



LGBTQ+ Data: A Snapshot of Lehigh's Campus Community

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Background

→ Summer 2016 working group goals

- ◆ To review Lehigh-specific data sources that reveal information about LGBTQ+ students
- ◆ To discuss trends & patterns in the experiences of LGBTQ+ students overall based on data from multiple sources
- ◆ To ground future Pride Center programming & initiatives in demonstrated need based on data from multiple sources

→ What we know

- ◆ College campuses are frequently unsafe places for LGBTQ+ students (Tetreault et al)
- ◆ Intersecting identities compound oppression (Woodford et al, Kerr et al)
- ◆ LGBTQ+ students may be less likely to take advantage of high-impact practices on college campuses (Cawthon et al, Evans et al, Patton et al, Dugan et al)
- ◆ Institutional inclusion impacts student experiences (Woodford et al)



LGBTQ Survey Sample



Out of the 1892 survey respondents, 138 (7.3%) identified as LGBTQ

	Heterosexual	Lesbian, Gay	Bisexual	Queer or Questioning	Other	Total
Male	0	24	19	8	4	55
Female	0	7	33	11	8	59
Transgender or transsexual	9	0	0	6	0	15
Gender variant or gender non-conforming	1	2	3	1	2	9
Total	10	33	55	26	14	138

LGBTQ Survey Sample



If LGBTQ respondents had the same response rates as the undergraduate population (37.3%), the **estimated** number of LGBTQ undergraduate students would be:

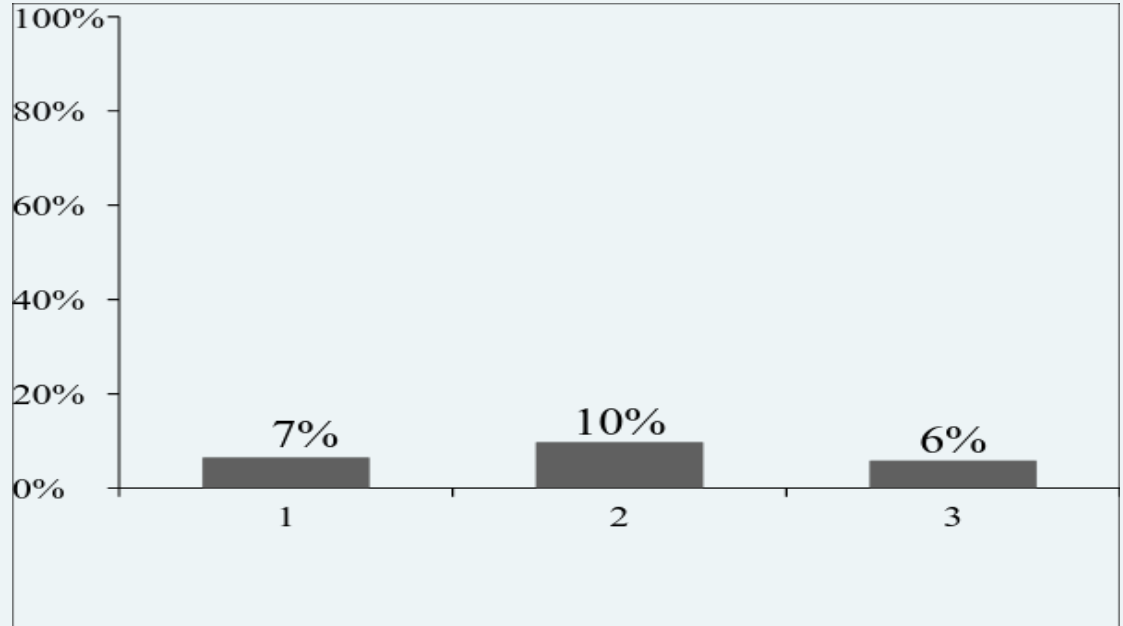
	Heterosexual	Lesbian, Gay	Bisexual	Queer or Questioning	Other	Total
Male	0	65	51	22	11	148
Female	0	19	89	30	22	159
Transgender or transsexual	24	0	0	16	0	40
Gender variant or gender non-conforming	3	5	8	3	5	24
Total	27	89	148	70	38	371

*If LGBTQ respondents had a higher than average response rate, these would be overestimates.

