

ETSU LGBT Climate

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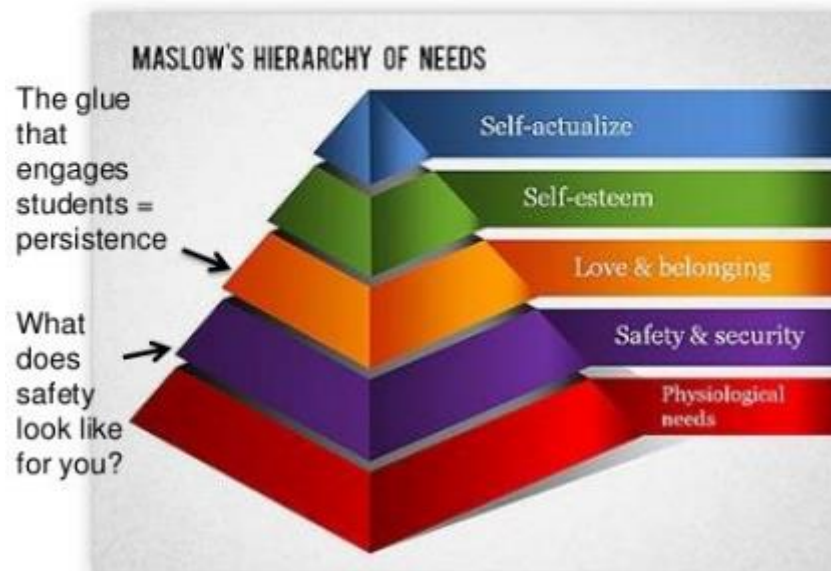
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CLIMATE AND BELONGING

Students Need A SAFE Campus In Order to Feel A Sense of Belonging



CLIMATE AND BELONGING



Minority Stress Theory



(Meyer, 2013)

Campus **PRIDE** Survey

Perceptions
Regarding
Intity and
Diversity in the
Environment





Campus PRIDE:

All faculty, staff, students, administrators

■ Climate

- Perceived climate
 - Belongingness
 - Perceived safety
 - Perceived affirming
- Experiential climate
 - Treated differently
 - Harassed/ threatened

■ Minority Stress and Health

- Stigma
- Identity concealment
- Psychological distress
- Mental/physical health

■ ETSU-Specific Outcomes

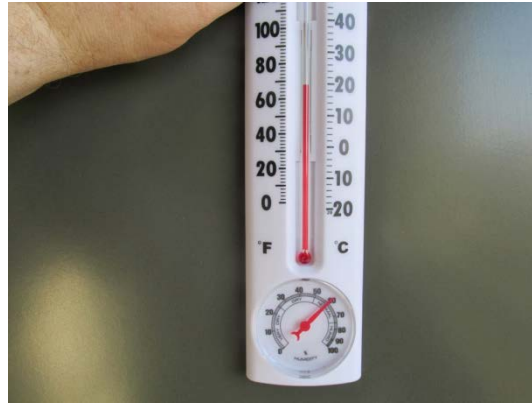
- Intent to finish degree
- Intent to stay in job
- GPA
- Engagement

3 Questions, 7 Findings

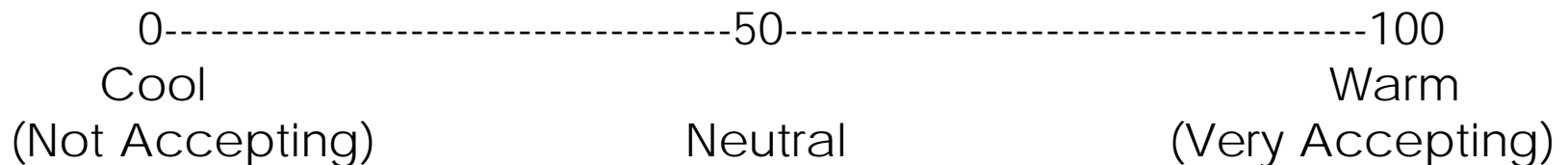
- *What is climate for LGBT? (Findings 1 -4)*
- *Do LGBT on campus experience minority stress and poorer health? (Findings 5 – 6)*
- *Are ETSU outcomes related to perceived belongingness? (Finding 7)*

Campus Climate

do you feel
welcome
supported.
RESPECTED



How do you feel the overall atmosphere or climate of the campus is toward?



