

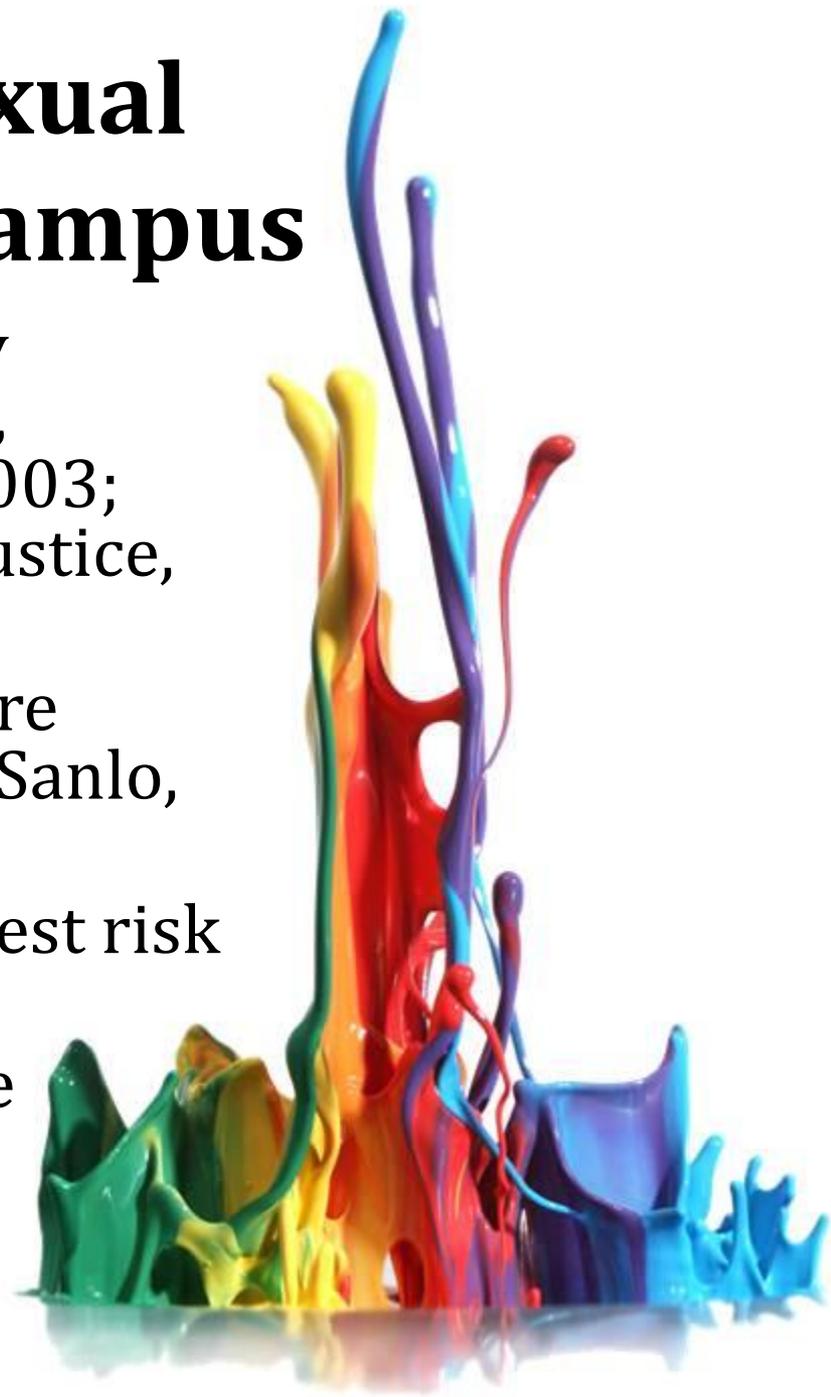
Campus Climate for LGBT Students, Staff & Faculty: Potential Impacts on Recruitment and Retention

Timothy G. Larrabee



Experiences of Sexual Minority Youth on Campus

- Harassment of sexual minority students on campus (Draughn, Elkins, & Roy, 2002; Rankin, 2003; United States Department of Justice, 2011)
- Stressors and behaviors that are distinctive to this population (Sanlo, 2004)
- Sexual minority youth at greatest risk for health issues (Sanlo, 2004)
- Difficulty developing a positive identity (Rankin, 2003)



Perception of Campus Climate and Student Outcomes

- Impact on academic or co-curricular learning (Rankin, 2003; Sanlo, 2004)
- Need for research on the relationship between perception of campus climate and learning and developmental outcomes (Rankin, 2006)



Campus Climate Survey Data

Among faculty and staff, the ratings on overall climate are lower among those who identify as “other” gender or who did not respond to the question about gender, those who report an “other” sexual orientation, and those with some type of disability. Similarly, among students, the lowest ratings are evident among those who identify as “other” gender or who did not respond to the question about gender, those in the “Queer or other” sexual orientation category, and those with some type of disability.

