REAP

THE LGBTQ+ STUDENT DIVIDE

The State of Sexual and Gender Minority Students at Taxpayer-Funded Christian Colleges

A Religious Exemption Accountability Project/College Pulse Study

COLLEGE PULSE

March 2021

ABOUT US

About COLLEGE PULSE

College Pulse is a survey research and analytics company dedicated to understanding the attitudes, preferences, and behaviors of today's college students. College Pulse offers custom data-driven marketing and research solutions, utilizing its unique American College Student Panel™ that includes over 485,000 undergraduate college student respondents from more than 1,500 two- and four-year colleges and universities in all 50 states.

For more information, visit https://collegepulse.com or College Pulse's official Twitter account @CollegeInsights.

About the RELIGIOUS EXEMPTION ACCOUNTABILITY PROJECT (REAP)

REAP empowers queer, trans and non-binary students at religious colleges, universities and schools where discrimination and abuse is practiced using taxpayer money. As a program sponsored by the national nonprofit Soulforce, REAP elevates the experiences of sexual and gender minority students through civil rights litigation, documentary film, oral history, research and public policy.

For more information, visit www.thereap.org

EXECUTIVE SUMMARY

One-third of the more than 2,000 four-year undergraduate institutions in America are religiously affiliated. Of those, more than 200 Christian colleges and universities, with a combined student population nearing one million, explicitly discriminate against their LGBTQ+ students. This discrimination directly affects hundreds of thousands of LGBTQ+ students at these Christian colleges and universities. Data from a new survey reveals that 12% of students identify as LGBTQ+, and nearly one-third (30%) of students at these Christian colleges and universities describe experiencing some amount of non-heterosexual attraction or experience.

Students at today's Christian colleges identify with a broad array of different sexualities and gender identities, including bisexual, lesbian, gay, queer, same-sex attracted, asexual, non-binary, intersex, agender, genderqueer, and transgender. This report refers to this broad array of identities using the terms LGBTQ+ or sexual and gender minorities.

Results from this report reveal that sexual and gender minority students experience considerable challenges because of how they identify. From their rates of self-reported depression, anxiety, loneliness, suicidality, sexual assault and harassment, and substance abuse, to their inability to be open about their sexuality or gender identity for fear of rejection and condemnation from their campus community, sexual and gender minority students face significant obstacles that create markedly different and inferior college experiences. Some sexual and gender minority students face mandatory counselling, reparative therapy, and loss of campus privileges when their identities are revealed to school administrators.

The Religious Exemption Accountability Project (REAP) commissioned College Pulse to undertake a national poll of college student experiences on Christian colleges and universities to better understand the experiences of LGBTQ+ students at these campuses. Conducted from January 28 - February 6, 2021, findings from "The LGBTQ+ Student Divide: the State of Sexual and Gender Minority Students at Taxpayer-Funded Christian Colleges" represent a sample of 3,000 full-time students currently enrolled in four-year degree programs at taxpayer-funded Christian colleges and universities that explicitly discriminate against LGBTQ+ students, most of which are members of the Council for Christian Colleges & Universities (CCCU). Students were surveyed via the College Pulse mobile app and web portal, and weighted to be nationally representative of Christian colleges and universities.

Key takeaways include:

- **More than 1 in 10 students self-identify as a sexual minority.** Among those who attend Christian colleges and universities, 12% of students self-identify as non-heterosexual. With a broader definition that encompasses self-identification and any attraction or experience that is not between a heterosexual female and a heterosexual male, the number of non-heterosexual students more than doubles to approximately 30%.

- **Two percent of students identify as a gender minority.** When asked to select their gender, 2% of students identify as either non-binary, genderqueer, agender, transgender, or non-cisgender.

- **Most sexual and gender minority students are closeted.** One in five (19%) sexual minority students report telling no one about their sexual or gender identity. More than half (56%) have only told five or fewer people.

- **Nearly half of gender minority students say they do not feel like they belong on their campus.**

- **Gender minority students are seven times more likely to be sexually assaulted on their Christian campus than cisgender students (14% v. 2%).**

- **Sexual and gender minority students are 15 times more likely to report that their sexuality or gender identity has prevented them from feeling accepted by others on their college campus compared to their peers.** They are also more likely to say that their gender or sexual identity has prevented them from holding leadership positions, living on campus, and joining campus groups compared to their straight peers.

- **Sexual minority students are three times more likely to experience depression and anxiety compared to heterosexual students.** They are also three times more likely to have seriously considered suicide or had an eating disorder, and twice as likely to report loneliness compared to their straight peers.

- **Gender minority students are nearly five times more likely to experience bullying or harassment.** Five percent (5%) of cisgender students report bullying or harassment, while 1 in 5 (22%) gender minority students report bullying or harassment. Moreover, among students who have been bullied, 85% of those who self-identify as LGBTQ+ report that the bullying came from someone at their college or university.

- **LGBTQ+ students explicitly identify their sexual or gender identity as the source of their depression.** For example, 41% of both sexual and gender minority students say their

sexual identity is the source of their depression.

- **4 in 10 sexual minority students are uncomfortable with their sexual orientation on campus.** Among the students who report being uncomfortable with their sexual orientation at their college, 21% report being extremely uncomfortable.

The report, "The LGBTQ+ Student Divide: The State of Sexual and Gender Minority Students at Taxpayer-Funded Christian Colleges," details the full findings on these issues and others related to students' gender identity and sexual orientation on Christian college campuses today. Sexual and gender minority students' responses show marked divides between the experiences of LGBTQ+ students compared to their straight and cisgender peers. LGBTQ+ students experience more adverse events, more isolation, and less inclusion on their campuses, leaving them with starkly different mental health outcomes and college experiences than their straight peers.

I. LGBTQ+ STUDENT POPULATION SIZE

More than one in ten students identify as a sexual minority.

Findings from the survey demonstrate that more than 1 in 10 students (12%) self-identify as non-heterosexual, that is, something other than straight[1]. While the majority (83%) of students in this survey identify as straight, 6% of students identify as bisexual, 5% are unsure or questioning their sexual identity, 2% of students identify as either gay or lesbian, and 2% identify as queer or same-sex attracted.

Of course, there are many ways to understand sexuality in addition to how a person self-identifies. Taking into account students who report same-sex attraction, a sexual experience with a person of the same sex, or who identify as something other than straight, we find that the percentage of students who are not strictly heterosexual is 30%.

Students in this survey clearly express angst over their sexual identities and their faith, as well as the teachings of their colleges. Says one bisexual female student at Corban University:

> *"I am not supposed to be what I am. Every day I live in sin just because I think the things I think. Christians talk about taking thoughts captive, dying to ourselves, putting off the old nature and putting on the new. I don't know how to do that with sexual orientation. I am convinced that the depths of who I am is sinful and abhorrent to God. I am also convinced God is real and I am required to live according to His laws. I don't want to think about my orientation because I'm worried people will think I'm a bandwagoner or making it up. Or worse, they will think I'm just a filthy sinner who has been corrupted by the world. There's no one on campus I'd trust to talk this through with them. I don't want to be called a worthless sinner any more than I already have."*

This survey also reveals a small portion of students at Christian colleges who do not identify as a cisgender male or female, or do not report their gender identity aligning with the sex they were assigned at birth. Results show that 2% of students report a gender identity other than a cisgender "male" or "female," with the most frequent category being "non-binary." A small portion of students (1%) opted not to disclose their gender identity.

[1] A recent study conducted by Gallup finds that 16% of people in Gen Z identify as something other than heterosexual https://news.gallup.com/poll/329708/lgbt-identification-rises-latest-estimate.aspx

Incidence Rate of Sexual Orientation and Gender Identity

More than 1 in 10 students attending a Christian College Identify as LGBTQ+

	Percentage	Frequency
LGBTQ+ (based on self-identification only)	12%	346
LGBTQ+ (based on attraction only)	18%	530
LGBTQ+ (based on self-identification or attraction)	22%	656
LGBTQ+ (based on self-identification, sexual contact and attraction)	30%	899
Non-cisgender students*	2%	65
Straight and Cisgender students	70%	2101

**Notes: All non-cisgender students in this sample identify as sexual minorities; 97% of students identified as male or female; 2% identified as either genderqueer, genderfluid, non-binary, intersex, demiboy, demigirl, questioning, or transgender; 1% chose not to disclose their gender.*

Results from this survey show that many sexual minority students have not shared their gender or sexual identity widely with their peers on their college campus. For sexual minority students, 4 in 10 (39%) students have told two people or less about their sexual identity.

