



# LGBT - Campus Climate and Curriculum Inclusion

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# Project Aims

- ▶ To examine the LGBT campus climate at Glasgow University
  - ▶ To explore LGBT experiences on campus
  - ▶ To examine the extent of perceived inclusion of LGBT issues in GU
  - ▶ To examine both staff and student perceptions of these issues
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# Method

Online Survey – completed by students and staff on SurveyMonkey

- ▶ **Background information** - age, gender identity, sexual orientation, academic subjects, year of study
- ▶ **LGBT Campus Experiences** completed LGBT student only
- ▶ **Perceived Campus Climate**
- ▶ **Experiences of LGBT inclusion in the curriculum**

( all three adapted from Ellis, 2008 & Rankin, 2003)

- ▶ **The LGBT Social Attitudes scale** (adapted from Silverschanz et al 2012)



# Participants

- ▶ 239 student participants completed an online survey (an additional 57 were removed because they were incomplete)
- ▶ Recruited from GU's LGBTQ+ society and the Psychology subject pool
- ▶ Mean age= 20.3
- ▶ 77.2% female / 18.9% male / 3% other / 0.8% did not disclose
- ▶ 95% gender identity matched their gender assigned at birth
- ▶ 4% gender identity did not match gender assigned at birth (1% did not disclose)



# Participants

- ▶ 43% non-heterosexual / 57% heterosexual
- ▶ 51% first year students / 12% second year / 14% third year / 20% fourth year / 3% PG
- ▶ 61% people-based subjects (psychology, education, medicine, social science)
- ▶ 39% non-people based subjects (business, art, humanities, science)

## **STAFF**

- ▶ 11 Psychology lecturers completed the form (2 excluded due to incomplete responses)
- ▶ Mean age = 39.9
- ▶ 55% female / 45% male
- ▶ All identified with their birth gender
- ▶ 73% heterosexual / 27% bisexual or other.



# Results – Campus Climate

- ▶ 8 questions assessed the perceived acceptance of LGBT+ people at University.  
Response: 1 = Never, 5 = Frequently
  - ▶ Q 1 – 3 How often have you heard lecturers / friends / students making negative remarks about LGBT+ persons?
  - ▶ Q 4 – 6 How often do you think students might experience
    - ▶ having their personal property damaged or vandalised because they were thought/known to be LGBT?
    - ▶ direct verbal harassment because they were thought/known to be LGBT?
    - ▶ physical assault because they were thought/known to be LGBT?
  - ▶ Q 7 How often do you think posters advertising LGBT activities/events at your campus might be damaged, destroyed or otherwise vandalised?
  - ▶ Q 8 How often do you think students at your campus might receive threatening or otherwise derogatory notes, messages, phone calls or emails because they were thought/known to be LGBT?



# Results – Campus Climate

- ▶ We compared the mean response of LGBT & Heterosexual participants:
  - ▶ LGBT+ = 2.08 (0.56) : Heterosexual = 1.77 (0.48)
  - ▶  $t(226)=4.5$   $p<0.001$
- ▶ Conclude: More negative perception of campus by LGBT+ students
- ▶ The overall perception of the campus climate is still fairly positive for LGBT+ students:
  - ▶ *“I feel that Glasgow Uni is one of the most accepting and welcoming of all cultures and of LGBTQ people and I feel that though it may not be perfect, the Uni is making a great attempt to make everyone who attends feel accepted and welcome here.”*
  - ▶ *“I feel our university is a very open and inclusive one and it makes me feel very comfortable and embrace my sexuality.”*



# Results – Campus Climate 2

- ▶ The negative perception may be due to negative experiences
- ▶ 18.1% still reported some form of harassment
  - ▶ Largely derogatory remarks or pressure to hide sexuality/identity
  - ▶ Harassment was identified as mostly from fellow students

# Results – Campus Climate 3

- ▶ There were no differences in the campus climate ratings for different sexual minority groups (lesbian, gay male, bisexual, asexual, other)
- ▶ There were differences between cisgender and transgender/non-binary participants
  - ▶ Cisgender (N=231) = 1.89 (0.5), Transgender/Non-binary (N=8) = 2.31 (0.4)
  - ▶  $t(224)=2.5, p<0.01$
- ▶ Transgender/Non-binary report a more negative perception of the campus climate
  - ▶ *“Most times when I have had fill in my gender in university paperwork there has only been male/ female options - not even a prefer not to say. This was even the case when filling out an equal opportunities form for a university job.”*
  - ▶ *“Interestingly, it seems like since trans people have become more visible / exciting / mocked, reactions to gay people have hugely decreased”*