Faculty and Staff



Faculty and Staff



- For faculty and staff, a primary area of concern is the “Professional Work Environment.”
 - This component measures mainly satisfaction with supervisors and/or university leadership, recognition for work done, and career advancement.
 - Ratings are lowest among those in the “other or missing” category of gender, in the “other” sexual orientation category, and among those with some type of disability.
 - Being able to voice complaints without fear of negative consequences is an area of concern for both faculty and staff.
- For faculty, the other primary driver of overall climate is “Campus-wide Diversity.”
 - This component includes judgments of how beneficial actions of various entities on campus are with respect to promoting diversity, commitment of various entities to student diversity, and how well the campus meets the needs of those with disabilities.
- For staff, the other primary driver of overall climate climate is “Personal Identity and Belongingness.”
 - This is a primary area of strength.
 - It includes low frequency of instances of intimidation and disrespectful remarks, comfort with expressing one’s personal identity, relative lack of feelings of isolation, and fairness of recruitment policies.

Campus Climate Survey Data

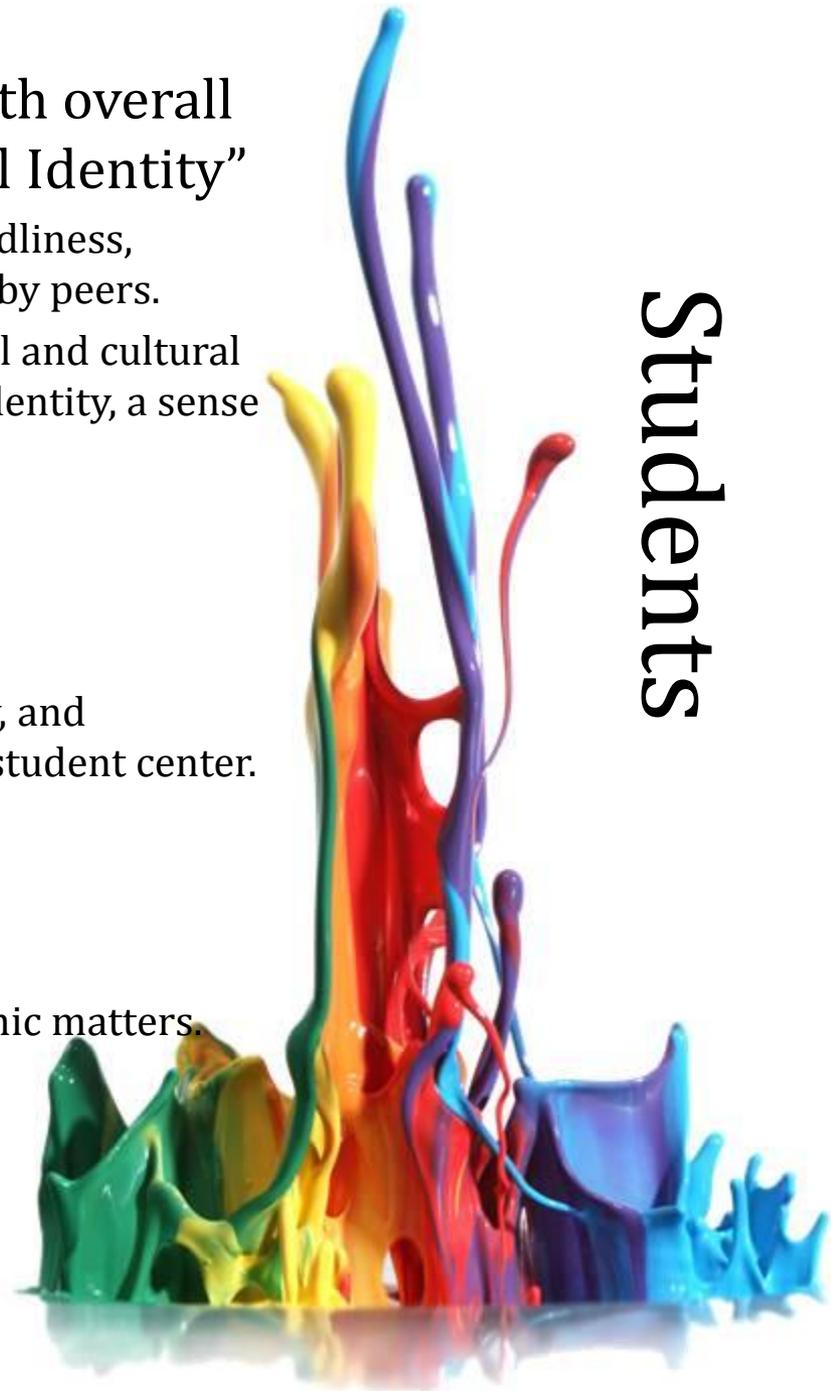
On all components, student ratings are generally low among those in the “other or missing” gender category and among those in sexual orientation categories other than straight/heterosexual.

