

**MAKING COLLEGES AND
UNIVERSITIES SAFE FOR
LESBIAN, GAY,
BISEXUAL, TRANSGENDER,
INTERSEX, QUEER, & QUESTIONING
(LGBTIQQ)
STUDENTS, FACULTY, STAFF, AND
ADMINISTRATORS**

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THE FLOW

- Interlocking Systems of Oppression:
Working Definitions
- *2010 State of Higher Education for Lesbian,
Gay, Bisexual, & Transgender People*
- **Making Colleges & Universities Safe for
Lesbian, Gay, Bisexual, Transgender, Intersex,
Queer, & Questioning (LGBTIQQ) Students,
Faculty, Staff, & Administrators**



Interlocking Systems of Oppression

Working Definitions

SEXISM is the overarching system of advantages bestowed on males. It is prejudice and discrimination based on sex, especially against females, founded on a patriarchal structure of male dominance through social and cultural systems.



HETEROSEXISM is the overarching system of advantages bestowed on heterosexuals. Heterosexism is the institutionalization of a heterosexual norm or standard, which establishes and perpetuates the notion that all people are or should be heterosexual thereby privileging heterosexuals and heterosexuality, and excluding the needs, concerns, cultures, and life experiences of lesbians, gay males, bisexuals, transgender, and intersex people. Many time blatant and at times subtle, heterosexism is oppression by neglect, omission, erasure, and distortion.



HOMOPHOBIA is derived from the Greek terms *homos*, meaning “same,” and *phobikos*, meaning “having a fear and hatred of those who love and sexually desire those of the same sex.” Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by that fear and hatred. It is oppression by intent, purpose, and design.



BIPHOBIA is oppression directed against people who love and sexually desire both males and females or those who are polysexual.

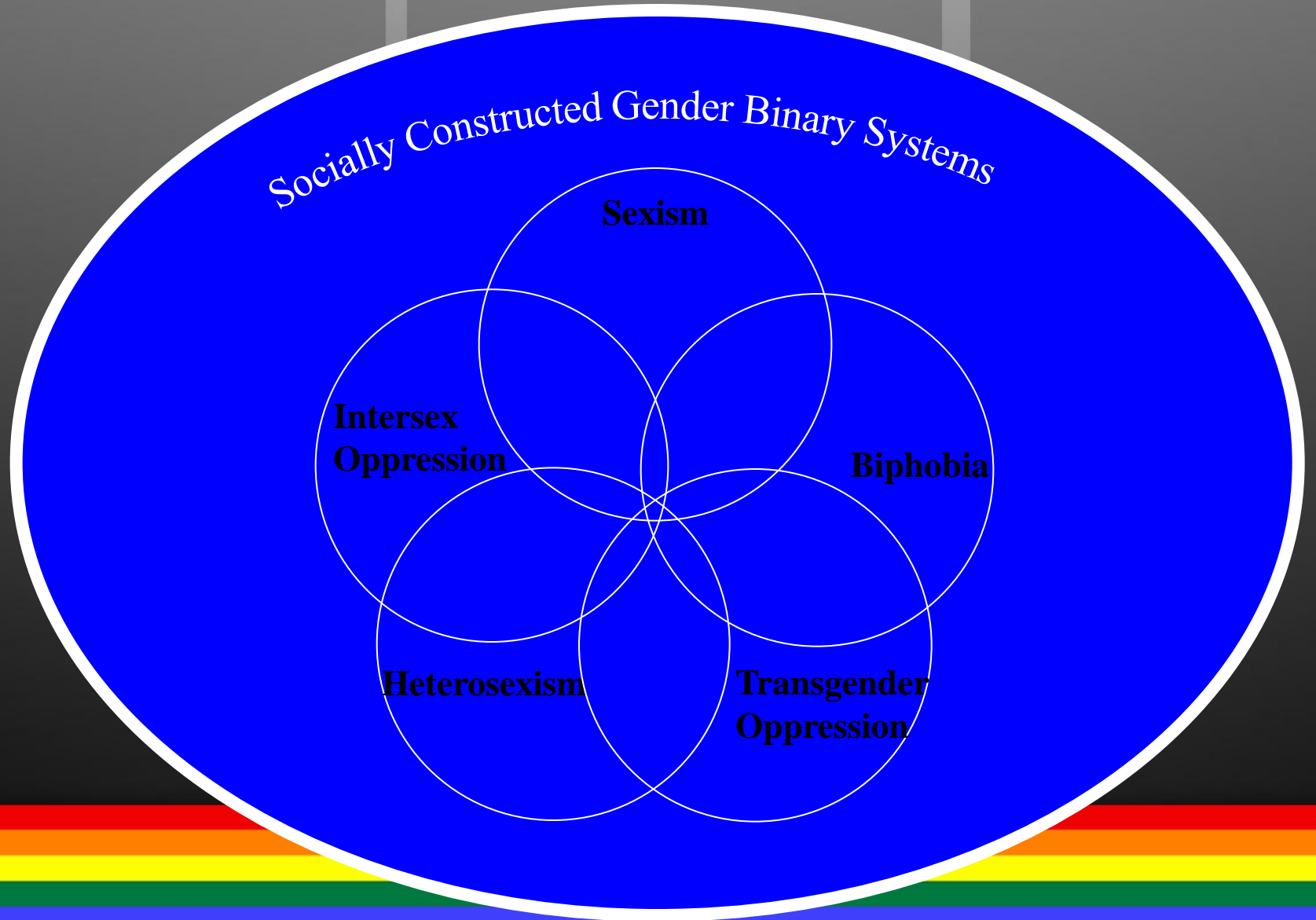
TRANSGENDER OPPRESSION is oppression directed against those who challenge standard conceptualizations of gender expression.