LGBTQ+ Students' Sexual Identity on Campus

Few LGBTQ+ students are "out" to friends, faculty, or administrators on campus

	Percentage
Not known, I have not told anyone	19%
Known to just one or two people	18%
Known to three to five people	19%
Known to six to 10 people	12%
Known to 10 or more people	19%
I'm not sure	9%

Many students have not come out at all on campus, with 19% of students having chosen not to disclose their sexual or gender identity to anyone at their college.

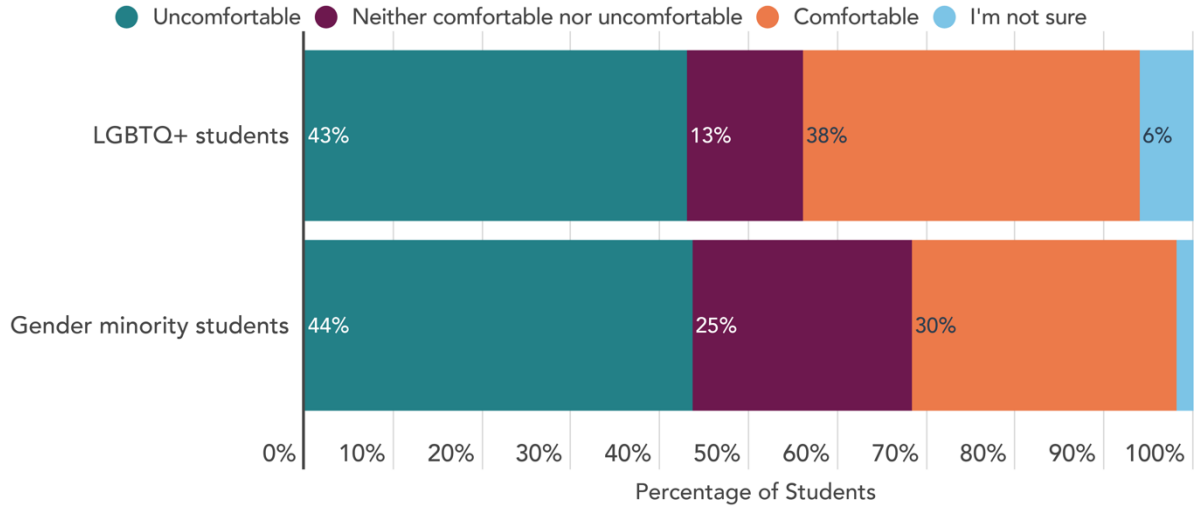
> *"I feel very nervous to share the fact that I am not straight to anyone on campus. I feel that I will be judged. I've heard people say terrible things about the LGBTQ+ community on campus that makes me feel unwelcome as someone who is part of the LGBTQ+ community."* –**Female student, Southeastern University**

Results show that 43% of sexual minority students report feeling uncomfortable, while only 38% are comfortable, and 13% say that they are neither comfortable nor uncomfortable. There is a

similar story for gender minority students, with only 30% of gender minority students feeling comfortable with their gender identity on campus, while 44% are uncomfortable.

Comfort with Sexual Identity on Campus

Four in ten sexual or gender minority students are uncomfortable with their sexual identity on campus



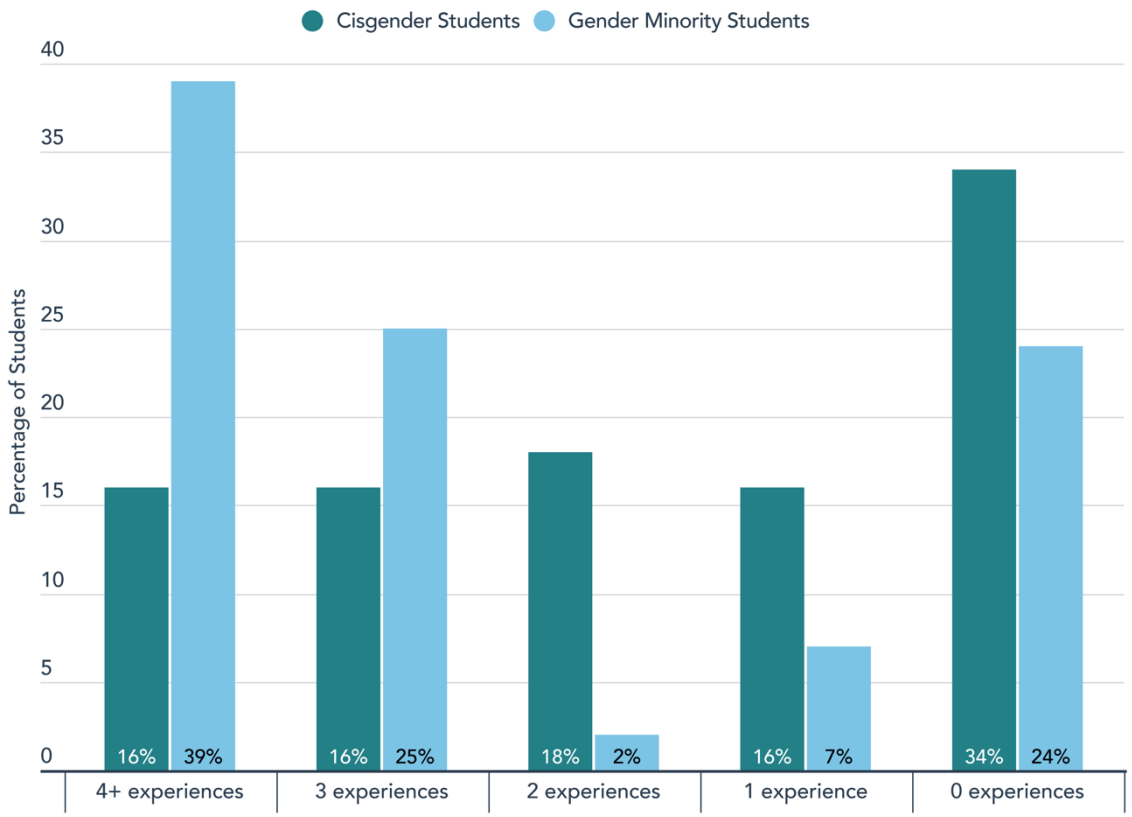
II. THE GENDER MINORITY EXPERIENCE

Gender minority students have twice the adverse experiences as their fellow cisgender students

Gender minority students are seven times as likely to have survived a sexual assault and are five times more likely to have been bullied, harassed or contemplated suicide. Indeed, of the 11 items that this report analyzes (loneliness, anxiety, depression, suicidal thoughts, bullying or harassment, alcohol use, drug or substance use, physical or sexual assault, sexual harassment, or an eating disorder), results show that 39% of gender minority students experienced four or more adverse conditions while only 16% of cisgender students experienced four or more.

Number Of Adverse Experiences Among Cisgender And Gender Minority Students

Gender minority students are significantly more likely to have adverse experiences compared to their straight peers