Students



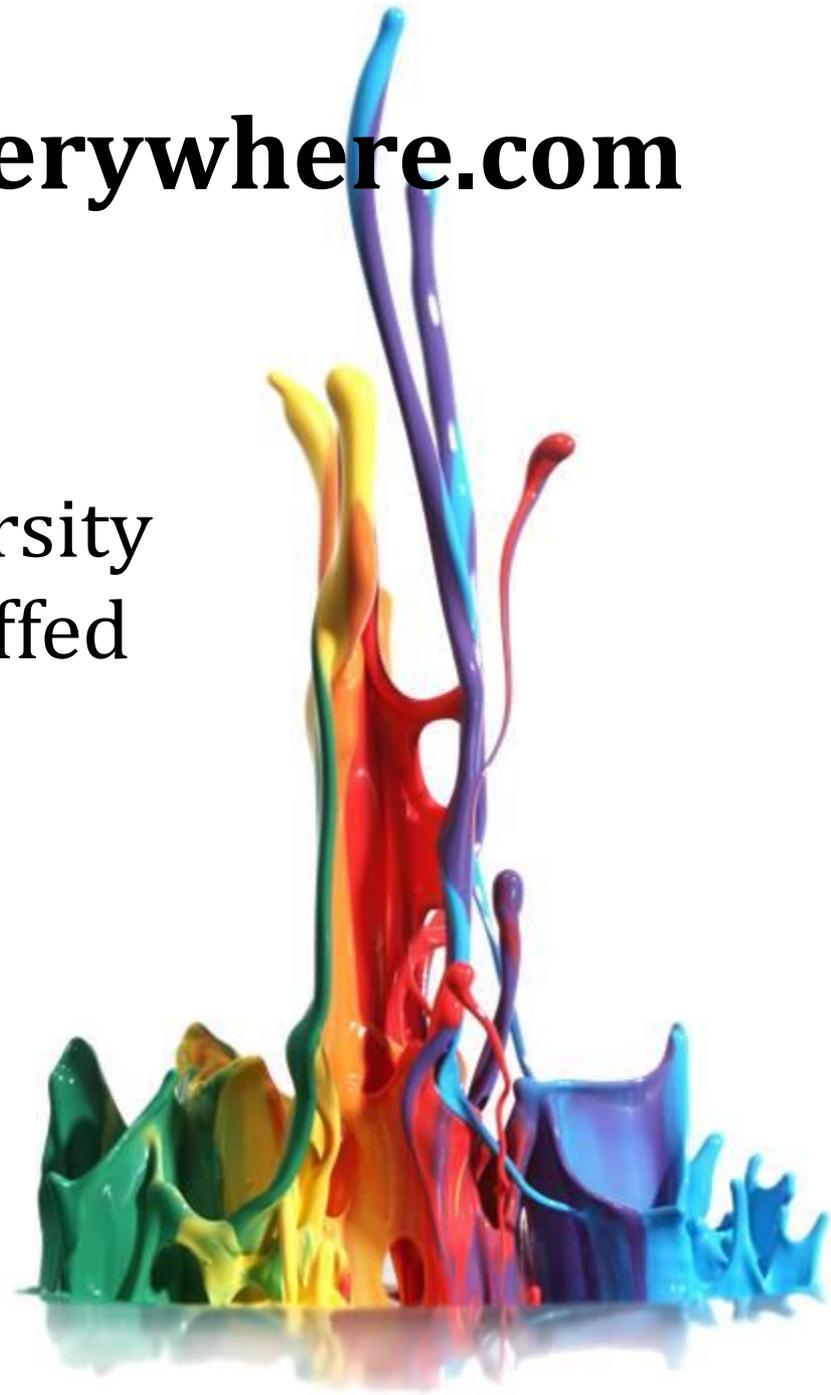
- The primary component associated with overall climate is “Belongingness and Personal Identity”
 - Primary strengths include lack of isolation, friendliness, comfort expressing personal identity, treatment by peers.
 - Primary concerns include satisfaction with social and cultural activities, academic activities that reflect one’s identity, a sense that campus is more excluding than including.
- Respect for Diversity
 - An area of strength
 - Includes respect for diversity by staff and faculty, and satisfaction with diversity in the classroom and student center.
- Academic Support
 - An area of strength
 - Includes faculty assistance to students in academic matters.