INTERSEX OPPRESSION is oppression directed against intersex people.

**ALL OF THESE FORMS OF OPPRESSION HAVE
THEIR ROOTS IN SOCIALLY CONSTRUCTED
GENDER BINARY SYSTEMS.**



INTERLOCKING SYSTEMS OF OPPRESSION



Homophobic Youth Suicide



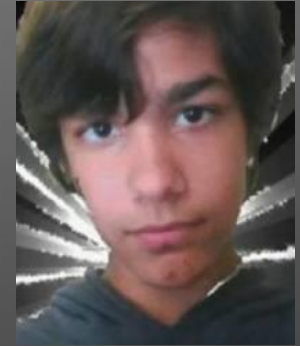
Tyler Clementi, 18



Belinda Allen, 14



Carl Joseph Walker Hoover, 11



Billy Lucas, 15



Seth Walsh, 13



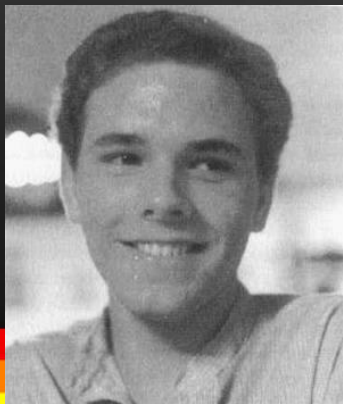
Asher Brown, 13



Justin Aaberg, 15



Raymond Chase, 19

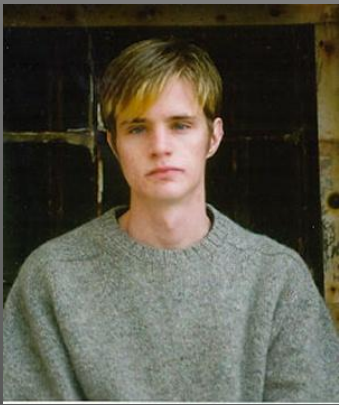


**Bobby Griffith,
20**



Ryan Patrick Halligan, 13

LGBT MURDERED



Matthew Shepard



Sakia Gunn



Delilah Corrales



Lawrence King



Gwen Araujo



Harvey Milk



Eric Plunkett



Tyra Hunter



Ukea Davis



Mark Bingham



Brandie Coleman



Allen Schindler



Brandon Teena

LGBT CAMPUS GROUPS INITIALLY DENIED ADMINISTRATIVE RECOGNITION

San Jose State University
Boston College
University of New Hampshire
Virginia Commonwealth University
University of Southern California
Texas A & M University
Tulane University
University of Maryland
Florida State University
Colorado College
University of Tennessee
University of Alabama
Sacramento State University
California Polytechnic
William Jewell College

University of Texas at Austin
University of Southern Mississippi
University of South Carolina
University of Washington
Austin Peay State University
Polk Community College
Pennsylvania State University
University of Oklahoma at Norman
University of Missouri at Columbia
Georgetown University
California State University Fullerton
College of the Sequoias
University of Kansas at Lawrence
West Virginia University
Fordham University



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.J., and Frazer, M.S. (2010). *2010 State of Higher Education for LGBT People*. Charlotte, NC: Campus Pride.

Why Should We Care About Campus Climate?

Reviewing the Literature through a
Lavender Lens



- **Campus Climate:** “current attitudes, behaviors, and standards held by faculty, staff, and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”

Rankin & Reason, 2008.



