Out of the Shadows

Building Inclusive Classrooms for Queer Spectrum and Trans Spectrum Students

University of Pittsburgh
April 2, 2015
Climate Matters

Setting a Context
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, 2005
Positive Experiences with Campus Climate

Positive Perceptions of Campus Climate

Success

- Positive educational experiences
- Healthy identity development
- Overall well-being

Persistence & Retention
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
2015 United States Transgender National Survey
This project is supported by a grant from the NCAA
SEM Mediation Model

SACS Path Diagram – Mediation Model

People of Color (AID - 0.014)

Women (AID - 0.079, ASUC - 0.003, AI - 0.021)

LGBQ (AID - 0.034, AI - 0.037)

Division III (AID - 0.054, AI - 0.011, ASUC - 0.007)

Division II (AID - 0.048, AI - 0.009, ASUC - 0.006)

Division I (AID - 0.007, ASUC - 0.006, AI - 0.006 (not significant))

Featured Sport (AID - 0.017, AI - 0.010, ASUC - 0.010)

Academic & Intellectual Development (η₈)

Athletic Success (η₉)

Athletic Identity (η₁₀)

Perceptions of Respect

Perceptions of Climate

Personal comfort with teammate diversity

Faculty-Student Interaction

Athletic Personnel Interaction

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination (η₇)

Personal comfort with teammate diversity

Perceptions of Climate

Facility-Student Interaction

Athletic Personnel Interaction

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination (η₇)
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 $\xi_2$ --
- Perceptions of Respect $\eta_1$
- Perceptions of Climate $\eta_2$
- Personal comfort with teammate diversity $\eta_3$
- Faculty-Student Interaction $\eta_4$
- Athletic Personnel Interaction $\eta_5$
- Diversity Leadership from Athletic Personnel $\eta_6$
- Athletic Dept Addresses Discrimination $\eta_7$
- Academic & Intellectual Development $\eta_8$
- Athletic Success $\eta_9$
- Athletic Identity $\eta_10$

$\gamma_{12} = .220$
$\gamma_{22} = .212$
$\gamma_{32} = .217$
$\gamma_{42} = .072$

$\beta_81 = .039$
$\beta_82 = .133$
$\beta_{63} = .077$
$\beta_{94} = .047$
$\beta_{104} = .075$

AID .079
ASUC .003
AI -.021

$\xi_4$

$p < .001$
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
SACS Path Diagram – Mediation Model for Sexual Identity

- **Academic & Intellectual Development** (η₈)
- **Athletic Success** (η₉)
- **Athletic Identity** (η₁₀)

**Path Coefficients**
- β₁₀ = 0.350
- β₈₁ = 0.039
- β₈₂ = 0.133

**Variables**
- LGBQ
- Academic & Intellectual Development
- Athletic Success
- Athletic Identity

**Path Weights**
- η₃
- η₄
- η₅
- η₈
- η₉
- η₁₀

**Path Coefficients**
- η₃ = -0.155
- η₄ = -0.211
- η₅ = -0.182
- η₆ = -0.347
- η₇ = -0.247
- η₈ = -0.247

**Path Weights**
- AID = -0.034
- AI = 0.037

**Factors**
- Personal comfort with teammate diversity
- Perceptions of Climate
- Perceptions of Respect
- Faculty-Student Interaction
- Athletic Personnel Interaction
- Diversity Leadership from Athletic Personnel
- Athletic Dept Addresses Discrimination

**Path Diagram**
- The diagram illustrates the relationships and paths between the variables, showing the impact of LGBQ on various academic and intellectual development factors, as well as the influence of these factors on academic, athletic, and identity success.
LGBQ Student-Athletes do not significantly differ from Heterosexual Student-Athletes on measures of academic success, athletic success, or athletic identity.

**BUT....**

LGBQ student-athletes generally experience a more negative climate than their heterosexual peers.

The way LGBQ student-athletes experience the climate significantly influences their academic success.

The way LGBQ student-athletes experience the climate significantly influences their athletic identity.

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

Halpin & Allen, 2004
### Who are the Respondents?

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
<th>Groups</th>
<th>States</th>
<th>Institutions</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>1669 participants</td>
<td>LGBQ (n = 1600), Transgender (n = 69)</td>
<td>10 states</td>
<td>13 institutions</td>
<td>Paper/Pencil</td>
</tr>
<tr>
<td>2010</td>
<td>5149 participants</td>
<td>Queer spectrum (n = 4187), Trans spectrum (n = 695)</td>
<td>All 50 states</td>
<td>All Carnegie Basic Classifications of Institutions of Higher Education</td>
<td>On-line</td>
</tr>
</tbody>
</table>
“Troubling Terminology”
### Comparisons