Students



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- Does your college/university have a professionally staffed LGBT Center?
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Support Services and Programs

- Professionally staffed centers for sexual minority students, faculty, and staff (Sanlo, 2004)
- Safe Zone, lavender graduation celebrations, leadership training (Sanlo, 2000; 2004)



Purposes and Goals of Allies or Safe Zone Programs

- Provide confidential and visible support to LGBT individuals
- Foster student development
- Create atmosphere of acceptance and support
- Reduce presence of homophobia and heterosexism (Draughn et al., 2002)



Steps to Successfully Address Homophobia and Heterosexism

- Assess institutional climate
- Assess existing programs, recruitment, and education methods
- Develop strategies for confronting incidents of homophobia and heterosexism in group-level situations (Draughn et al., 2002)



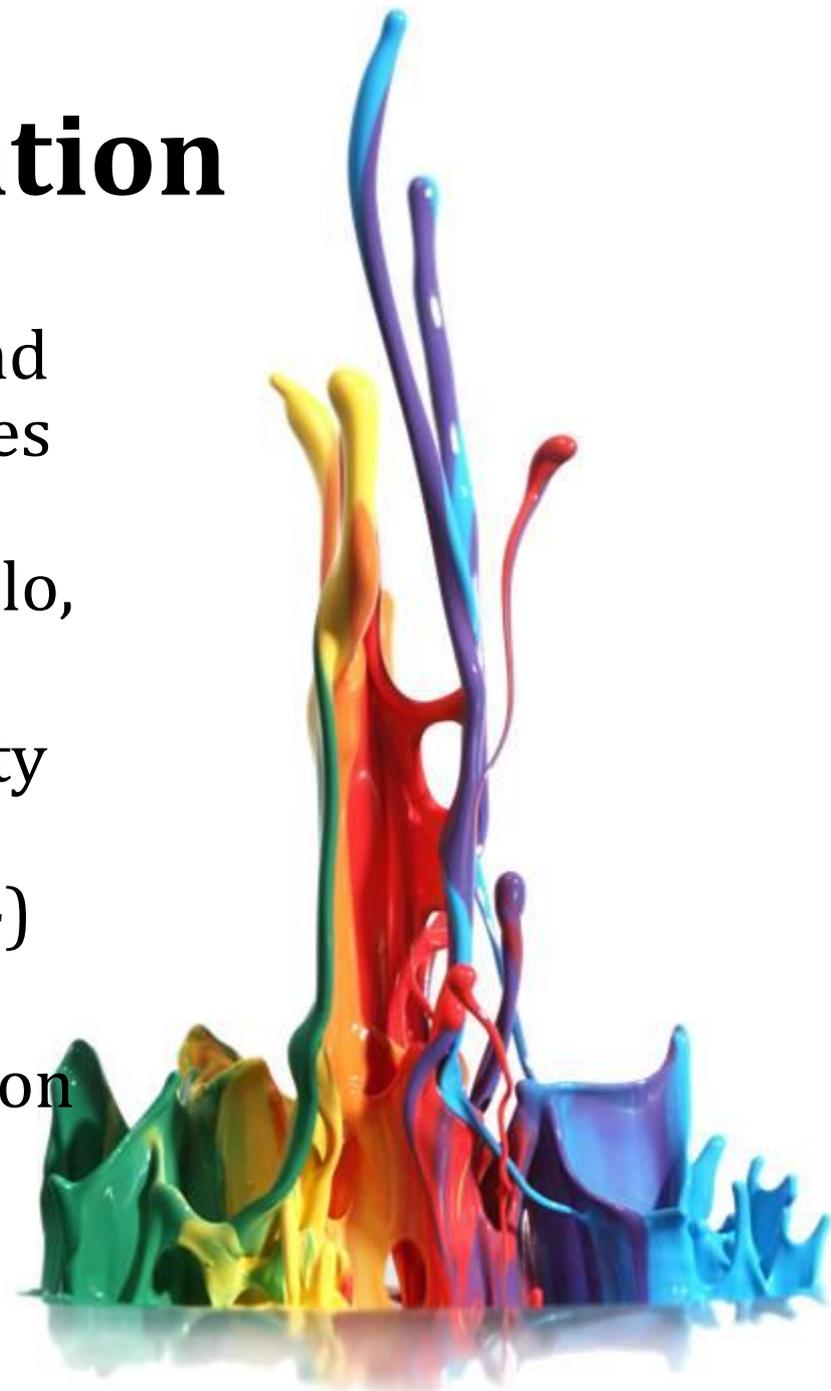
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- Does your college/university's nondiscrimination policy include sexual orientation and/or gender identity?
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Impacts on Retention