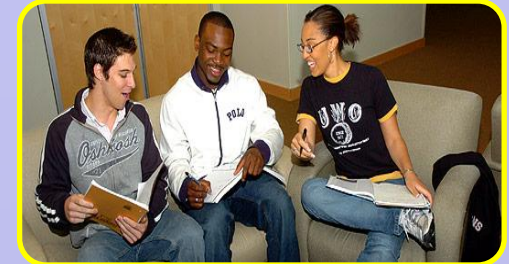
Campus Climate & Students



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



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



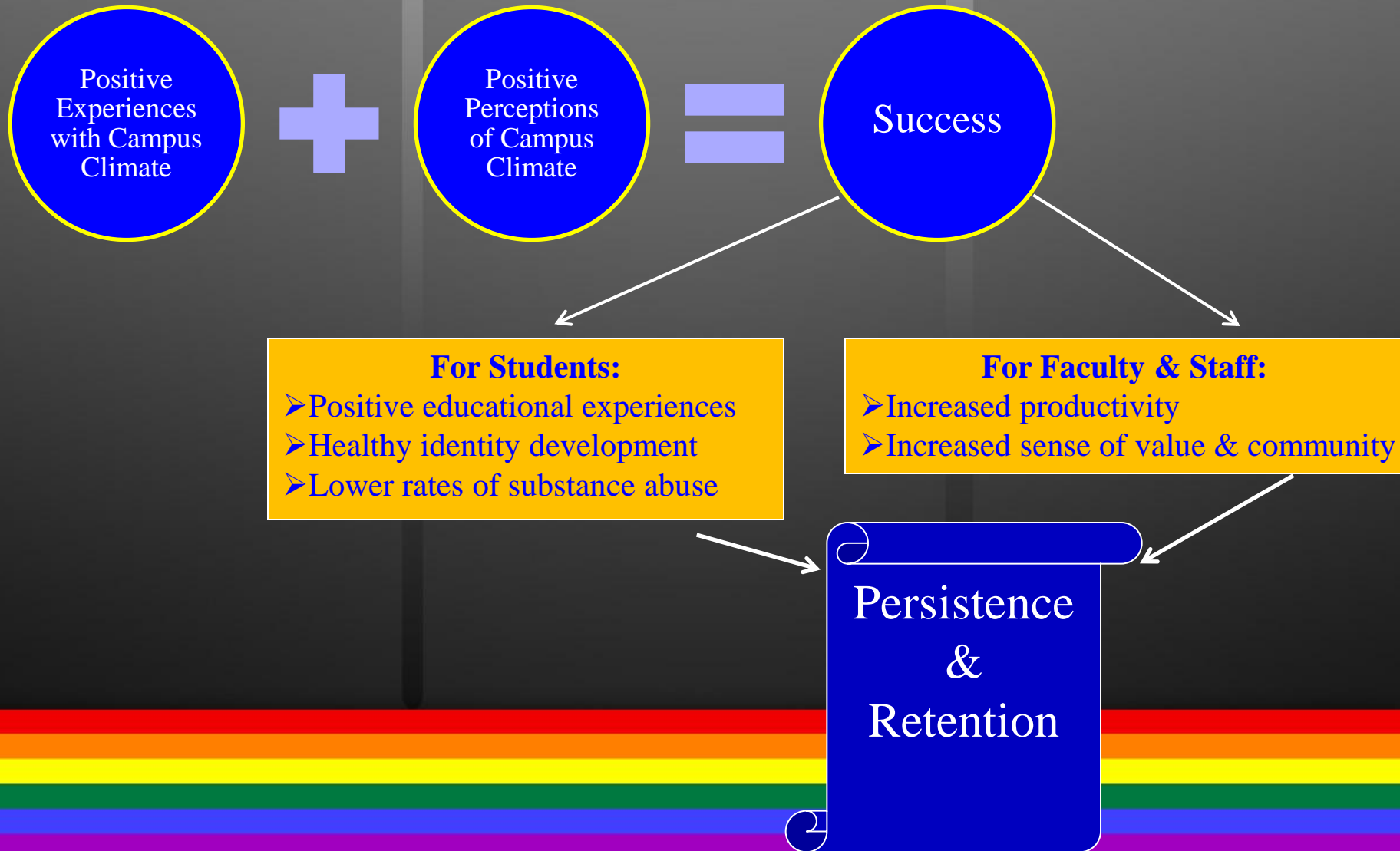
Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**³

¹ Pascarella & Terenzini, 1991, 2005

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.

Campus Climate & Retention



*2010 State of Higher
Education for Lesbian,
Gay, Bisexual, &
Transgender People*

Rankin, Weber, Blumenfeld, & Frazer



Who Are the Respondents?

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



Lesbian

Intersex

“Troubling Terminology”

Gay

Pre-op

Tranny boy

Two-spirit

Asexual

Man loving men

Bisexual



Cross dresser

Butch

Queer

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:



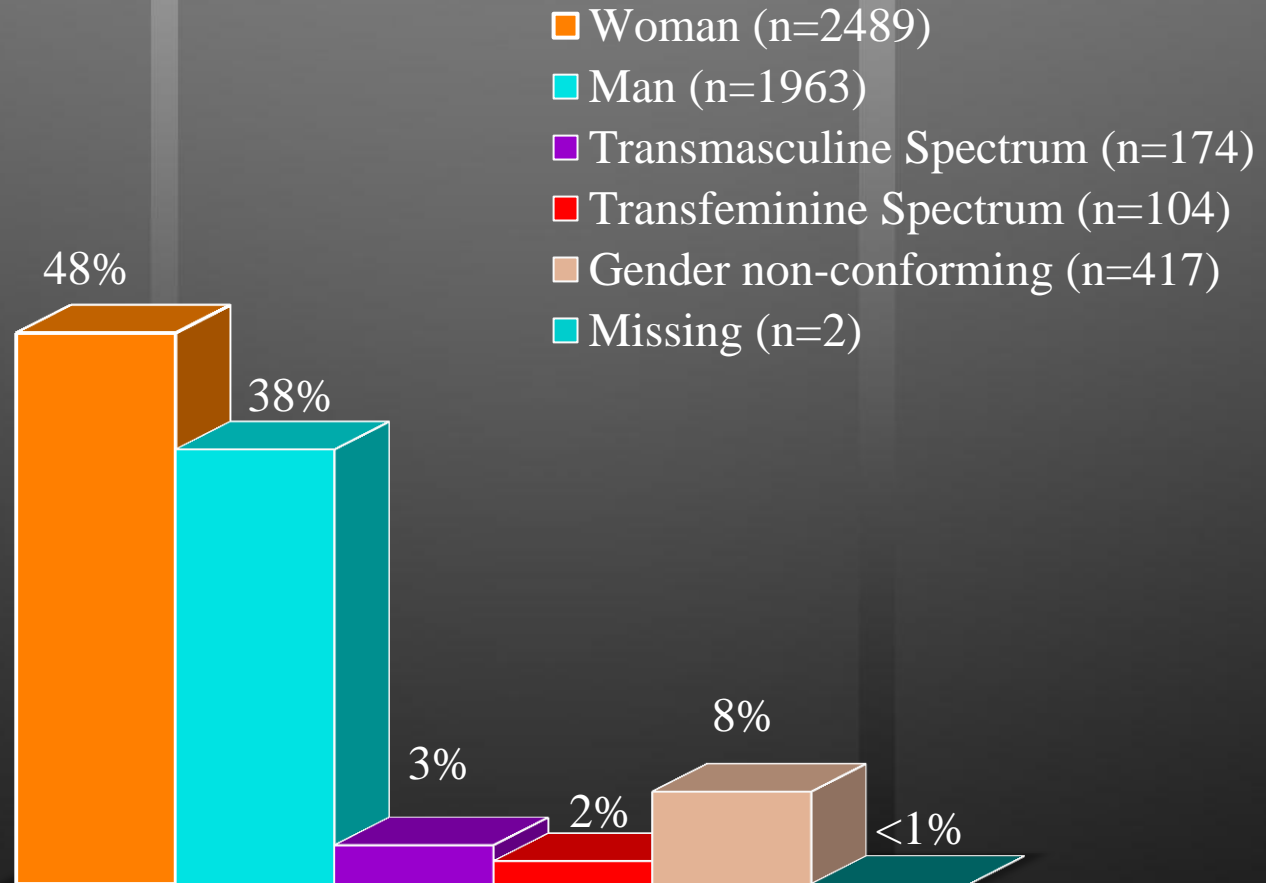
Transmasculine

Transfeminine

Gender non-conforming



Gender Identity

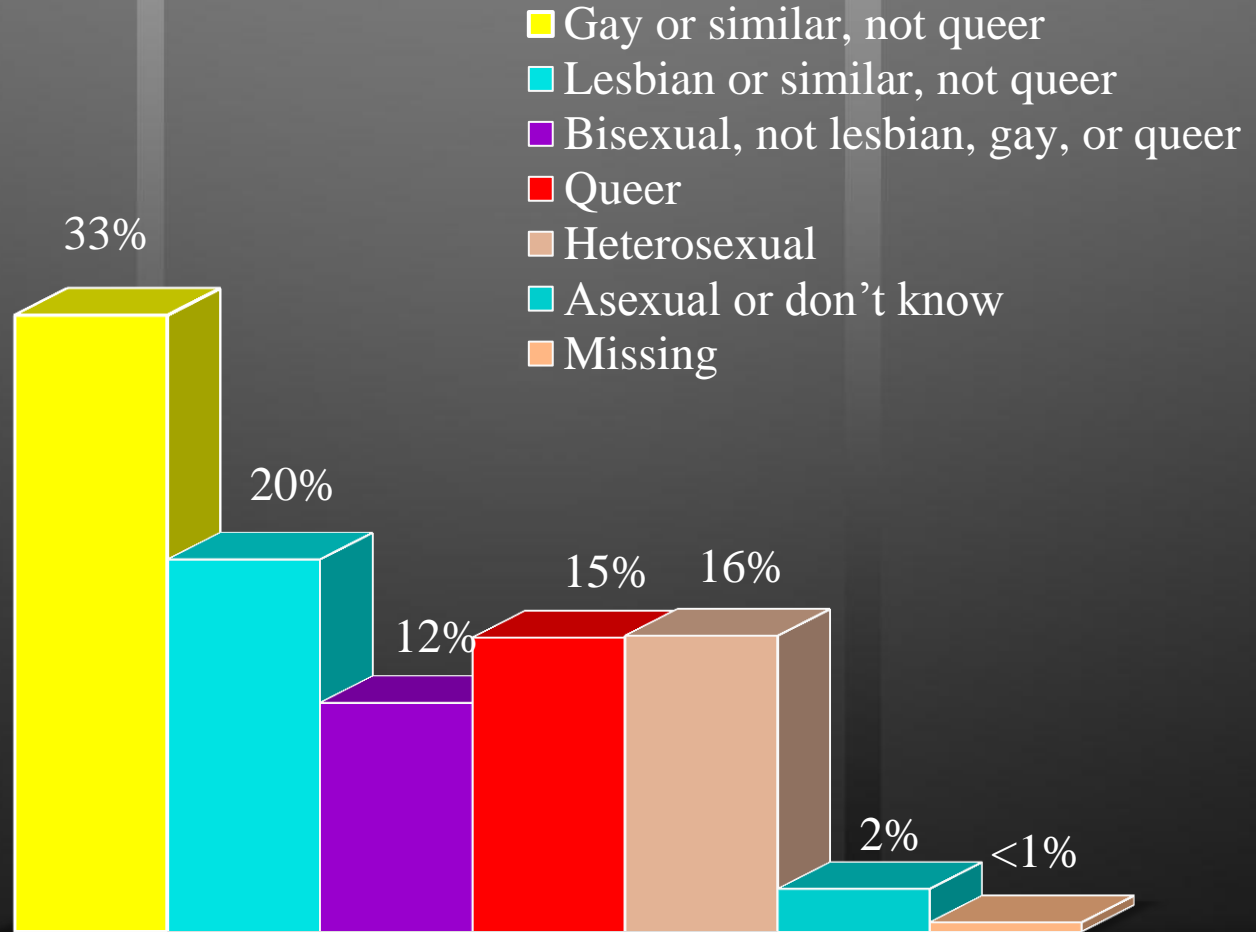


Voices: Gender Identity

- “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.