<table>
<thead>
<tr>
<th>2003</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feared for their physical safety</td>
<td>• Feared for physical safety</td>
</tr>
<tr>
<td>• LGBQ - 20%</td>
<td>• Queer spectrum - 13%</td>
</tr>
<tr>
<td>• Concealed their identity to avoid intimidation</td>
<td>• Trans spectrum – 43%</td>
</tr>
<tr>
<td>• LGBQ - 51%</td>
<td>• Concealed their identity to avoid intimidation</td>
</tr>
<tr>
<td></td>
<td>• Queer spectrum - 43%</td>
</tr>
<tr>
<td></td>
<td>• Trans spectrum - 63%</td>
</tr>
<tr>
<td>Year</td>
<td>Percentage</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>2003</td>
<td>43%</td>
</tr>
<tr>
<td>2010</td>
<td>31%</td>
</tr>
</tbody>
</table>
Experienced Harassment

2003
• 36%

2010
• 21%
### Intersection of Identities/Harassment

<table>
<thead>
<tr>
<th>People of Color and White people experienced harassment at similar rates (21%, respectively).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American/African/Caribbean respondents attributed the harassment to race more than sexual identity or gender identity.</td>
</tr>
<tr>
<td>This theme does not apply to other racial identities.</td>
</tr>
</tbody>
</table>
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%)
Implications for LGBT Substance Use & Abuse
Substance Use & Abuse Among LGB People

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

\[ p < .01 \]

Internalized homophobia

F(1,757) = 10.18

Heterosexist events

F(1,757) = 4.40

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

Hearing “that’s so gay”

- Being accepted on campus: -.29**
- Frequency of headaches: .31**
- Frequency of trouble eating: .32**

** p < .01

Woodford, Howell, Silverschanz, & Yu (2012)
http://www.youtube.com/watch?v=LrJrw5ZZjRU
The Lives of Transgender People

Beemyn & Rankin

Columbia University Press, 2011
Sex Assigned at Birth

Biological, hormonal, physiological, and anatomical make-up categorizes people as males and females (Caroll & Wolpe, 1996; Ettner, 1999; Migeon, Wisniewski, & Gearhart, 2001; Money, 1993; Wilson & Reiner, 1999).

Intersex – born with ambiguous or a combination of male and female sex characteristics.
Gender

• Socially constructed - based on social expectations
• The “socially imposed division of the sexes...that transforms males and females into ‘men’ and ‘women’”

Gender Identity

• Refers to a sense of one’s own gender as appropriate and consistent within the contexts of a larger dynamic of oneself.

(Ruben, 2003)
Refer to socialized aspects of gender

They are tied to one’s appearance, behavior, and personality

May or may not be a reflection of someone’s gender identity
Transitioning?

appearance

hormones

surgery
Key Findings

Those who expressed a transgender identity or were gender nonconforming while in grades K-12 reported alarming rates of the following due to their gender identity/expression:

- Harassment (78%)
- Physical assault (35%)
- Sexual violence (12%)
- 6% reported expulsion due to their gender identity/expression

Among college students:

- 35% reported harassment
- 5% physical assault
- 3% sexual assault
- 2% reported being expelled
Key Findings

- 41% reported attempting suicide (vs. 1.6% of the general population)

- Transgender people of color experienced higher rates of harassment and discrimination in all areas
Key Findings

Experiences of mistreatment in school correlated with:

- Lower income levels
- Higher rates of drug and alcohol use
- A greater likelihood of homelessness, incarceration, being HIV-positive, and resorting to sex work
- Increased suicide attempts
So... Where are we now

And... what can we do
In September 2010…

Seth Walsh

Justin Aaberg

Tyler Wilson

Billy Lucas

Raymond Chase

Tyler Clementi

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 transgender students, that number jumps to nearly one in two.
So where are we now?

Jadin Bell

Carlos Vigil

Jessie Hernandez

Josh Pacheco

Leelah Alcorn

(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
In 2015...

Negligible number of Colleges & Universities have LGBT Inclusive Structures and/or Policies

- 378 (9%) of colleges/universities have institutional support (centers, offices, person) for LGBT issues and concerns
- 823 (19%) colleges/universities include sexual orientation
- 735 (18%) colleges/universities include gender identity
- 307 (7%) colleges/universities offer same-sex health benefits to faculty/staff

“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
Faculty Sphere of Influence

Building Inclusive Classrooms
Create a pre-crisis classroom

- Being proactive in demonstrating values around inclusivity
  - Example: “Respect” syllabi statements

This class will be conducted in an atmosphere of mutual respect. I encourage your active participation and welcome both respectful discourse and reasoned debate. However, if your language or conduct at any time demonstrates a lack of respect for anyone’s race, gender identity or expression, sexuality, culture, beliefs, or abilities, you will not be permitted to participate further.
**Where I live the words: lesbian, gay, and bisexual are used to insult people. Or like, teenagers use them, like, for serious bullying. And I hate how it really feels insulting to be called bisexual because for crying out loud, I am bisexual.**

March 6, 2014 | 0 comments

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**"You shouldn’t have gone alone!"**

In response to me telling a close male friend of mine a bad experience I had with sexual harassment during a doctors appointment.

March 6, 2014 | 0 comments

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**"Are you sure you have the right room number? This is the "honors" section."**

My dad jokes with my younger sister that he remembers selling Girl Scout Cookies when he was a Girl Scout. She laughs, understanding the fact that since he’s a boy means that he could not have been a Girl Scout. Thanks, Dad. I’m a boy and a formal Girl Scout.