- Study of retention in racial and ethnic minority groups focuses on stresses associated with being underrepresented (Sanlo, 2004)
- Experiences of sexual minority youth mirror experiences of minority groups (Sanlo, 2004)
- Collection of admissions data aids understanding of retention issues (Sanlo, 2004)



References

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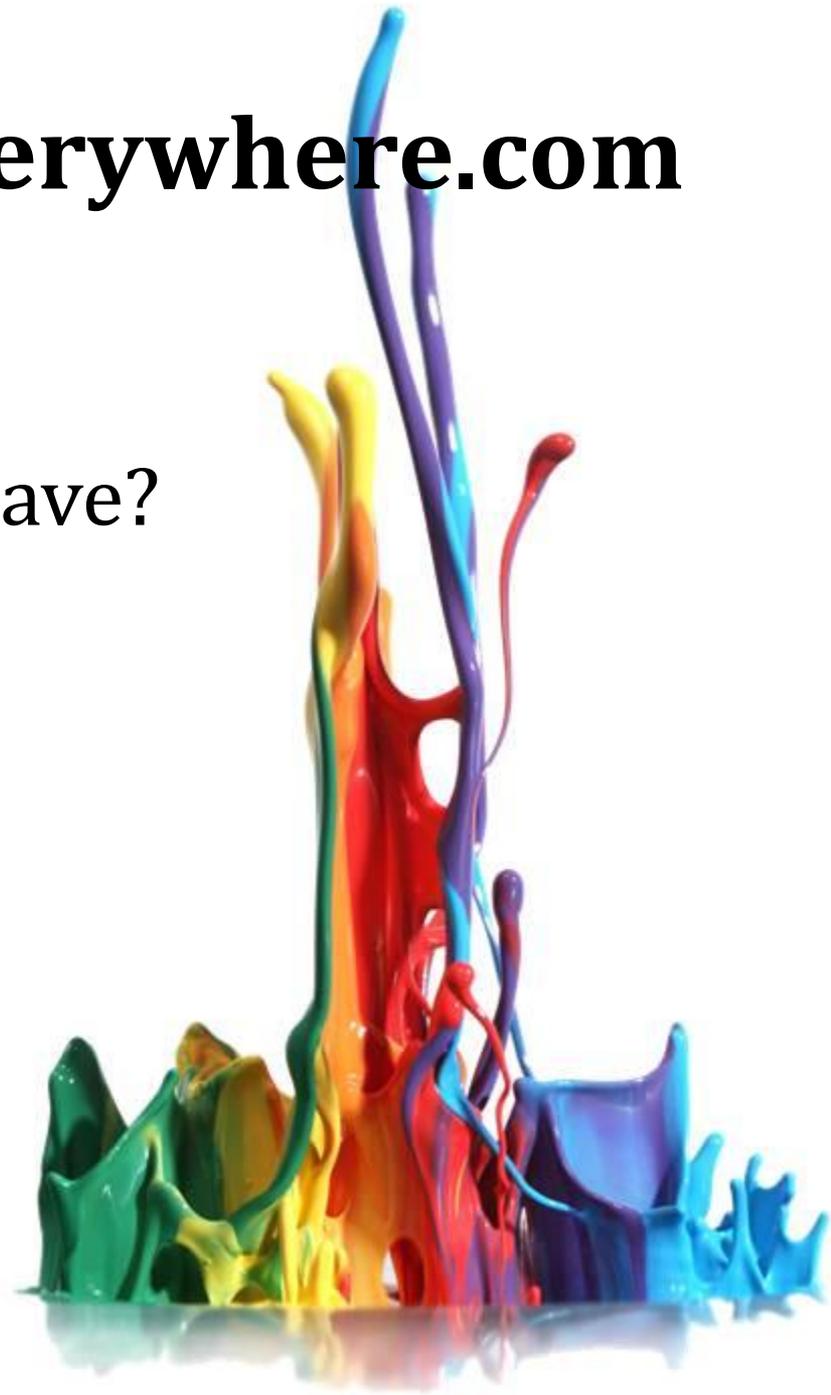
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- What steps has your college or university taken to better understand retention for LGBT students, staff and/or faculty?



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- What questions do you have?



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