# Results - Inclusion

- ▶ 5 questions related to LGBT inclusion in the curriculum/classroom:
  - ▶ LGBT issues are represented in the curriculum,
  - ▶ Class climate is accepting of LGBT people;
  - ▶ I feel I can raise LGBT issues in the classroom
- ▶ And inclusion in the University generally:
  - ▶ The university thoroughly addresses campus issues related to sexual orientation or gender identity.
  - ▶ The university provides visible resources on LGBT issues/concerns.
- ▶ Responses 1 = strongly disagree, 5 = strongly agree

## Results – Inclusion 2

- ▶ Students in later years rated LGBT+ inclusion higher than first year students
  - ▶ First year (N=117) = 3.34 (0.6), Later years (N=111) = 3.52 (0.6)
  - ▶  $t(226) = 2.25$   $p < 0.05$
- ▶ We compared inclusion questions for classroom inclusion to general university provision separately
  - ▶ First year = 3.19 (0.7), Later years = 3.5 (0.7)
  - ▶  $t(226) = 3.6$   $p < 0.001$
- ▶ Main difference is perception of *curriculum/classroom inclusion* across years
- ▶ There were NO differences for inclusion in University structures



## Results – Inclusion 3

- ▶ We compared people based subjects to non-people based subjects on inclusion scores
  - ▶ People-based (N=137) = 3.50 (0.56), Non-people-based (N=89) = 3.31, (0.67),
  - ▶  $t(225) = 2.21, p < 0.05$
- ▶ We compared inclusion questions for classroom inclusion to general university provision separately
  - ▶ People-based = 3.53 (0.61), Non-people-based = 3.07, (0.77),
  - ▶  $t(225) = 5.09, p < 0.001$
- ▶ There were NO differences for inclusion in University structures



# Results – Staff Responses

- ▶ 11 staff responded to the survey
- ▶ Lecturing in Social Cognition, Perception, Clinical, Statistics, Developmental, Psycholinguistics
- ▶ Positive campus climate Mean = 1.8 (0.27)
- ▶ Their perception of the classroom/curriculum inclusion fairly neutral Mean = 3.16 (0.8)
- ▶ Their perception of university inclusion slightly higher Mean = 3.32 (0.46)

# Results – Staff Responses

- ▶ Asked about their own curriculum, 1=strongly disagree, 5 = strongly agree
  - ▶ LGBT issues are adequately represented within the psychology curriculum **Mean = 2.5 (0.9)**
  - ▶ LGBT issues are relevant to my area of teaching/lecturing **Mean = 3 (1.2)**
  - ▶ I have included LGBT topics or themes in my lectures/tutorials **Mean = 2.5 (1.3)**
  - ▶ I would be willing to review my curriculum content to make it more inclusive of LGBT issues **Mean = 3.3 (1.3)**
  - ▶ I have reviewed my curriculum content to make it more inclusive of LGBT issues **Mean = 2.5 (1.4)**
- ▶ Psychology staff do not think that LGBT issues are adequately represented in the curriculum but are slightly positive about reviewing their curriculum to be more inclusive



# Results – Staff Responses

- ▶ Staff made a number of open comments:
  - ▶ *“I don't know what LGBT issues are exactly. I'd be interested to know what they are.”*
  - ▶ *“All equality and diversity issues should be considered within a curriculum review.”*
  - ▶ *“LGBT awareness is important but it is not an issue for me personally. As a woman I'm more affected by the typical gender discrimination (e.g. salary difference between males and females), so I pay more attention to that issue.”*



# Conclusions



- ▶ Campus Climate for LGB students is positive at GU
  - ▶ In part this may be due to there being a number of active and visible LGBT+ societies
  - ▶ Transgender/Non-binary experiences report less positive perceptions
  - ▶ Evidence of some forms of harassment, however perceptions of climate improve across years and overall attitudes to LGBT+ improves
- ▶ Inclusion of LGBT+ issues in the classroom / curriculum are perceived positively, and are higher:
  - ▶ In people-based subjects where there is presumably greater opportunity for these issues to be raised
  - ▶ In later years, presumably as students are exposed to LGBT matters within the curriculum



# Conclusions 2

- ▶ Staff are neutral about LGBT inclusion in the curriculum
  - ▶ Staff are not sure what LGBT issues are and how they might relate to their curriculum
  - ▶ Some willingness to engage with including LGBT issues in the curriculum, but several would prefer to view within a wider review of protected characteristics
- ▶ Ways Forward?
  - ▶ Work with staff and students to identify relevant areas that could include LGBT issues, e.g. social relationships, development of sexual/gender identity
  - ▶ Awareness raising of examples/terminology
  - ▶ Are there factors impacting on academic success and perception of campus climate?



Thank You For Listening!