



Best Practices, Measuring Impact, and Future Success in Sexuality and Gender Diversity at KU

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Presentation Outline



- Needs of LGBTQ+ College Students
- Measuring Success and Gauging Impact: Recruitment, Retention, & Graduation rates
- Standards and Role of the Sexuality and Gender Diversity Center
- Next steps: Recommendations for moving forward at KU
- Bold Aspirations

Things to keep in mind...

- Lack of tracking LGBTQIA+ identified people at universities
 - Therefore:
 - Lack of funding
 - Lack of data
 - SGD/LGBTQIA+/GSM



Development Needs of College Students

- Develop sense of responsibility, belonging and purpose
- Learning to manage emotions
- Develop competence-interpersonal, physical, intellectual
- Establishing independent identity
- Developing values and beliefs
- Barriers to development occur when students are not treated equally



LGBTQ Student Experiences

Due to stigmatization and harassment LGBTQ students may experience a variety of serious problems that affect:

- Physical health
- Mental health
- Academic success and retention

LGBTQ Student Experiences



Campus Climate Study, Susan Rankin, 2003

Some of what we know: 14 institutions participated: students, faculty, staff

- Lived experiences
 - 36% of LGBT undergraduate students experiences harassment within the past year, as have 29% of all participants
 - Derogatory remarks most common form of harassment
 - 20% feared for physical safety
 - 51% concealed their sexual orientation or gender identity to avoid intimidation

LGBTQ Student Experiences



Campus Climate Study, Susan Rankin, 2003

Some of what we know: 14 institutions participated: students, faculty, staff

- Perceptions of oppression
 - 71% felt that transgender people were likely to suffer harassment; 61% felt that gay men and lesbians were likely to be harassed
 - 43% rated overall campus climate as homophobic
 - 10% of respondents would avoid areas where LGBT people congregate for fear of being labeled

LGBTQ Student Experiences



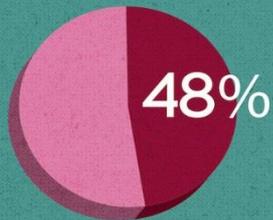
Campus Climate Study, Susan Rankin, 2003

Some of what we know: 14 institutions participated: students, faculty, staff

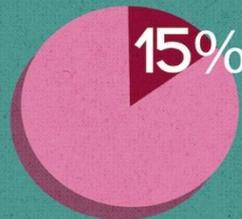
- Institutional Actions
 - 41% stated that their university was not addressing issues related to sexual orientation and gender identity
 - 43% felt that the curriculum did not represent contributions of LGBT people

QUEER YOUTH OF COLOR

1 IN 3 LGBTQ PEOPLE IDENTIFY THEMSELVES AS PEOPLE OF COLOR.



OF LGBTQ STUDENTS OF COLOR EXPERIENCED VERBAL HARASSMENT BECAUSE OF BOTH THEIR SEXUAL ORIENTATION AND THEIR RACE OR ETHNICITY.

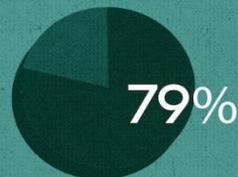


HAVE BEEN PHYSICALLY HARASSED OR ASSAULTED BASED ON BOTH OF THESE ASPECTS OF THEIR IDENTITY.

13%

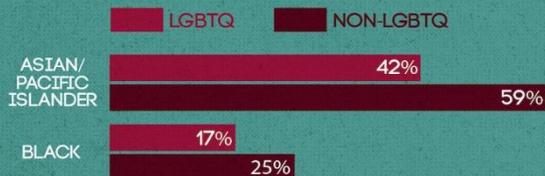
MORE LIKELY FOR BLACK LGBTQ YOUTH TO BE SENT TO DETENTION OR SUSPENDED, THAN NON-BLACK LGBTQ YOUTH

IN THEIR MIDDLE OR HIGH SCHOOL YEARS...



OF LGBTQ YOUTH OF COLOR REPORTED THAT THEY HAD INTERACTIONS WITH SECURITY OR LAW ENFORCEMENT, COMPARED TO 63% OF WHITE LGBTQ YOUTH.

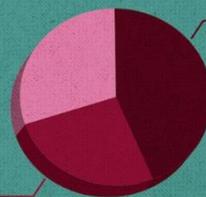
COLLEGE COMPLETION RATES



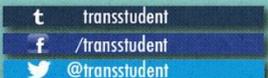
20-40% OF ALL HOMELESS YOUTH ARE LGBTQ

AMONG THEM...