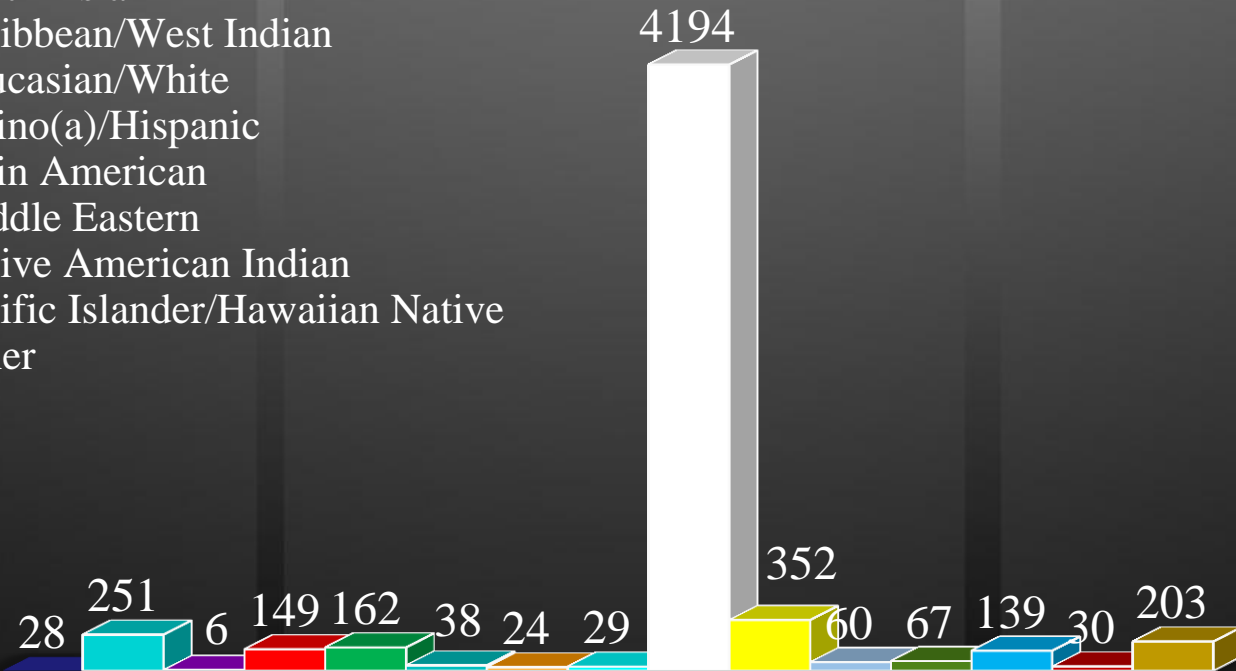


Sexual Identity



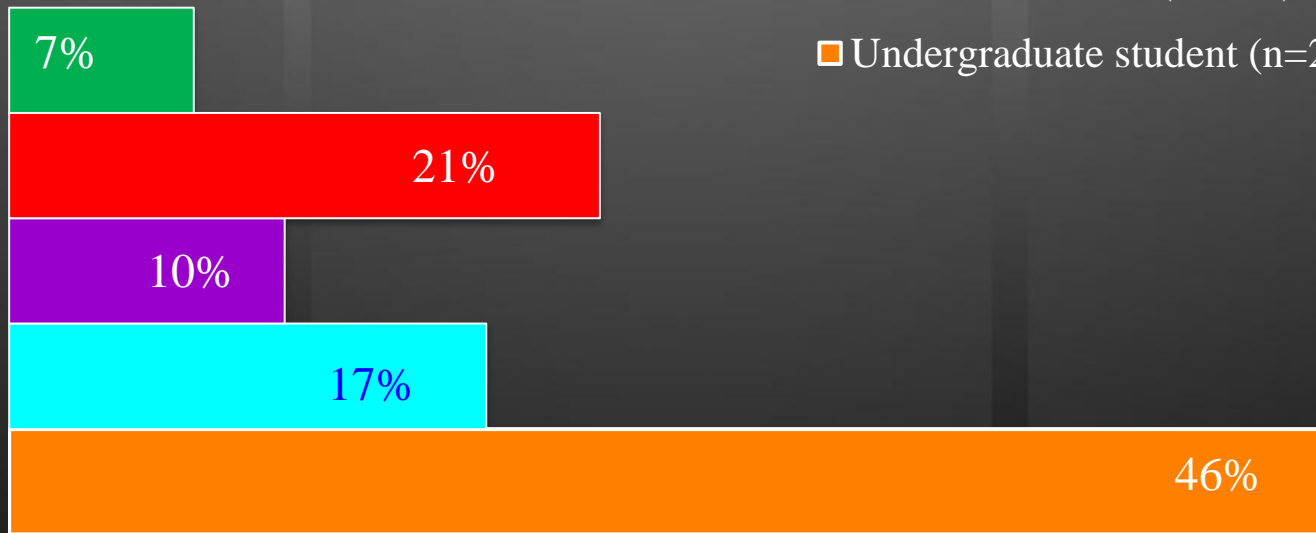
Racial Identity

- 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

2010

• 31%



Experienced Harassment

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.”



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.”



Over the Rainbow

Where are we now?



In 2010...

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

300 (7%) of
colleges/universities have
institutional support (centers,
offices, person) for LGBT
issues and concerns

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

Beyond the Rainbow

What's Next?



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Compiled by Warren J. Blumenfeld



Possible Best Practices:

I. Assessment

- Hold public hearings,
- Conduct interviews,
- Distribute research surveys
 - in your school, community, and/or your state to access the needs, concerns, and life experiences of LGBTIQQ youth, their families, and school staff.