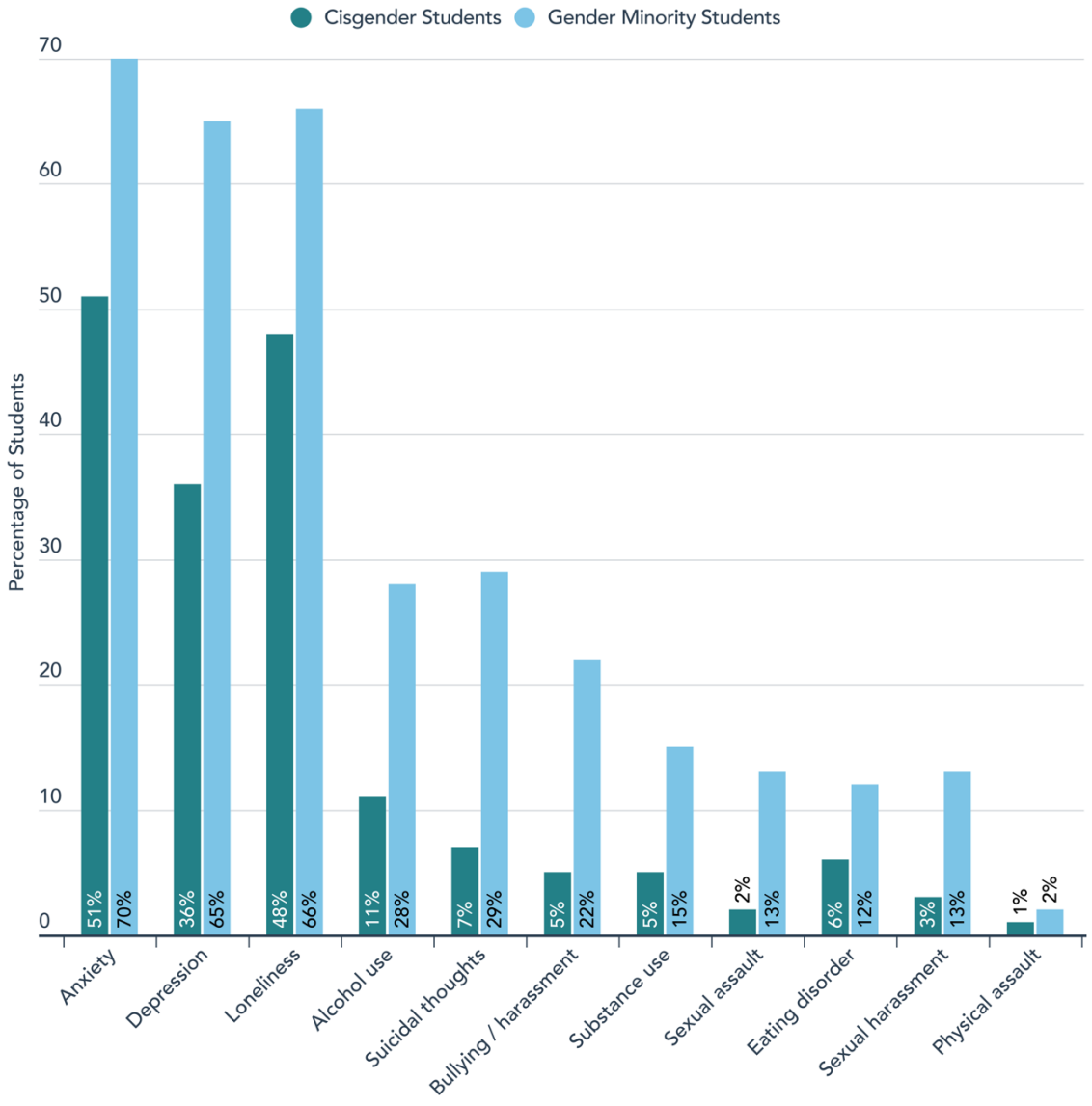


On average, gender minority students experience double the number of adverse experiences compared to their cisgender peers (3.6, compared to 1.8). Similar to sexual minority students, the types of adverse experiences gender minority students have most frequently include

anxiety, depression, and loneliness. Nearly 7 in 10 gender minority students report experiencing loneliness (70%) or depression (65%). Similarly, about one-third of gender minority students report having used alcohol (28%) or having had suicidal thoughts (29%) during their time at their college. This stands in stark contrast to their cisgender peers, for whom only 7% have seriously considered suicide. One in 5 (22%) gender minority students report being bullied during their college experience, and the majority (73%) of these students report the bullying coming from someone at their college.

Adverse Experiences Among Gender Minority and Cisgender Students

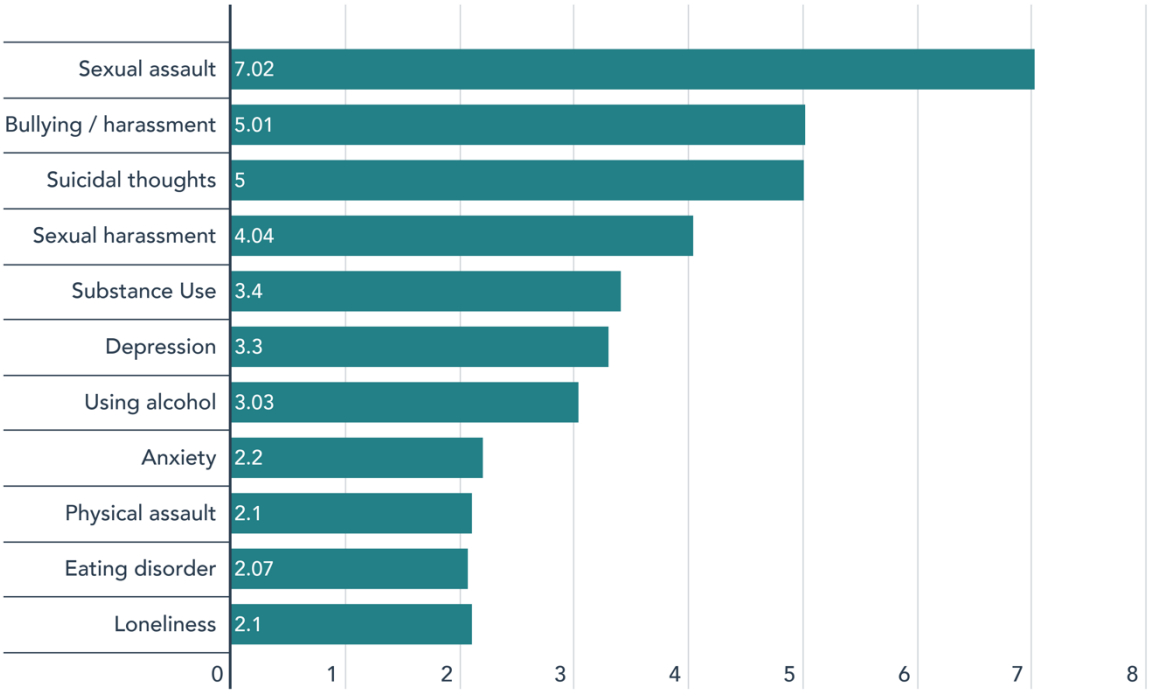
Gender minority students are significantly more likely to experience all harms compared to their cisgender peers



Across the board, gender minority students report experiencing more of these harms compared to their fellow cisgender students.

Odds Ratios for Adverse Events Experienced by Gender Minority Students

Gender minority students are nearly twice as likely to have negative personal experiences



Put another way, gender minority students are significantly more likely to report having these negative experiences compared to their cisgender peers. For example, when it comes to sexual assault, gender minority students are seven times more likely to report a sexual assault compared to their fellow cisgender students. They are also five times more likely to report having been bullied and to have seriously considered suicide. Regardless of the metric, gender minority students report significantly more adverse events than students who identify with the sex they were assigned at birth.

> *"I feel extremely uncomfortable talking about my gender and sexual identity… I would definitely never recommend [my college] to anyone who was anything but a straight cis-gender person. I am also aware of an individual living on campus who is not allowed to live in the men's dorms because he is a trans man."* — **Questioning student, Roberts Wesleyan College**

Gender minority students explicitly report that the cause of their depression, anxiety, and loneliness is due to their gender identity. The table below shows that when it comes to loneliness, about 3 in 10 (35%) gender minority students attribute their gender identity as one of the main drivers of their loneliness. Similarly, students who identify as something other than their birth sex report their gender identity as a contributor to their depression (39%) and anxiety (27%). While other factors contribute to their loneliness or anxiety (for example, about 80% of students report that academic stress contributes to their anxiety), gender minority students very intentionally identify their gender identity as a source of their adverse experiences.

Sources of Loneliness, Depression, Anxiety and Bullying among Gender Minority and Cisgender students

Gender identity directly contributes to feelings of loneliness, depression and anxiety

	Loneliness		Depression		Anxiety		Bullying	
	Cisgender	Gender Minority	Cisgender	Gender Minority	Cisgender	Gender Minority	Cisgender	Gender Minority
Gender identity	2%	35%	2%	39%	2%	27%	8%	41%
Sexual identity	8%	44%	8%	41%	6%	29%	16%	45%
Racial background	7%	8%	7%	14%	6%	17%	22%	9%
Academic Stress	67%	63%	69%	59%	83%	67%	*	*
Stress from home	39%	51%	54%	65%	48%	77%	*	*
Social stress	62%	74%	60%	82%	58%	77%	*	*
Romantic stress	24%	26%	27%	28%	23%	22%	*	*
Employment stress	27%	39%	33%	48%	34%	65%	*	*
Financial insecurity	42%	64%	50%	79%	47%	79%	*	*
Time management	48%	36%	45%	45%	52%	59%	*	*

Notes: The asterisk (*) denotes answer options that were not shown for this series of questions.

When it comes to bullying, one in five (22%) gender minority students report being bullied during their college tenure, and 41% of these students report that their gender identity is a contributor to the bullying they experienced.