LGBTQ Survey Sample



- A higher proportion of students of color identify as LGBTQ than White students
- 1=Domestic White Students (N=1,278)
2=Domestic Students of Color (N=493)
3=International Students (N=121)

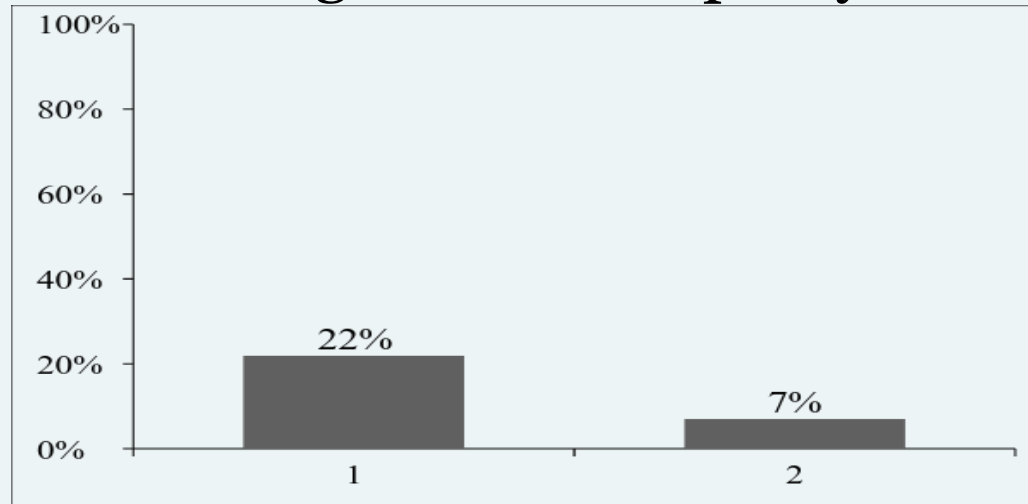


Personal Experiences



Survey asks if respondents experienced **offensive, hostile, or intimidating conduct** that has interfered with their ability to work or learn at Lehigh within the past year

- 1=LGBTQ (N=137),
2=Heterosexual/
Cisgender (N=1,750)



Personal Experiences



● Description of Conduct

I was the target of derogatory remarks	53.3%
I felt intimidated/bullied	43.3%
I observed others staring at me	40.0%
I felt I was deliberately ignored or excluded	26.7%
I feared for my physical safety	23.3%

● Where conduct occurred

While walking on campus	40.0%
In a residence hall	33.3%
In a fraternity/sorority house	26.7%
In a class	23.3%
In a public space on campus (e.g. UC, library)	23.3%

Personal Experiences



Effects of different treatment or stereotypes...

	Percent of LGBTQO Respondents Who Agreed or Strongly Agreed
I often worry that my sexual orientation affects how people perceive me at Lehigh.	47.9%
The way that I am treated on the basis of my sexual orientation at Lehigh makes me anxious or stressed.	25.0%
I believe that the way I am treated on the basis of my sexual orientation has interfered with my academic/work performance.	12.8%
I feel that the stereotypes people at Lehigh have about my sexual orientation mean that I have to work harder than others to be respected.	24.8%

Perceptions of Climate



Percent of respondents who “agree” or “strongly agree”	LGBTQ	Heterosexual/ Cisgender
In my opinion, people of different sexual orientations are treated equally at Lehigh.	29.3%	38.0%
In my opinion, it is easy to understand why members of the LGBTQIA community at Lehigh are concerned about how people are treated on the basis of sexual orientation.	73.8%	58.9%
In my opinion, Lehigh shows more concern about how people of different sexual orientations are treated than is warranted by their experiences.	9.6%	22.6%
I make an effort to get to know people with different sexual orientations at Lehigh.	65.1%	40.4%
I make an effort to educate myself about racism, sexism, and homophobia.	88.1%	64.3%
I make an effort to speak to others at Lehigh about reducing racism, sexism, and homophobia.	61.1%	40.3%

Experiences of LGBTQ subgroups



Offensive, hostile, or intimidating conduct that has interfered with their ability to work or learn at Lehigh within the past year

By Gender		
Male	55	23.6%
Female	59	23.7%
Transgender or gender non-conforming	23	13.0%

By Sexual Orientation		
Lesbian/Gay	33	39.4%
Bisexual	55	18.2%
Queer or questioning	25	20.0%
Heterosexual/straight	10	10.0%
Other	14	7.1%