Finding 1



- Total campus climate ratings varied by specific identity

Group (N = 677)	<u>Degrees</u>
Gay	60
Lesbian	62
Bisexual women	62
Bisexual men	55
Transgender	44

Finding 2



■ Sexual/gender minorities feel climate chillier than majority

Majority (Hetero/Cis)	
Gay	66
Lesbian	71
Bisexual women	73
Bisexual men	68
Transgender	59

Sexual/Gender Minority	
Gay	52
Lesbian	63
Bisexual women	47
Bisexual men	27
Transgender	38

Finding 3



- ❑ Sexual and gender minorities reported
 - ❑ Less belongingness at ETSU
 - ❑ Feeling less safe physically at ETSU
 - ❑ Feeling less safe to be open about identity at ETSU
 - ❑ ETSU less affirming

Finding 4: Differences in experiential climate due to identity

Identity	Treated differently by students	Treated differently by faculty/staff	Verbally harassed	Physically threatened	Physically attacked
Hetero	6.6%	5.8%	4.7%	3.7%	2.5%
Sexual Minority	50.6%	32.1%	33.3%	17.3%	3.8%
-----	-----	-----	-----	-----	-----
Cis	12.6%	12.4%	8.6%	5.3%	3.3%
Gender Minority	57.7%	50%	34.6%	30.8%	11.5%

Bolded percentages were significantly different

Finding 5



- ▣ Sexual and gender minorities experienced more minority-stress
 - ▣ Unfair treatment (i.e., public stigma)
 - ▣ Internalized stigma
 - ▣ Anticipated stigma
 - ▣ Identity concealment
 - ▣ Psychological distress

Finding 6: Minorities report worse mental and physical health, *but...*



**Health differences go away once account for climate and minority stress*

Finding 7: Belonging linked with better ETSU Outcomes



Belonging



Retention
Engagement

Summary

- Climate “chilly” for sexual or gender minorities
- Climate and belong linked to minority stress, health, and ETSU outcomes
 - Differences in health explained by climate and minority stress
 - Belongingness related to better ETSU outcomes

Best Practices for Warming Climate

- **Explicit representation in the strategic plan**
- Value inclusive language and voices; there is more to diversity than ethnicity
- **Standing advisory committee to the President comprised of LGBT faculty, staff, and students**
- Give strong, clear, public statements from university leadership
- **Institutional commitment to sensitivity training for all employees**

Best Practices for Warming Climate

- Integrate LGBT issues and concerns in curricular and co-curricular activities
- **Support/sustain LGBT, gender studies programs with degree-granting capacity**
- Support/fund LGBT faculty and staff networking groups
- **Create brave spaces for intergroup dialogues**
- Full-time staff position in Multicultural Center for LGBT programming and support

ETSU Values

ETSU pursues its mission ... based on **core values** where:

PEOPLE come first, are treated with dignity and respect, and are encouraged to achieve their full potential;

RELATIONSHIPS are built on honesty, integrity, and trust;

DIVERSITY of people and thought is respected;

EXCELLENCE is achieved through teamwork, leadership, creativity, and a strong work ethic;

EFFICIENCY is achieved through wise use of human and financial resources; and

COMMITMENT to intellectual achievement is embraced.

Thank you for your time

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Campus Climate Resources

- LGBT Architect
 - <http://architect.lgbtcampus.org/about>
- Campus Pride
 - <https://www.campuspride.org/>
- 2010 State of Higher Education for LGBT People
 - 2010 National College Climate Survey
- Rankin & Reason (2008) – Transformational Tapestry model: A comprehensive approach to transforming campus climate