> *"I feel that discussing my gender identity] would definitely result in instant stigma and no degree of support or understanding."* — **Demigirl student, Liberty University**

III. THE SEXUAL MINORITY EXPERIENCE

LGBTQ+ students report wholly inferior college experiences than their straight peers

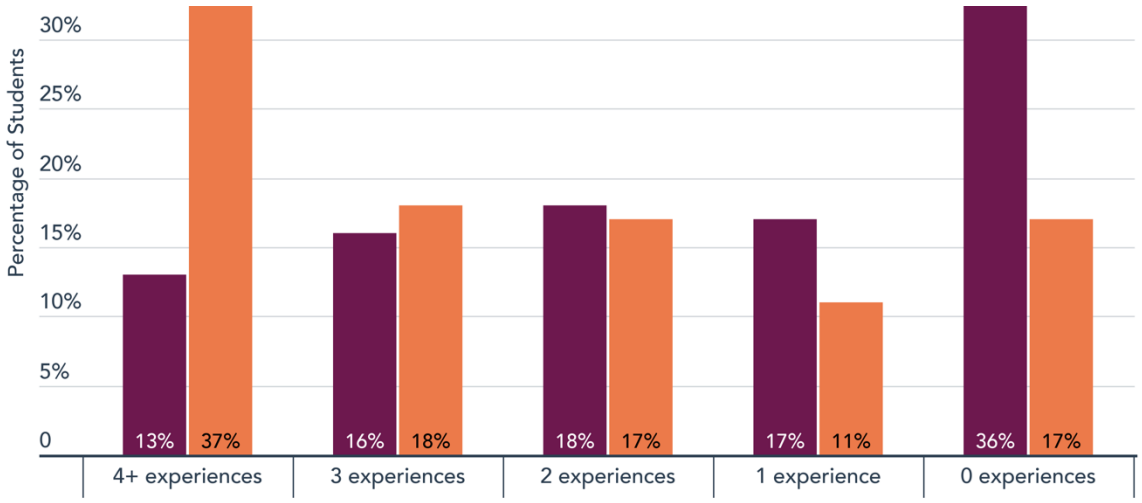
Prior research has shown that students face a significant amount of stress during their college years.[2] For many students, life during college includes increased academic workloads, living away from home from the first time, and more financial and social pressure, in addition to planning for their future careers. The results from this survey show, however, that sexual minority students are more likely than their straight peers to have a range of stressful and harmful experiences. Whether it is depression, anxiety, or an eating disorder, sexual minority students are much more likely to report personal challenges during their college years.

This survey polled students on whether they had experienced any of the following 11 adverse experiences during their time in college: loneliness, anxiety, depression, suicidal thoughts, bullying or harassment, alcohol use, drug or substance use, physical or sexual assault, sexual harassment, or an eating disorder.

More than one-third (36%) of straight students report not experiencing any adverse experiences from this list. This number stands in stark contrast to sexual minority students — only 17% did not select a single item. On average, sexual minority students report having an average of 3.2 adverse experiences, compared to their straight counterparts who experience an average of 1.7.

Reported Adverse Experiences by Straight and Sexual Minority Students

Sexual minority students are more likely to face more harms compared to straight peers



Of all these negative experiences, anxiety is the most frequent. Nearly three-quarters (73%) of sexual minority students report feeling anxious at some point during their time at their college, compared to nearly half (49%) of their straight peers who experience anxiety. Loneliness and

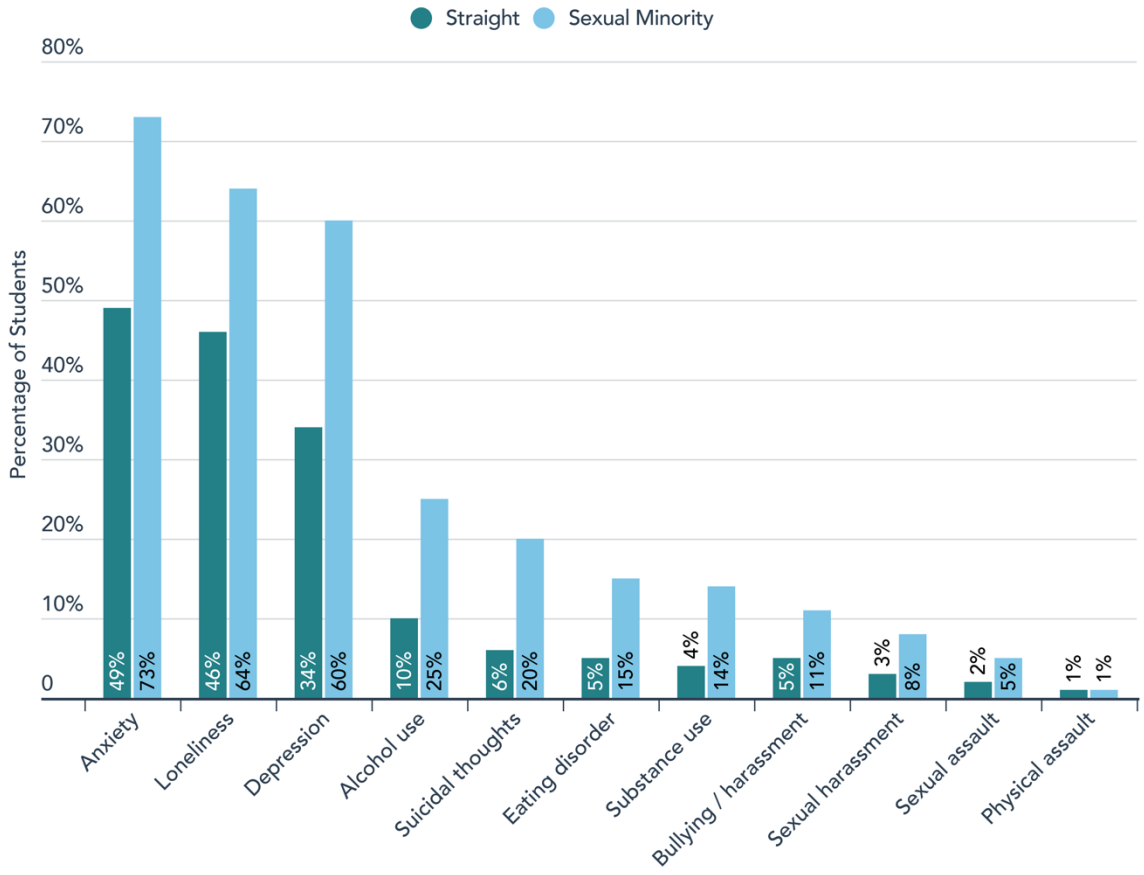
[2] ROSS, SHANNON E., et al. "SOURCES OF STRESS AMONG COLLEGE STUDENTS." College Student Journal, vol. 33, no. 2, 1999, p. 312. Gale Academic OneFile

depression round out the top three negative experiences, with more than half (64% and 60% respectively) of LGBTQ+ students reporting feelings of loneliness or depression during their college career.

Sexual minority students are also more likely to report experiencing harassment, bullying, and assault compared to their straight peers. Sexual minority students are more than twice as likely to report experiencing harassment and bullying and three times more likely to report having been the victim of sexual harassment or assault.

Adverse Experiences Among LGBTQ+ and Straight Students

Feelings of depression, anxiety and loneliness are more common among LGBTQ+ Students