- Institutional Self Study Assessments:
 - Policies, Support & Institutional Commitment, Institutional Structures, Student Life, Academic Life, Housing, Campus Safety, Counseling & Health, Recruitment & Retention Efforts, Physical Spaces, etc.
- Assessment can include mixed methodologies:
 - Quantitative Data
 - Qualitative Data
 - Ethnographic Data



Possible Best Practices:

II. Policies

- Enact nondiscrimination policies on basis of sexual and gender identity and gender expression, in:
 - Admissions, hiring, tenure, promotion, financial aid, housing, public accommodations, use of facilities, etc.
 - Make reporting procedures of incidents of discrimination clear.



- Have a written, inclusive, and affirming definition of “couples” that is nondiscriminatory towards same-sex couples.
- Ensure equal access, equality of benefits & privileges granted to all employees and students.
- Have policies of active outreach in hiring openly LGBTIQQ and/or LGBTIQQ-sensitive faculty, staff, and administrators in all segments of the campus community.



- Actively recruit openly LGBTIQQ prospective students.

All of the above policies should be written, clear, consistent, accessible, and well-publicized throughout the campus and community.



Possible Best Practices:

III. Training & Development

- Implement workshops for the entire campus community to sensitize and educate staff, faculty, and administrators on violence prevention, suicide prevention, and specifically to the needs and experiences of LGBTIQQ people.



Possible Best Practices:

IV. Services

- Official recognition, support, use of facilities, & funding of campus LGBTIQQ student organizations.
- Physically safe, secure, & appropriate space with welcoming, emotionally safe atmosphere available to LGBTIQQ organizations for meetings, social events, coffee houses, lectures, forums, workshops, & other events.