March 6, 2014 | 0 comments

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**I was standing in the cafeteria of a major academic medical center wearing shirt, tie, and the same white coat that all my medical school classmates wear (with stethoscope). An older white lady tapped me on the shoulder and asked “Excuse me do you work here? I’m trying to find the soups...” and even once I fully turned around it never occurred to her that I am medical student, not a cook. I am a black male medical student in a major Northeast academic medical center.**

March 6, 2014 | 0 comments

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**My chemistry teacher was in shock when I got a 103% on an exam; however, she wasn’t shocked when two white kids did well. This kind of hurtful, but after that the teacher never doubted me.**

March 6, 2014 | 0 comments

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**Stranger: What do you do?**

**Me: I’m a professor.**

**Stranger: You’re way too young to be a professor. You look like a student. I’m in my 30s and I dress more professionally than my colleagues. But I’m also petite and female. My male partner, who has the same age and occupation, is never told that he doesn’t look like a professor. It sends me the message that I’m an imposter, merely play-acting at being a serious scholar or authority figure. Made me feel like no one will take me seriously despite my accomplishments.**

March 6, 2014 | 0 comments

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**My black friends: You aren’t really black though, you act like a white girl.**

**My white friends: You aren’t really white though, you’re like dark.**

All of them telling me I have to be one. I can’t be both. I’m just me though. Makes me feel like I can only be a certain race if I look and act a certain way.

March 6, 2014 | 0 comments

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My close friend is Armenian, and her father has friends in the Armenian community in Watertown, much of which is located on Franklin. In these last 24 or so hours, one of his friends has received calls, threatening or yelling at him just for being Armenian. Allegedly, these calls have blamed Armenians for helping the Russians, though this man did not help the suspects at all. Like everyone else, he was only trying to lay low and stay safe. He has received at least 5 of such calls.

April 24, 2013 | 0 comments

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I logged into Facebook and saw the memes sprawling all over my feed equating the Boston bombings to terrorists, Muslims, and immigrants. I messaged them and engaged in dialogue validating their frustration but expressing how offended I felt and how perpetuating Islamophobia only results in more violence, especially towards people who look “Middle Eastern”. One person took it down and apologized... another talked with me for a while and ended by saying “don’t get so offended.”

March 6, 2014 | 0 comments

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I have a son who is autistic and I have Asperger’s myself, recently self diagnosed.

I was at work with a worker from out of town. I didn’t know her very well, but her personality really resonated with me and I enjoyed being around her the short amount of time she was there. The subject of autism came up and I got interested because I thought that she would have interesting things to say about it. Oh, was I wrong, and how glad I am that I kept my mouth shut about my son and myself, even though I feel like I should have said something.

She constantly complained about how a
Microaggressions

- Referring to males as “men” and females as “girls.”
- Calling women “honey,” “baby,” “sweetheart,” etc.
- Talking about groups or people in ways that reinforce stereotypes.
- Focusing on women’s appearance rather than accomplishments or describing women by their appearance.
- Assigning tasks according to stereotyped roles (e.g. women as notetakers).
- Interrupting, talking over, or ignoring women or people of color.
- Attributing achievements to good luck, affirmative action, attractiveness.
- Calling on males and whites more frequently.
- Giving women and people of color easier tasks, easier questions.
- Asking someone to speak for her/his group (e.g. “What do Latinos think about this?” or “What do gay men and lesbians feel about this?”).
In what ways can diverse people be represented in your content?

1. Issues that concern diverse groups
2. Readings by diverse writers
3. Contextual questions that locate the material in the matrix of social justice and diversity
4. Examples that draw from diverse groups
5. Guest speakers from diverse groups
Examine your own teaching behavior to see which students get the most and best responses from you.

Be cognizant of the variety of learning styles and teach to all of the styles.

Use cooperative learning activities.

Don’t allow students to interrupt each other and intervene when students show disrespect for one another.
Things faculty members can do to help LGBTQ students feel welcome

Learn about LGBT concerns and issues.

Don’t assume your students or anyone else is heterosexual. Don’t make assumptions about students’ family backgrounds—ask.

Use inclusive language (for example, "parent" rather than "mother" or "father"; "spouse" rather than "wife" or "husband"; "date" rather than "boyfriend" or "girlfriend").

Challenge name-calling and harassment.

Include LGBT people in your statement of support for diversity.

Consider LGBT people when inviting guest speakers.
Think of at least one thing you can do in your classroom to create a more welcoming environment for LGBTQ students.

What Can You Do?
RESOURCES...RESOURCES...RESOURCES
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
www.CampusPride.org/Transgender
http://architect.lgbtcampus.org/
You Can Play - UCLA
http://www.youtube.com/watch?v=VKufR0LCquU

NCAA LGBTQ Sport Resources

www.nCAA.org/lgbt
CREATING LGBTQ INCLUSIVE CURRICULUM AND CLASSROOM CLIMATE

http://www.fordham.edu/academics/office_of_research/research_centers_in/center_for_ethics_ed/resources_and_links/special_topics_and_p/lgbtq_inclusive_curr_93211.asp
Questions...?
Thank You!

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