Experiences of LGBTQ subgroups



Offensive, hostile, or intimidating conduct that has interfered with their ability to work or learn at Lehigh within the past year

By Race/Ethnicity and Citizenship		
Domestic White	82	22.0%
Domestic students of color	48	22.9%
International	7	14.3%

By Greek Affiliation		
Greek	33	30.3%
Non-Greek	104	19.2%

Open-ended responses about sexual orientation at Lehigh



- *“As someone who has questioned their sexuality throughout all of college, this campus is a difficult place to figure things out at as the dominant climate is hyper-heterosexual. In my opinion, the Greek life and social system on campus fuels this idea and non-acceptance of others.”* - White heterosexual female non-Greek undergrad
- *“Lehigh seems like a pretty conservative school so far and that makes me worry about how I'll be treated if I'm open about my sexuality.”* - White lesbian female non-Greek undergrad student
- *“Since I am a gay white cis male, the only minority I really include myself in is one that is not obvious, unless the people know me. Hence, discrimination is not something I encounter often; since I only reveal this information to people I am friendly with.”* - White gay male Greek-affiliated undergrad

National College Health Assessment (NCHA)

Self-described Sexual Orientation, Spring 2016

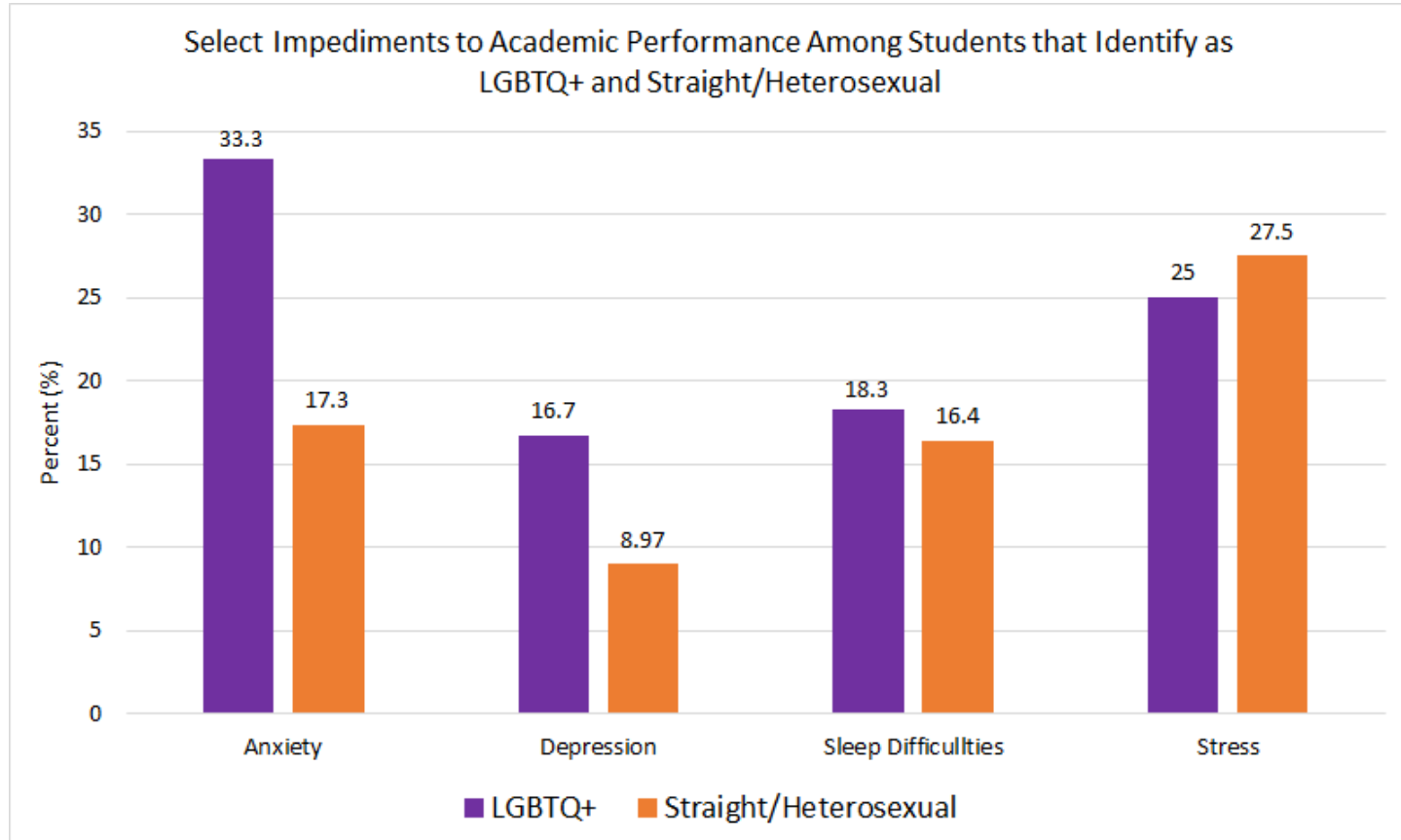
Out of 547 respondents, 72 (13.3%) identified as LGBTQ+