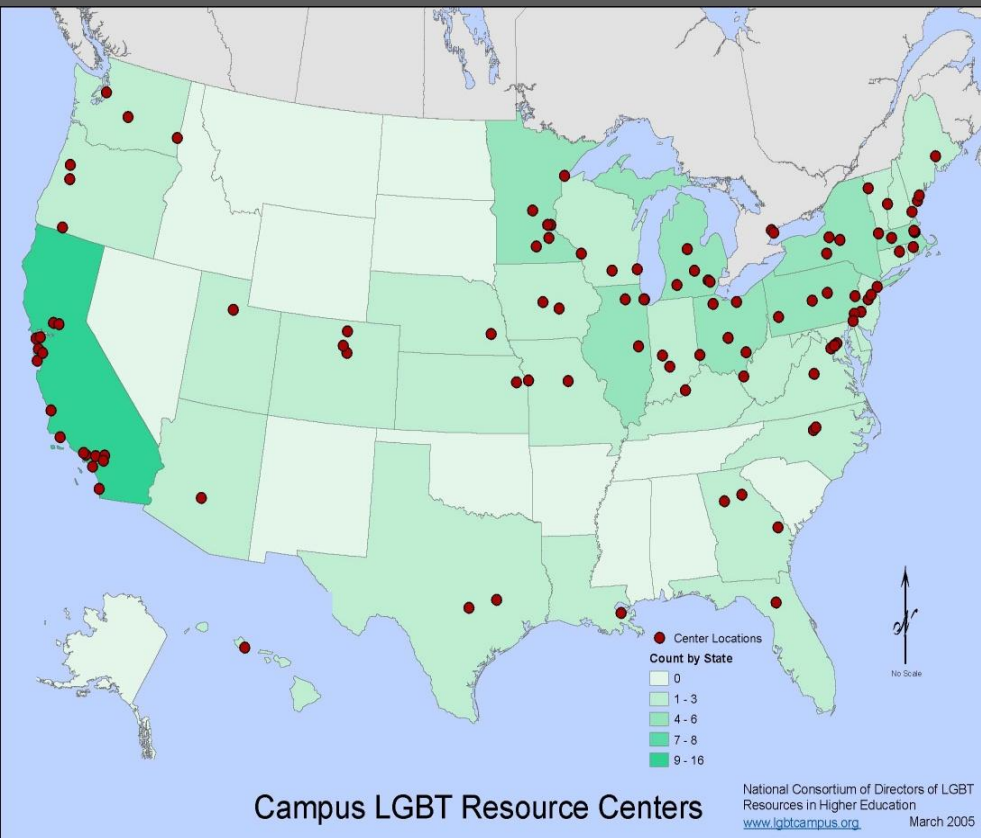


- **LGBTIQQ Campus Resource Center**
with

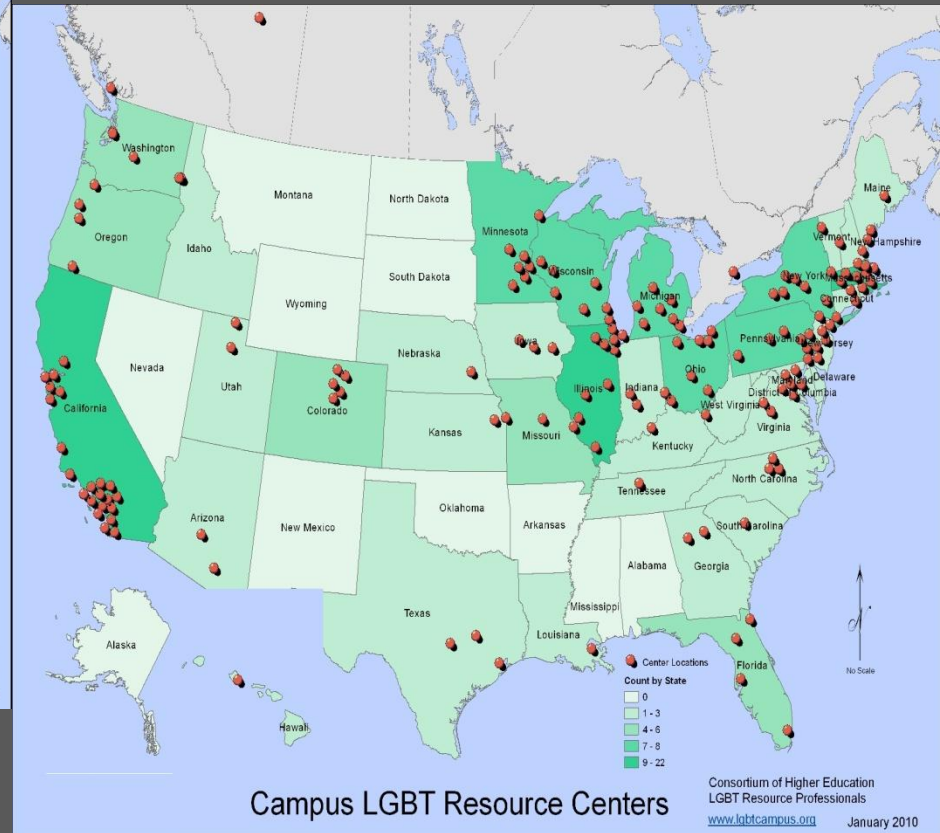
- Paid full-time administrators, staff, student interns,
- full array of resources: library, study spaces with current technology, speakers bureaus, funding for programing and resources, student financial and institutional support to attend conferences, and other vital services.



Increase in Number of LGBTQQ Centers



2005



2010

- Legal & fundraising support services to LGBTIQQ students.
- Campus housing include LGBTIQQ living options, including all gender/gender neutral and single occupancy living options.
- All gender/gender neutral and single occupancy restroom facilities throughout the campus.
- Hire “out” LGBTIQQ or LGBTIQQ-sensitive therapists/counselors, faculty, staff, & administrators.



- Peer counselors, campus crisis hotline volunteers adequately trained in sensitivity to sexuality, sexual and gender identity & expression, and identity development issues.
- Effective safer-sex, birth control, and family planning education, imperative for all people of all sexual and gender identities, available & widespread on the campus & within the local campus community.



- Social activities through residence halls, Offices of Student Affairs, and other organizations inclusive of all sexual and gender identities, without pressures toward heteronormativity, but actively welcoming of LGBTIQQ people as well as same-sex couples.
- Campus Presidents have standing advisory committee, panel, or board, appointed or elected in consultation with LGBTIQQ students, staff, and faculty members.



- Issues of campus climate should be assessed regularly, by the above mentioned panel or in some other manner, to gauge ongoing status & effectiveness of implemented changes to improve campus climate for all members of the campus community.
- Campus publications should provide adequate & fair coverage of LGBTIQQ events & issues, on & off campus.



- Assist students in alumni outreach, including LGBTIQQ outreach for professional mentoring opportunities and fund raising.
- Cultivate student internship opportunities among local LGBTIQQ-owned businesses and LGBTIQQ activist and community service organizations.
- Publish location and availability of resources of value to LGBTIQQ people in materials distributed to students, faculty, staff, and alumni, and in student recruitment materials.



- Personnel at Career Planning/Placement Center, like personnel in every college area, sensitive to LGBTIQQ issues and aware of employment opportunities in LGBTIQQ-owned or LGBTIQQ-friendly businesses & community service organizations.
- Hire and support Ombuds officers to negotiate and protect students when conflicts on campus arise.



Possible Best Practices:

V. Curriculum / Educational Materials / Academic Affairs

- Issues relating to LGBTIQQ people should be formally & permanently integrated into existing courses across the curriculum.
- Speakers on LGBTIQQ topics brought to campus regularly.



- Courses dealing specifically with LGBTIQQ issues in the humanities, natural sciences, education, social sciences, & other disciplines should be established.
- Visiting scholar position in LGBTIQQ studies created & supported on continuing basis.
- Libraries increase holdings of LGBTIQQ books, periodicals, & computer networking systems.



- Campus facilities available for regional LGBTIQQ studies & student conferences, with administrative support.
- Fellowship opportunities created and funded for teaching and research of LGBTIQQ topics.
- Scholarship and research into LGBTIQQ history, culture, and theory should be encouraged and supported for faculty and students.



- All multicultural education should be inclusive of the issues, history, culture, and experiences of LGBTIQQ people in U.S. & worldwide. Multicultural awareness (social diversity) courses should be mandatory for all students at some point during undergraduate years.
- An archive and history of LGBTIQQ organizations on campus should be created.



- Develop, support, & sustain
Women's Studies, LGBTIQQ
Studies, Queer Studies, or Sexuality
& Gender Studies programs
(preferably departments) with
degree-granting (Certification, AA,
BA, Masters, Doctorate) capabilities.



LGBTQ Undergraduate Majors, Minors, Certificates, Concentrations?

