…

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

- 300 (7%) of colleges/universities have LGBT institutional support (centers, offices, person)
- 578 (13%) colleges/universities include sexual orientation
- 282 (6%) colleges/universities include gender identity
- 307 (7%) colleges/universities offer same-sex health benefits to faculty/staff

(Sources: http://www.hrc.org/issues/workplace.asp; http://www.transgenderlaw.org/college/index.htm#policies; http://www.lgbtcampus.org)
Challenging Experiences with Campus Climate + Negative Perceptions of Campus Climate = Lack of Success

For Students:
- Negative educational experiences
- Unhealthy identity development.
- Higher rates of substance use & abuse

For Faculty & Staff:
- Decrease in productivity
- Decreased sense of value
- Decreased health and well-being

Decrease in Persistence & Retention
Asking the Question: Adding LGBT Identity Questions

On College Forms

In Research
Common Application

The Common Application — a uniform document used by more than 450 colleges and universities, including some of the nation's most exclusive.

Reasons for Denial (Jan 2011):

• Schools already have other ways to signal support for LGBT students and for students to indicate their sexual orientation.

• Question could cause anxiety for some students, even though it would be optional.
Interest Questions vs. Identity Questions
Me: I chose P8 for Gender Identity.

S. Caroline Kerr
Associate Director of Admissions
LGBTQA Outreach Coordinator
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Internal Tagging Process
Many students may choose to self-identify as LGBT through their essays and other written material.

Since 2010, the Admissions Office has worked with the Lambda Alliance — the umbrella organization for LGBT groups on campus — to provide contact information for newly admitted students who self-identified on their application.

Penn has seen an increase in the amount of LGBT-flagged applications in the early decision round for the Class of 2016.
Optional Demographic Question on Identity
Benefits of Asking Optional Questions

• Intentional responsibility for LGBT student safety and academic success
• Communicate institutional priorities, standardize inclusion of all diversity
• Match LGBT students with valuable resources immediately and ensure communication of such services
• Tracking Retention of LGBT students
Justification for Not Asking Optional Questions

- Emotional stress and concern; Parents and closeted LGBT youth
- How will the question be used (scholarships, special treatment)
- False reporting of identity or changing identity (Bisexuals, Trans, Pretending to be Gay)
Justification for Not Asking Optional Questions

- Numbers being used for LGBT allocation of programs/services
- Backlash from non-LGBT community members (alumni relations)
- Not necessary as an identity question since interest questions are asked
The purpose of a college form is to ask questions that support the campus community, safety and ensure academic success. Asking about LGBT identity communicates who is part of that community and that these students are a valued part of the campus community by simply “standardizing” the optional demographic question.
August 2011 via Campus Pride:

“Elmhurst College "setting the bar" by becoming the first college in the United States to ask prospective undergraduates about sexual orientation and gender identity on its application.”
Religious Affiliation

Would you consider yourself to be a member of the LGBT (lesbian, gay, bisexual, transgendered) community?  ○ Yes  ○ No  ○ Prefer Not to Answer

Are you working with a community based organization (i.e. Upward Bound, Gear Up, etc.) for your college search?  ○ Yes (please list) ____________  ○ No

Do you regularly speak a language other than English at home?  ○ Yes  ○ No  If yes, what language? __________________________
Elmhurst College
Reasons for Asking

• “Committed to diversity and connecting underrepresented students with valuable resources on campus.”

• Personal interests, high-school activities, and faith traditions, among other things are asked so we can connect students with campus support and gauge their eligibility for certain opportunities, including scholarships – why not LGBT students?
Elmhurst College
Reasons for Asking

• Academic retention and success of LGBT populations as we do for other communities
• Communicate emphatically we want LGBT students to come here by asking the question
• Take responsibility for safety and campus climate due to the harassment LGBT youth face still today
• Elmhurst stated: “The right thing to do.

Fall 2011
Elmhurst College Admissions

• 5% of Fall 2011 applicants identified as part of LGBT community
• Approximately 90% of all respondents answered the question
• Current LGBT community considers change positive, reflects commitment to diversity
Elmhurst College Impact

- National dialogue on topic of LGBT visibility and exercising “intentional” responsibility for these populations
- A dozen other colleges have begun considering the optional demographic identity question (including Harvard as per student newspaper).
- Actual accounts and data to substantiate the positive benefits
Identity Questions in Higher Education Research
Higher Education Research

What informs our profession is largely invisible of LGBT populations:

- Higher Education Research Institute 
  Cooperative Institutional Research Program (CIRP)
- National Survey of Student Engagement (NSSE)
Williams Institute: Why ask about LGBT identity in research?

LGBT people cannot be identified in surveys without specific questions pertaining to sexual orientation and, or gender identity/expression. Several private and some publicly funded surveys in the United States have begun to ask questions that allow identification of dimensions of sexual orientation, which has allowed researchers to identify the important role of sexual orientation as a predictor of health, social, and economic outcomes. Failure to account for sexual orientation effects may lead to inaccurate scientific conclusions.
Health and Human Services finally asked about Identity

CDC Report Finds Gay, Lesbian and Bisexual Students At Greater Risk for Unhealthy, Unsafe Behaviors

- Gay or lesbian students had higher rates for seven of the 10 health risk categories (behaviors that contribute to violence, behaviors related to attempted suicide, tobacco use, alcohol use, other drug use, sexual behaviors, and weight management).