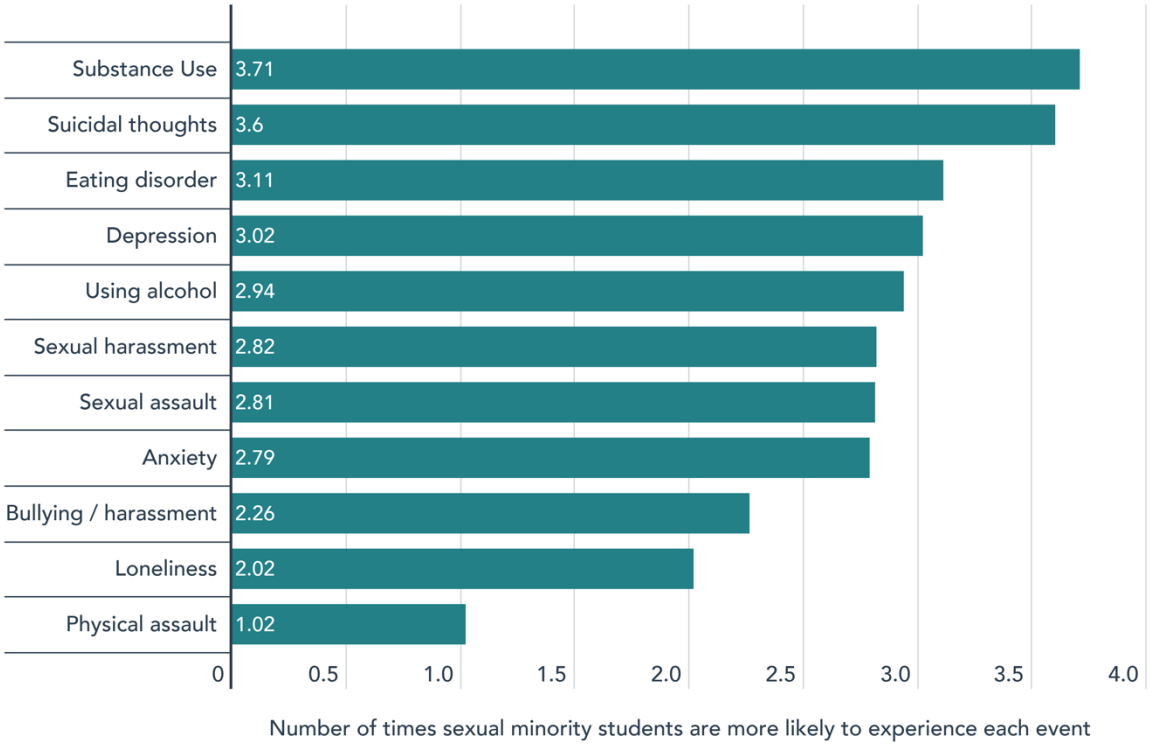


The following chart presents these adverse experiences in terms of odds ratios for LGBTQ+ students compared to heterosexual students. Odds ratios demonstrate how much more likely one outcome (e.g., depression) is for one group compared to another. For example, results show that sexual minority students are 3.7 times more likely than their straight peers to report using drugs or other substances,

and 3.6 times more likely to report having seriously considered suicide during their time at their college.[3]

Odds Ratios for Adverse Events Experienced by Sexual Minority Students

LGBTQ+ students are more likely to have adverse experiences compared to straight peers.



Sexual minority students are three times more likely to experience an eating disorder or depression, and nearly three times (2.8 times) as likely to report having been sexually harassed at their college compared to straight students. LGBTQ+ students also report higher rates of sexual and physical assault, anxiety, and loneliness compared to their straight peers. In fact, sexual minority students are at more risk for every adverse experience this survey inquired about compared to their fellow straight students.

The survey also investigated sources of these negative experiences among LGBTQ+ students. It asked students to identify the aspects of their life that contributed to feelings of loneliness, depression, and anxiety. Sexual minority and straight students reported that academic stress, stress from home, and social stress all contributed to feelings of loneliness, depression, and anxiety. What is clear from the table below, however, is that LGBTQ+ students report their sexual identity is a key driver. Significant numbers of LGBTQ+ students say their sexual or gender identity is an important reason they feel lonely (48%), depressed (41%), or anxious (35%) at their college. For example, this female student from Wheaton College reflects on her experience navigating her sexual identity on campus:

3 Results hold after controlling for race and gender.

"Being queer at Wheaton College, even just trying to figure out my sexuality and my feelings, has made me feel extremely on edge almost always, especially around people who I fear may verbally harass me for my sexual orientation. Trying to navigate romantic feelings for a woman in this community culture has been one of the biggest contributors to my depression and anxiety. I understand the schools' need to include same-sex marriage as unacceptable in the community covenant because they are a Christian school and depend on donors who are anti-LGBTQ+, but it is disgustingly unfair that straight individuals are able to figure out relationships in open spaces and with Christian counselors and friends to talk to and be open with and to help them navigate relationships, and that I was unable to do that and instead had to live in secrecy and fear of reprimand for feelings of agape love that I had towards a woman."

Sources Of Loneliness, Depression, Anxiety And Bullying Among Sexual Minority And Straight Students

Sexual and gender identity are sources of stress for sexual minority students

	Loneliness		Depression		Anxiety		Bullying	
	Straight	Sexual Minority	Straight	Sexual Minority	Straight	Sexual Minority	Straight	Sexual Minority
Gender identity	1%	11%	2%	10%	2%	8%	8%	16%
Sexual identity	2%	48%	3%	41%	2%	35%	7%	62%
Racial background	8%	5%	8%	5%	6%	6%	24%	12%
Academic Stress	66%	72%	71%	60%	83%	76%	*	*
Stress from home	39%	44%	53%	59%	48%	51%	*	*
Social stress	62%	64%	60%	64%	57%	63%	*	*
Romantic stress	24%	20%	28%	23%	24%	22%	*	*
Employment stress	27%	31%	34%	35%	34%	39%	*	*
Financial insecurity	42%	51%	51%	50%	47%	49%	*	*
Time management	48%	49%	46%	39%	53%	49%	*	*

Notes: The asterisk (*) denotes answer options that were not shown for this series of questions.

For students who report being bullied, 62% of sexual minority students report that one of the reasons they were bullied was due to their sexual identity. Of those sexual minority students who were bullied, 86% report that the bullying they experienced was perpetrated by someone at their college.

EXPLORING THE GENDER GAP

LGBTQ+ women have inferior college experiences compared to straight, male peers

We can sometimes lose sight of the gaps in experiences when we take them piecemeal. Any single metric for health, well-being, exclusion or success does not provide a complete picture, but the variety of different questions designed to identify challenges faced by LGBTQ+ students provides a distinct pattern. LGBTQ+ students have very different college experiences from straight students. However, the experience gap is even wider when we consider the experiences of sexual minority females and their straight male peers.

When it comes to the adverse experiences that students have at college, we see that LGBTQ+ females report anxiety and depression at twice the rate of their straight male peers. Sexual minority females are also much more likely than their heterosexual male peers to report loneliness or isolation during their college years (63% vs. 40%), and specifically, these women call out that their loneliness is due to their sexual (47%) and gender identity (10%).

LGBTQ+ women are also particularly vulnerable to sexually aggressive acts, such as assault or harassment and experience such acts at significantly higher rates than their heterosexual male peers.

Adverse Events Experienced by Straight Men and Women of Sexual Minority

Women of sexual minority are significantly more likely to have inferior experiences during college compared to straight men

Harms Experienced	Straight Men	Women of Sexual Minority
Anxiety	38%	77%
Depression	27%	63%
Feeling lonely or isolated	40%	63%
Using drugs or other substances	4%	15%
Sexual harassment	0%	7%
Sexual assault	0%	6%
Contributors to Loneliness		
My sexual identity / sexual orientation	0%	47%
My gender / gender identity	0%	10%

Contributors to Anxiety		
My sexual identity / sexual orientation	2%	32%
Contributors to Bullying		
My sexual identity / sexual orientation	9%	51%
Sexual or Gender Identity Prevented You from Doing the Following:		
Feeling accepted by others at your college	1%	43%
Dating the person you want you	1%	23%
Living on campus	1%	8%
Becoming an officer of a club or other campus leadership position	0%	8%
Feeling comfortable eating in cafeterias	0%	7%

LGBTQ+ women also experience significantly inferior college campus experiences compared to their straight male peers. For example, 43% of sexual minority females report that their sexual or gender identity has prevented them from feeling accepted on their college campus, and 23% agree that their sexual or gender identity has prevented them from dating who they want to. About 1 in 12 LGBTQ+ females report that their gender or sexual identity has prevented them from living on campus and holding leadership positions on campus.