	Asexual	Bisexual	Gay	Lesbian	Pansexual	Queer	Questioning	Same Gender Loving	Straight / Heterosexual	Another Identity
LEHIGH (n=547)	3.0%	4.6%	1.9%	0.7%	0.7%	0.6%	1.1%	0.2%	86.7%	0.6%
Nat'l Ref (n=95,761)	6.0%	5.5%	1.8%	1.1%	1.5%	1.0%	1.5%	0.1%	80.4%	1.1%

Highlight Areas:

1. Academic Performance
2. Violence / Abusive Relationships
3. Substance Abuse
4. Mental Health
5. Bystander Intervention

NCHA - Academic Performance



NCHA - Violence and Abusive Relationships

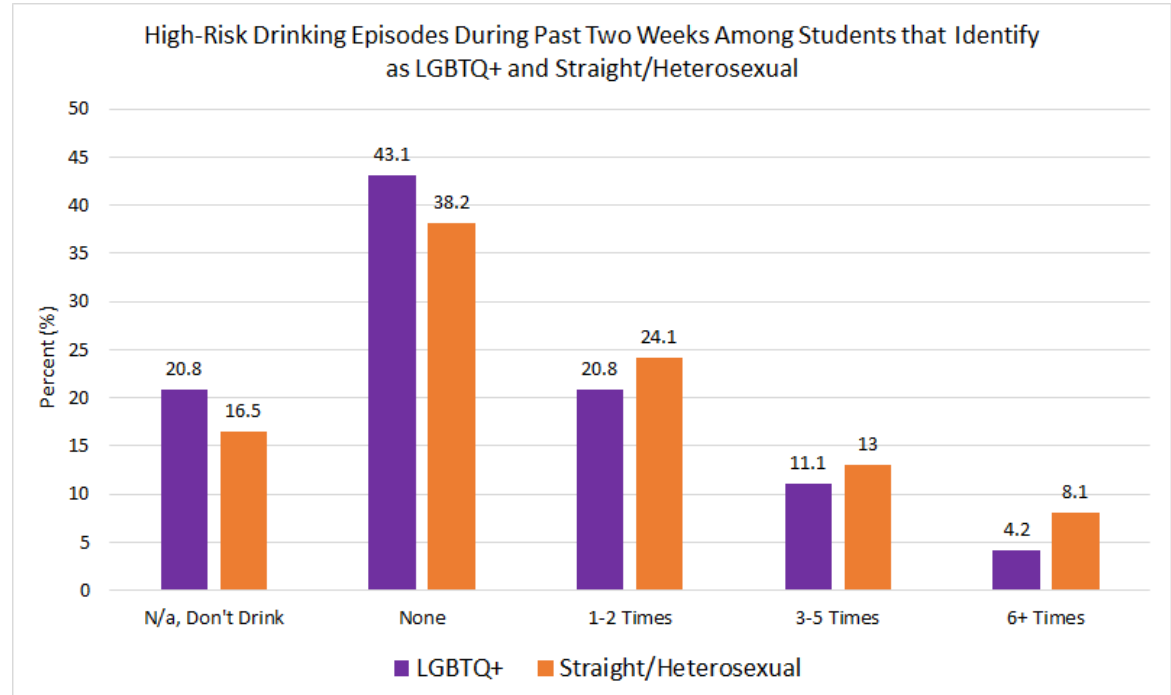
→ During the last 12 months, LGBTQ+ more likely to report being:

- ◆ Verbally threatened
- ◆ Sexually touched without consent
- ◆ In an emotionally abusive relationship (called derogatory names, yelled at, ridiculed)