- Bisexual students had higher prevalence rates for 57 percent to 86 percent of all health risks measured.
Williams Institute: Addressing Common Arguments

- Sexual orientation questions do not threaten respondents’ willingness to participate in a survey. Respondents are not more likely to break-off their participation on surveys when they encounter a sexual orientation question (Case, et al., 2006).
- Respondents are willing to answer questions about sexual orientation. Response rates on such questions are higher than rates for much more commonly included questions, such as income (e.g. Conron, Mimiaga, and Landers, 2008).
Over time, respondents have become more likely to indicate that they may have a lesbian, gay, or bisexual sexual orientation. For instance, Census Bureau surveys have found a steadily increasing number of individuals who report having a same-sex unmarried partner (Gates, 2007).
Williams Institute: Addressing Common Arguments

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Williams Institute: How to ask about LGB identity in research?

Self-identification: how one identifies one’s sexual orientation (gay, lesbian, bisexual, or heterosexual)

**Recommended Item:** Do you consider yourself to be:

a) Heterosexual or straight;

b) Gay or lesbian; or

c) Bisexual
Williams Institute: How to ask about LGB identity in research?

Sexual behavior: the sex of sex partners (i.e. individuals of the same sex, different sex, or both sexes).

Recommended Item: In the past (time period e.g. year) who have you had sex with?

a) Men only,
b) Women only,
c) Both men and women,
d) I have not had sex
Williams Institute: How to ask about LGB identity in research?

Sexual attraction: the sex or gender of individuals that someone feels attracted to.

Recommended Item:
People are different in their sexual attraction to other people. Which best describes your feelings? Are you:

a) Only attracted to females
b) Mostly attracted to females
c) Equally attracted to females and males
d) Mostly attracted to males
e) Only attracted to males
f) Not sure
Williams Institute: How to ask about T identity in research?

What is your sex?
   a) Male
   b) Female
   c) Other, please specify: ______________

What is your gender?
   a) Man
   b) Woman
   c) Transgender
Transgender Inclusion

Policies and Programs
Transgender people are still completely ignored and invisible in most institutional structures, college curricula and co-curricular activities rarely encompass experiences beyond male and female, and faculty, staff, and student leaders largely lack training on gender diversity.

More than 90% of two- and four-year institutions in the United States have **NOT** taken any of these steps and remain completely inaccessible and inhospitable to transgender students (Transgender Law and Policy Institute, 2010a & 2010b).


Trans Inclusive Priorities for Campuses

Does your campus prohibit discrimination based on gender identity or gender expression by including the words “gender identity” or “gender identity or expression” in its primary non-discrimination statement or Equal Employment Opportunity policy?

Campus Pride: LGBT-Friendly Campus Climate Index
(www.CampusClimateIndex.org)
Trans Inclusive Priorities for Campuses

Does your campus have inclusive methods for transgender students to self-identify their gender identity/expression on standard forms for the following:

- Application for Admission
- Application/Designation for Housing
- Student Health Forms

Campus Pride: LGBT-Friendly Campus Climate Index
(www.CampusClimateIndex.org)
Does your campus have an accessible, simple process for students to change their name and gender identity on university records and documents?

Do senior administrators (e.g. chancellor, president, vice-president, academic deans) actively demonstrate inclusive use of the words “gender identity/expression” and/or “transgender” when discussing community, multicultural and/or diversity issues on campus?

Campus Pride: LGBT-Friendly Campus Climate Index (www.CampusClimateIndex.org)
Trans Inclusive Priorities for Campuses

Does your campus provide gender-neutral/single occupancy restroom facilities in administrative and academic buildings?

Does your campus enable transgender students to be housed in keeping with their gender identity/expression?

Campus Pride: LGBT-Friendly Campus Climate Index (www.CampusClimateIndex.org)
Trans Inclusive Priorities for Campuses

Does your campus offer gender-neutral/single occupancy restrooms in campus housing?

Does your campus offer individual showers in campus housing to protect the privacy of transgender students?

Does your campus enable transitioning transsexual students to have their hormone replacement therapy covered by insurance?

Campus Pride: LGBT-Friendly Campus Climate Index
(www.CampusClimateIndex.org)
Transgender Resources


• *Campus Pride’s LGBT-Friendly Campus Climate Index* – www.CampusPrideIndex.org

• *Promising Practices for Inclusion of Gender Identity/Gender Expression in Higher Education*: www.CampusPride.org/Transgender
Questions..?

www.CampusPride.org

Twitter: @CampusPride
Q&A

How Do I Call-in with a Question?
If you would like to ask a question of our panelist(s) please press *1 and you will be put in a call queue until it is your turn to ask your question.

OR

You can write in a question or comment anytime during the event by clicking on the “Chat” Bubble in the left-hand corner of your screen.

For Questions that Arise After the Conference
If you have a question that you were unable to ask of our presenter(s), please feel free to email us at:

info@paper-clip.com

...and we will be happy to forward it to our pane
Feedback

If you would like to provide suggestions for improvement and/or ideas for future event topics, please email Tamie Klumpyan at:

tamie@paper-clip.com

and she will send you the link to our brief online survey.

Thank you for your participation,

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PaperClip Resources

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LGBT on Campus – February 15, 2012
FERPA and the Community College – February 16, 2012
International Students 2012 – February 16, 2012
Career Advisors & Social Media – February 21, 2012
Clery Act Update – February 22, 2012
Title IX: Rethinking Student Discipline - February 23, 2012
Campus Parking & Transportation: Sustainability Standards and Funding - February 29, 2012
Grant Funding Strategies for Community Colleges - February 29, 2012
Merging Counseling & Health Centers: Partnerships, Opportunities & Challenges - March 1, 2012
Adjunct Faculty 2012: 8 Critical Issues for Training & Support - March 6, 2012