26% IDENTIFY AS LATINO



44% IDENTIFY AS BLACK



FOR MORE INFORMATION, GO TO TRANSSTUDENT.ORG/GRAPHICS

MAP

movement advancement project

TSER

Trans Student Equality Resources

INFOGRAPHIC BY LANDYN PAN

SOURCES: GALLUP.COM, GLSEN, LAMBDA LEGAL, THE WILLIAMS INSTITUTE, AND CENTER FOR AMERICAN PROGRESS

Best Practices: CAS

Council for the Advancement of Standards in Higher Education

- “The successful LGBT program targets individual students and creates and maintains a healthy LGBT campus community.”
- “Although recruitment and retention are central issues, lack of uniformity in terminology underscores the difficulty of producing statistical data similar to those that are used in developing and assessing programs for recruitment and retention of other populations.”
- “Of greater relevance than terminology, questions about gender identity, gender expression, and sexual orientation are not routinely asked, unlike questions of race and sex.”

Best Practices: Institutional Commitment



- LGBTQ center/office and staff members to support LGBTQ initiatives on campus
- Integration of LGBTQ presence in university documents, publications, applications, guidelines, procedures
- Preferred name options in campus informational data systems
- LGBTQ alumni group within alumni department
- LGBT advisory board-students, staff, faculty, community members
- Clear and well publicized bias response protocol
- Train public safety and judicial officers
- Provide visible LGBTQ allies within entire university community

Best Practices: Educational Programming

- LGBTQ inclusion in new student/transfer orientation programs
- LGBTQ inclusion in new staff/faculty/TA orientation training
- LGBTQ educational programs for residential life students and staff
- Develop training specifically for healthcare staff, public safety staff, student affairs staff, and faculty
- Develop training/workshops for athletics, sororities, and fraternities
- LGBTQ inclusion/representation in lectures, speakers, concerts, etc. to promote LGBTQ awareness
- LGBTQ representation and support across functional areas

Best Practices: Safe Spaces

- Office/Center for LGBTQIA+ students, staff, and faculty
- Space for LGBTQIA+ related concerns
- Create LGBTQIA+ intra- and intergroup dialogue space/discussions
- Create groups/discussions to support intersections of identities within LGBTQIA+ populations
- Designated LGBTQIA+ safe spaces across campus

Best Practices: Curriculum and Pedagogy

- LGBTQ studies department
- Integrate LGBTQ presence into existing curriculum and syllabi
- Inclusive language and scenarios for classroom use
- Expand LGBTQ library/films/resources for student, staff, and faculty use
- Course credit for LGBTQ peer facilitation initiatives
- Gather and use preferred names of students, faculty and staff

LGBTQ Students & Retention: Facts

- Retention: One of the most frequently considered and researched questions
 - Few institutions gather and maintain data on lesbian, gay, bisexual, and transgender people on campuses
 - LGBT students in higher education tend to be invisible
- Students who feel a sense of community less likely to drop out of college
- Students who are engaged in academic and social experience have higher rates of persistence

LGBTQ Students & Retention: Strategies

- LGBT student support to help students feel less invisible and isolated
- Providing LGBT-specific resources to assist students in academic and social engagement
- First year student outreach and support
- Addressing harassment in the classroom
- Training for faculty, staff and students
- Bias response protocols to improve safety

Next steps: Recommendations for moving forward at KU

- Actively recruit and retain LGBTQ students, staff, and faculty
- Actively recruit LGBTQ allies- students, staff, and faculty
- Retain LGBTQ students, staff, and faculty and allies
- Comprehensive & Inclusive Campus Climate Survey
- Continued educational programming highlighting intersectional identities
- Space on campus for LGBTQIA+ students
- Integration of LGBTQIA+ issues and representation into curriculum and scholar programs

Next steps: Recommendations for moving forward at KU

- Restroom facilities for gender non conforming and transgender people
- Increased funding for LGBTQIA+ services and staff
- Alumni Group
- Inclusive benefits for partners of staff
- Transgender inclusive healthcare for students and staff
- Accessible gender inclusive housing and facilities for students
- Mandatory training for student support staff

How does this tie into Bold Aspirations?

- Building healthy communities
- Respect for the dignity and rights of the individual
- Multicultural and intellectual diversity
 - Enhance diversity of faculty, staff, students
- Inclusion and transparency

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Questions?



Want to get involved?

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