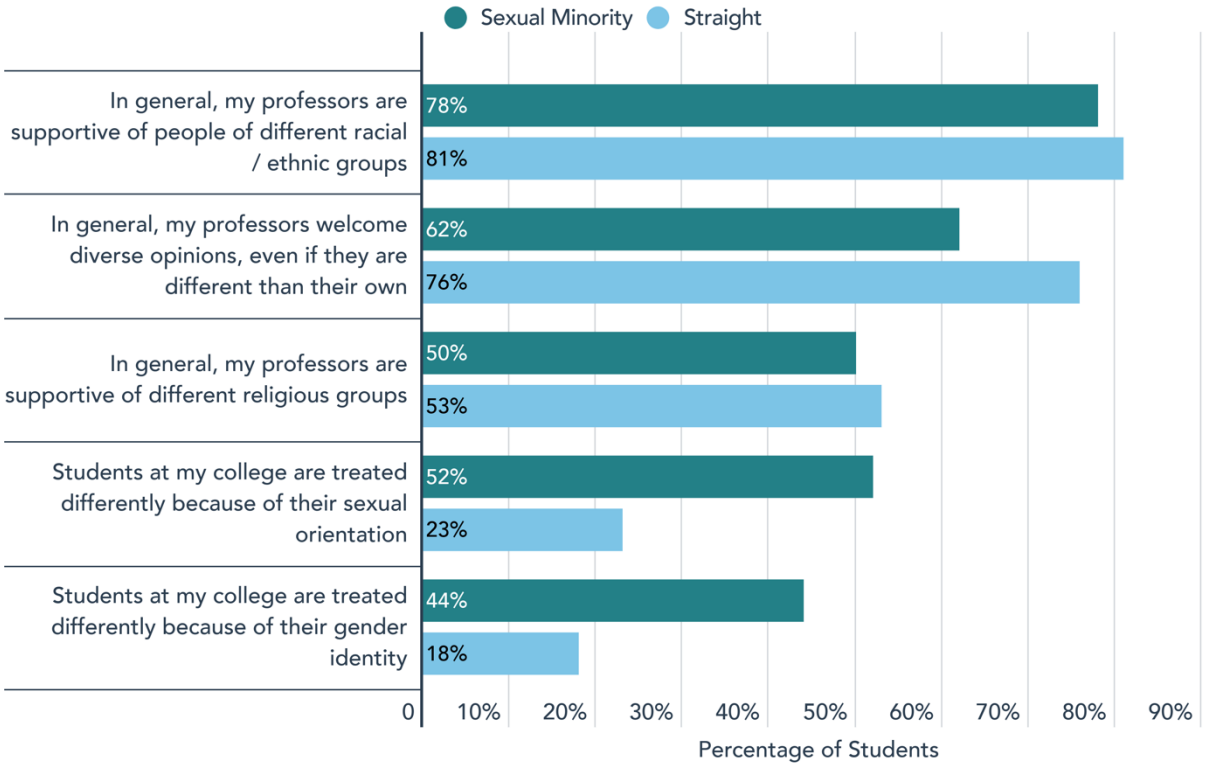
IV. SENSE OF BELONGING

Nearly half (47%) of gender minority students feel that they don't belong at their Christian college

When it comes to their experiences in their classrooms and engaging in dialogue with their professors, straight students on Christian college campuses overwhelmingly believe (81%) that their professors are supportive of students of diverse racial and ethnic backgrounds. Half (50%) of sexual minority students agree that their professors are supportive of students of different faiths. However, there is a stark divide in the assessment of perceived acceptance of LGBTQ+ students on college campuses. For example, 52% of sexual minority students report that students are treated differently as a result of students' sexual orientation. Straight students have a considerably different view, with only 23% of straight students agreeing that their peers are treated differently as a result of their sexual orientation. A similar trend is present for sexual minority students who are more likely to report that students are treated differently based on gender identity compared to their straight peers (44% vs. 18%).

Sense of Belonging Among Sexual Minority and Straight Students

LGBTQ+ students less likely to feel supported by their university compared to their straight peers



Results also show significant divergence between sexual minority and straight students. Students were asked to state their level of agreement with how much they feel as though they are welcome and included on their campus. Approximately 3 in 10 (29%) LGBTQ+ students say they feel as though they do not belong on campus. In comparison, only 17% of straight students feel the same. Gender minority students are most likely to feel as though they don't belong, with almost half (47%) saying so.

Sexual and gender minority students are also less likely to feel welcomed in the classroom. One in 3 (31%) LGBTQ+ students feel comfortable sharing their opinions in the classroom, compared to 42% of straight students. Students identifying as a gender minority are significantly more likely to feel uncomfortable sharing their opinions in class compared to their cisgender peers, with half (50%) saying so. Heterosexual students (52%) are more likely to feel as though their perspectives are welcome in class, with only 31% of LGBTQ+ students agreeing with this sentiment.

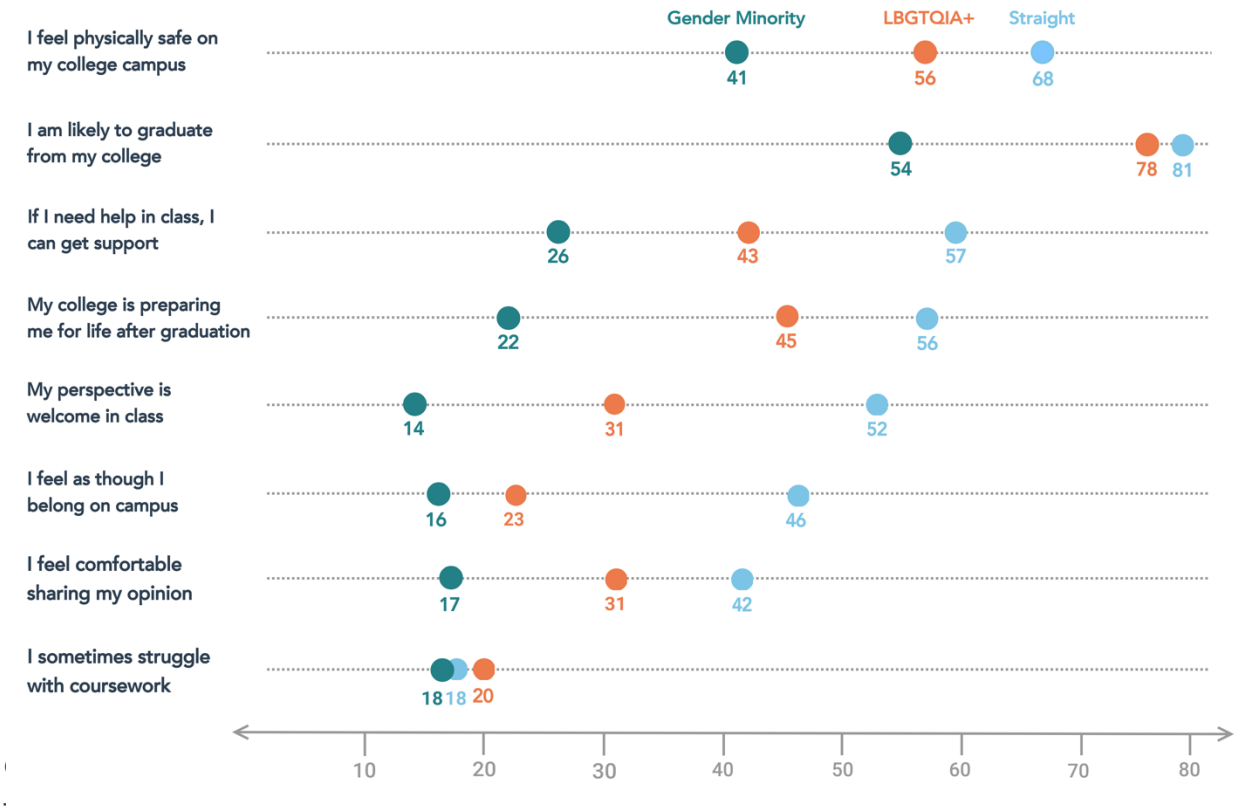
> *"I have often experienced that people will [look] down on me for mentioning any queer-related activity. I am a female-presenting person with a boyfriend. However in the past I have had more explicitly queer relationships. I have been outed for this by some non-accepting individuals. It has made it difficult to get along with others and it drove me out of my dom. I feel safe as long as no one knows." — **Non-binary student, Houston Baptist University***

Students self-identifying as a gender minority are also most likely to feel like outsiders on their campus. Aside from not feeling as welcomed in the classroom compared to their cisgender classmates, sexual minority students are also more likely to feel unsafe on their campus compared to cisgender peers (41% vs. 68%).

In terms of being prepared for life beyond college, LGBTQ+ students are about as likely to say that they are likely to graduate from their college compared to straight students (78% vs. 81%). But gender minority students are much less likely to agree, with only 54% believing they will graduate from their college. Gender minority students are also far less likely to agree that their college is preparing them well for life after graduation compared to their straight peers (22% vs. 56%).