NCHA - Substance Abuse

→ LGBTQ+ Substance Abuse

- ◆ More likely to abuse prescription drugs and specifically painkillers (*OxyContin*, *Vicodin*, *Codeine*)



- ◆ Less likely to binge drink

LGBTQ+ HRD Rate = 36.1%

Straight/Heterosexual HRD Rate = 45.2%



NCHA - Mental Health

→ Mental health during last 12 months, LGBTQ+ more likely to report:

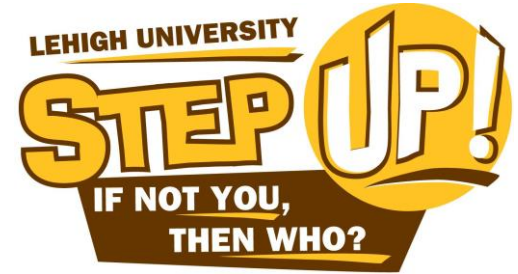
- ◆ Felt like things were hopeless
- ◆ Felt very lonely
- ◆ Felt so depressed it was difficult to function
- ◆ Felt overwhelming anxiety
- ◆ Felt overwhelming anger
- ◆ Intentionally cutting, burning, bruising or otherwise injuring self
- ◆ Seriously considered suicide



NCHA - Bystander Intervention

→ LGBTQ+ more likely to witness...

- ◆ Someone who's had too much to drink
- ◆ Hazing
- ◆ Verbal harassment
- ◆ Micro-aggressions
- ◆ Someone being taken advantage of sexually



→ LGBTQ+ more likely to intervene...

- ◆ Verbal harassment



NCHA - Implications for Health Promotion

→ Demonstrate cultural competency and inclusivity

- ◆ Acknowledge and understand the social, cultural, political and economic disparities that influence health
- ◆ Design health promotion initiatives that are:
 - Proactive, responsive and sensitive to needs and preferences of a diverse, changing population
 - Guided by values of cultural inclusion, respect, equality and equity
- ◆ Create opportunities to further understanding of the connections between culture, identity, and social justice as

Multi-Institutional Study of Leadership (MSL)

→ Purpose:

- ◆ *To examine student leadership values ...and capacities... with specific attention to the campus experience factors that influence leadership development in college students.*

→ Conceptual Framework:

- ◆ Inputs-Environments-Outcomes College Impact Model (*Astin, 1993*)
- ◆ Socially Responsible Leadership Scale (*Tyree, 1998*)
- ◆ Social Change Model of Leadership (*Higher Education Research Institute, 1996*)

→ Methodology & Respondents:

- ◆ Spring 2015 distribution (3 year cycle)
- ◆ 1,448 respondents | 36.2% response rate
- ◆ 7% LGBQ (n=85) | 0% Trans* (n=6)



MSL - LGBTQ+ Respondent Highlights

→ Lower outcomes:

- ◆ LGBQ (esp. Questioning) respondents lower across the board
 - **Consciousness of Self, Resiliency, Hope Scale-Agency
- ◆ Trans* respondents lowest in key areas:
 - **Resiliency, Hope Scale-Agency

→ Higher outcomes:

- ◆ Controversy with Civility
- ◆ Social Perspective-Taking (esp. Queer)

→ Experience of Campus Climate + Leadership Outcomes

→ Engagement with LGBTQ+ Groups and Programming

- ◆ Exposure and engagement + Leadership Outcomes
- ◆ **Growth from “Never” to “Sometimes”

+Implications



Strategic Directions

- 5-Year Strategic Plan Integration
- Programming Implementations
 - ◆ Bisexuality
 - ◆ Queer and Trans People of Color Group
 - ◆ Asexuality Representation
 - ◆ Self-Care Focus
- bLUeprint Student Staff
- Community Engagement/Career Prep
- Mentor/Mentorship Programming



Remaining Questions & Moving Forward

- Impact of “outness”
- Impact of class year, undergrad vs. grad
- Communication of data to campus community
- SOGI data on additional institutional surveys
 - ◆ NSSE (2018)
- Dashboard Metrics (15)
 - Involvement of LGBTQ+ students in the Pride Center
 - Stress & resulting academic disruption experienced by LGBTQ+ students
 - Leadership outcomes by sexual orientation & gender
- Questions for you all
 - ◆ How do you think this data impacts the Pride Center’s work?
 - ◆ How can this data impact your own work at Lehigh?