<http://people.ku.edu/~jyounger/lgbtqprogs.html>

(some of these have since changed and some have been added)

- **Majors** are offered by Wesleyan, U. Chicago, Brown, Hobart and William Smith Colleges, York University (Sexuality Studies, 2009), University of Toronto, Miami University (Ohio, 2010)



- Minors are offered by Ohio State, San Francisco State, Stanford, Berkeley, UCLA?, UC Riverside, Towson (proposal, Nov. 96, still on-line), Cornell, SUNY, Purchase, Allegheny, Hobart and William Smith Colleges, George Mason?, Concordia University (Canada), Western Washington University, Bowdoin College, Humboldt State University (Aug 2004), University of Minnesota (fall 2004), Kent State University (fall 2001), University of North Carolina-Chapel Hill (2004), University of North Texas (2004), University of Delaware (Fall 2006), Hofstra (2006), Nebraska-Lincoln (2006), Syracuse (2006), McGill (2006), University California at Santa Barbara (2006), Northern Illinois University (both undergraduate and graduate certificates), University of Kansas (2008), University of Houston (2008), York University (Sexuality Studies, 2004), UC-Davis (2009, Sexuality Studies), University of Toronto, University of British Columbia, DePaul (2007?), University of New Hampshire, Carleton University (Ottawa), University of Michigan, Colgate University (2009), University of Oregon (2009?), Bridgewater State College (2009), Illinois-Urbana-Champaign (Fall 2009), Brooklyn College (approved 2008, inaugurated Fa 2009), Washington State (approved 2009), Miami University (Ohio, 2010), University of Vermont (2006), University of Louisville (2010)



- **Certificates or Concentrations** are offered by Arizona State U., U. Iowa, Yale, Brandeis?, Denison U., Duke, U. Wisconsin-Madison (2003), U. Wisconsin-Milwaukee, U. of Maryland, U. of Colorado at Boulder, York University (Sexuality Studies, 2004)



- **LGBTQ graduate programs.** Graduate certificates are offered by the following: University of Michigan, University of Washington, Northern Illinois University, Ohio State, University of Wisconsin-Milwaukee, Miami University (Ohio, 2010)



- San Francisco State University now (2005) offers a M.A. in Human Sexuality Studies. Yale offers a graduate qualification in the field of Lesbian and Gay Studies. Pacific Oaks College, Los Angeles, offers a MA degree program in Marriage and Family Therapy, with a full specialization in LGBT Family Studies (program starts in 2010).
- University of Toronto offers a graduate concentration in partnership with MA and PhD programs in other disciplines.



- Indiana University has offered a PhD in Gender Studies since 2006.
- APA-Accredited Clinical Psychology PhD and PsyD programs at the California School of Professional Psychology, a division of Alliant International University, has numerous faculty supervising doctoral dissertations in the area of LGBTQ Studies. A “graduate interdisciplinary specialization” is offered by Ohio State.



- There are coordinated programs: U. Chicago; U. Washington (graduate certificate program in Lesbian Studies). Empire State University (NY) offers various LGBTQ concentrations in their MALS program. Most LGBTQ graduate work is done through allied departments offering courses and the opportunities to produce theses and dissertations in the LGBTQ-aspect of the primary discipline (e.g., “Lesbian Novels of the Early 20th Century,” English department); see, for instance, the description for Tufts & Brown.



- There are at least two MA programs in the **United Kingdom**: “Gender, Sexuality, and Culture” (first offered Sept 2003) through Women’s Studies at the University of Manchester (<http://orgs.man.ac.uk/ws>). This program will consist of two courses over a year, plus a thesis. And the University of Leeds offers a MA in Gender, Sexuality, and Queer Theory.



Possible Best Practices:

VI. Employee Concerns

- Equal benefits & nondiscrimination policies made clear in recruiting brochures, informational materials, campus publications, & orientation sessions.
- Assist & fund creation of LGBTIQQ faculty & staff discussion, support, and networking groups.



- Trade unions & professional organizations have inclusive policies & supportive services available members.
- Equality in all benefits, including, e.g., bereavement leave, parental leave, insurance coverage, library privileges, access to gym and other recreational facilities, listings in directories if spouses listed, housing for LGBTIQQ couples where qualifications are analogous to qualifying basis for heterosexuals, “couple rates” available to LGBTIQQ couples, access to all other privileges & benefits by LGBTIQQ partners if access is available to different-sex couples.



- Ongoing sensitivity training and staff development on LGBTIQQ issues for all employees.
- Cover expenses of employees attending conferences on LGBTIQQ issues.



Possible Best Practices:

VII. Community / Off-Campus Concerns

- Community LGBTIQQ groups invited to attend campus events as participants, guests, event leaders, facilitators.
- Information on social, religious, & other community resources accessible to all students, staff, faculty, and administrators.



- Counselors, administrators, & faculty available to parents and other community members to alleviate any concerns that may arise with implementation of any of the above recommendations, as well as any concerns arising during the student's coming out process, if that is the case.
- Representatives of LGBTIQQ student groups from other schools meet regularly and develop websites to keep each other apprised of upcoming events, plan events together, and strengthen the LGBTIQQ community.



- Publications, fundraising materials, and all other publications distributed to parents and alumni should include relevant and appropriate stories, essays, & news on LGBTIQQ issues, organizations, and events.
- Corporations, public agencies, & government, religious, and community agencies that do not have official written policies against discrimination based on sexual identity & gender identity & expression orientation should be strongly discouraged or prohibited from on-campus employment or enlistment recruiting.



Questions..?



Acknowledgement

- Thanks to Sue Rankin for creating some of the slides in this presentation! 😊

Thank You!

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