Level of Perceived Support from College

Gender minority students are less likely to feel supported by their college compared to both sexual minority and straight students



A major aspect of the college experience and personal growth occurs outside of the classroom. When it comes to critical facets of college life, such as socializing, intramural activities, and daily living arrangements, LGBTQ+ students are much more likely to report feeling limited—that their gender or sexual identity has prevented them from fully experiencing college. For example, more than 4 in 10 (43%) LGBTQ+ students report that their gender or sexual identity has prevented them from feeling accepted by others at their college, and one-quarter (25%) of sexual minority students report that they are unable to date who they want to at their college. About 1 in 10 (12%) sexual minority students also report that they are unable to join clubs on campus. The theme of feeling unwelcome or feeling restricted from participating in on-campus organizations, and clubs, features prominently:

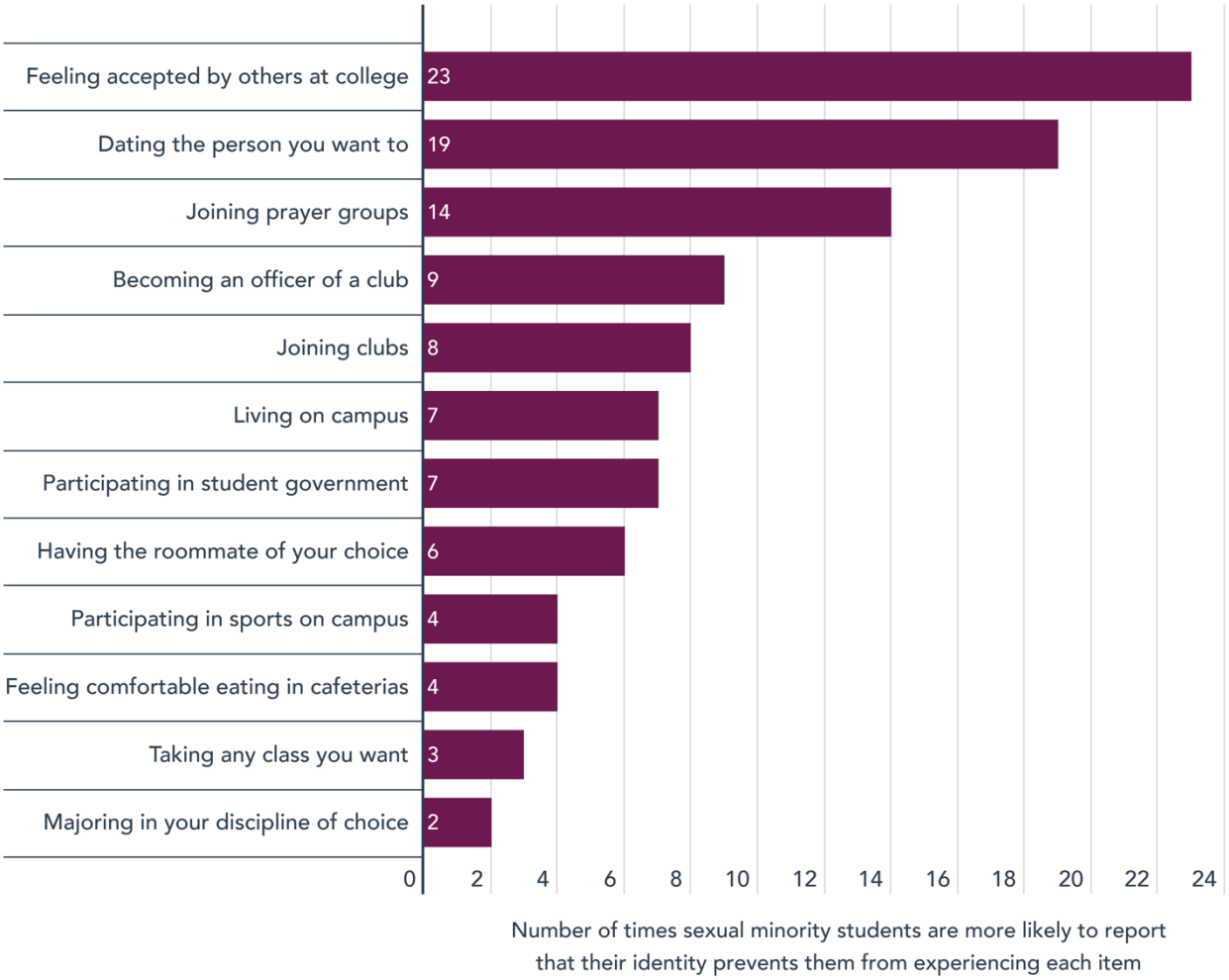
> *"[I] feel unwelcomed by professors and staff. An LGBTQIA+ club was not supported by [our] institution. Protest was held by students." — **Bisexual female, Asuza Pacific University***

*"I think that Baylor University does an awful job as a school to make their LGBTQIA+ students feel safe and welcomed. Not only do they refuse to charter the Baylor GAY club, which is unfair because it is about representation, but they also have not changed their Human Sexuality statement. Because of the person I am, I am proud to be a lesbian and am very open about it. However mostly everyone else I know who is also LGBTQIA+ here does not feel the same way. I still feel discriminated against and it hurts." — **Lesbian student, Baylor***

*"The LGBT+ club has more restrictions than other clubs and the religious atmosphere promotes discrimination by the students and through the higher-up campus institutions. Overall I would not recommend [this school] to those questioning their gender or sexual identity." — **Lesbian student, Pepperdine University***

On-Campus Participation Among Sexual Minority Students

Sexual minority students are significantly more likely to report that their gender or sexual identity prevents them from participating fully in campus life



On Campus Participation Among Sexual Minority, Gender Minority, And Straight Students

Sexual and gender minority students more likely to report not being able to fully participate in college life than their heterosexual and cisgender peers

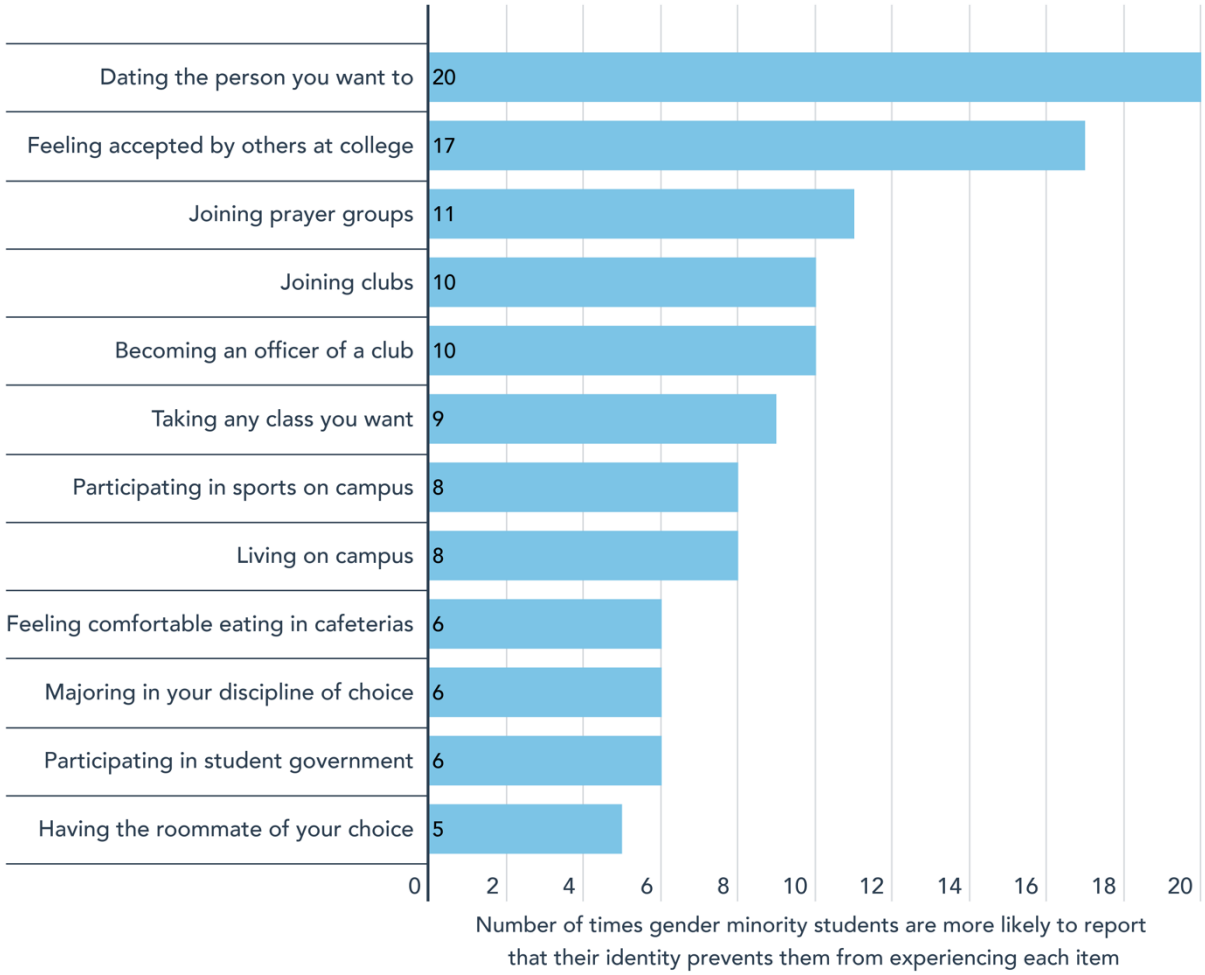
	Sexual Minority	Gender Minority	Straight
Feeling accepted by others	43%	48%	4%
Dating who you want to	25%	30%	2%
Joining clubs	12%	14%	2%
Joining prayer groups	11%	14%	1%
Having the roommate of your choice	9%	4%	2%
Living on campus	9%	14%	2%
Becoming an officer in leadership positions	8%	8%	1%
Feeling comfortable eating in cafeterias	7%	14%	2%
Taking classes you want	4%	19%	2%
Participating in student government	4%	3%	1%
Participating in sports	3%	8%	1%
Choosing your major	2%	9%	1%
None of these	48%	32%	91%

Gender minority students are nearly 20 times more likely to report that their sexual or gender identity prevented them from dating the person that they want to compared to their cisgender peers, and 17 times more likely to say that their identity has prevented them from feeling accepted at their college. Gender minority students are nearly 10 times more likely to report that their gender has held them back from participating in campus life, such as joining clubs on campus or becoming an officer in one, compared to cisgender students.

> *"I am a gay woman (she/they) and a senior in undergrad. I entered into undergrad as a [closeted] gay ministry major but soon found that I was definitely not going to receive any support were I to come out to my ministry friends. 90% of my Bible professors talked openly about homosexuality being a 'sin' and I just had to sit there and listen to the class discuss whether or not I deserve rights. It was awful. Then I switched to being an education major with a concentration in English."* ***— Lesbian and Polyamorous student, Hope International University***

On-Campus Participation Among Gender Minority Students

Gender minority students are significantly more likely to report that their gender or sexual identity prevents them from partaking in on-campus activities



On a very deep and visceral level, sexual and gender minority students report that they are less likely to fully participate in campus life. They also feel less supported by the campus community and administration. Nearly half (48%) of straight students say their college supports them, while only about one-third (36%) of LGBTQ+ students say the same.

V. UNIVERSITY SANCTIONS

Gender and sexual minority students are more likely to face university sanctions for their sexual or gender identity

When asked whether or not their college or university had ever taken formal actions against them for their sexual or gender identity, the majority of gender and sexual minority students report this has not happened. Nine in 10 (91%) straight students report that their college has not taken any action against them in regards to their sexual or gender identity. However, among sexual minority students, that number decreases to 88%. Similarly, gender minority students are more likely to say their college or university has taken action against them due to their sexual or gender identity, with only three-quarters (73%) of students saying they faced no repercussions.

University-led Discipline due to Sexual or Gender Identity

Sexual and gender minority students face suggested counseling from their college because of their sexual or gender identity

	Sexual Minority Students	Gender Minority Students
Suggested counseling	6%	8%
Suggested sexual orientation change efforts	4%	8%
Suggested gender identity change efforts	1%	7%
Required sexual orientation change efforts	1%	3%
Mandatory meeting with RA or administrator	1%	2%
Received a bad grade in a class	1%	2%
Disciplinary action	0%	2%
Scholarships or financial aid revoked	0%	2%
Loss of on-campus housing	0%	2%
Required counseling	0%	2%
Not allowed to attend on-campus events	0%	2%

In fact, gender minority students are the most likely to report facing all of the disciplinary actions listed in the survey. Among students who have faced disciplinary action related to their gender or sexual identity, 7% of gender minority students say their school suggested gender identity

change efforts. Gender minority students are also twice as likely as sexual minority students to say their school suggested sexual orientation change efforts (8% vs. 4%), and three times as likely to say their school required sexual orientation change efforts (3% vs. 1%).

It is worth noting that reports of university sanctions may be slightly depressed, for students fear the consequences of what would happen to their status if their gender or sexual identity should be revealed. For many LGBTQ+ students whose identity is not known on campus, concealing their true identity is a strategy to preserve their housing, scholarships or even the ability to attend their college. Says one closeted student,

> *"I feel no support whatsoever and feel physically unsafe if it were to become public knowledge. I only share my orientation to those that I know for sure are also LGBT+. I have overheard people saying, "hang the f*gs and let them burn." I have several friends forced into the wrong gender dorms and there have been multiple classes that have entire units condemning anyone not cisgender and straight. I know this will not change. I do not have the money to move out of state and receive good scholarships from the university." — **Questioning student, Liberty University***

CONCLUSION

LGBTQ+ students are a significant part of the student body of every college and university, including at taxpayer-funded religious colleges and universities where they are explicitly discriminated against. The survey data reveal stark contrasts in mental health and student experience outcomes for sexual and gender minority students at these institutions.

Every student deserves a safe campus environment in which to learn and grow. Every parent wants this for their child, and every child needs this in order to flourish. Unfortunately, Christian colleges and universities that explicitly discriminate against LGBTQ+ students are not providing a safe campus environment for a large percentage of their student body. A review of campus policies and procedures by higher education leaders, administrators, policymakers and accreditation bodies may lead to more safe and affirming campus climates for this vulnerable student population.

Moreover, the experiences of sexual and gender minority students at taxpayer-funded religious colleges and universities may have important implications for religious exemptions to civil rights statutes like Title IX and the debates surrounding the Equality Act.

METHODOLOGY

The survey was designed and conducted by College Pulse at the request of the Religious Exemption Accountability Project. The survey was fielded January 28 - February 6, 2021 and comes from a sample of 3,000 undergraduates who are currently enrolled full-time in four-year degree programs at taxpayer-funded Christian colleges and universities, most of which are members of the Council for Christian Colleges and Universities (CCCU). The students from this sample come from 134 universities in the United States. The margin of error for the U.S. undergraduate population is +/- 1 percentage point, and the margin of error for college student sub-demographics range from 2-5 percentage points. The final data set was weighted to ensure that the demographic characteristics of the sample closely approximate the demographic characteristics of the target populations using the Current Population Survey (CPS) and other benchmarks.

The initial sample was drawn from College Pulse's American College Student Panel™ that includes more than 485,000 verified undergraduate students representing more than 1,000 two- and four-year colleges and universities in all 50 states. Panel members are recruited by a number of methods to help ensure student diversity in the panel population, including web advertising, permission-based email campaigns, and partnerships with university-affiliated organizations.

College Pulse uses a two-stage validation process to ensure that all its surveys include only students currently enrolled in four-year colleges or universities. Students are required to provide an .edu email address to join the panel and verify that they are currently enrolled either part-time or full-time in a two- or four-year degree program. All invitations to complete surveys are sent using the student's .edu email address or through notification in the College Pulse App that is available on iOS and Android platforms.

We apply a post-stratification adjustment based on demographic distributions from multiple data sources, including the 2017 Current Population Survey (CPS), the 2016 National Postsecondary Student Aid Study (NPSAS), and the 2017-18 Integrated Postsecondary Education Data System (IPEDS). The post-stratification weight rebalances the sample based on a number of important benchmark attributes, such as race, gender, class year, voter registration status, and financial aid status. The sample weighting is accomplished using an iterative proportional fitting (IFP) process that simultaneously balances the distributions of all variables. Weights are trimmed to prevent individual interviews from having too much influence on the final results.

The use of these weights in statistical analysis ensures that the demographic characteristics of the sample closely approximate the demographic characteristics of the target populations. Even with these adjustments, surveys may be subject to error or bias due to question wording, context, and order effects.

For more information on our methodology, please visit https://collegepulse.com/methodology.

COLLEGE EXPERIENCES SURVEY TOPLINE
N=3001 COLLEGE STUDENTS

Q.1 Thank you for participating in our survey. Please read the following message:

Q.2 Thinking about your experience at {{it.userSchool}}, how much do you agree or disagree with the following statement: **I feel as though I belong on my college campus**

9%	Strongly disagree
10%	Somewhat disagree
9%	Neither agree nor disagree
28%	Somewhat agree
44%	Strongly agree
0%	Refused
100%	Total

Q.3 Thinking about your experience at {{it.userSchool}}, how much do you agree or disagree with the following statement: **I feel comfortable sharing my opinions in class**

5%	Strongly disagree
11%	Somewhat disagree
9%	Neither agree nor disagree
34%	Somewhat agree
41%	Strongly agree
0%	Refused
100%	Total

Q.4 Thinking about your experience at {{it.userSchool}}, how much do you agree or disagree with the following statement: **My perspective is welcome in my classes**

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

4%	Strongly disagree
7%	Somewhat disagree
10%	Neither agree nor disagree
29%	Somewhat agree
50%	Strongly agree
0%	Refused
100%	Total

Q.5 Thinking about your experience at {{it.userSchool}}, how much do you agree or disagree with the following statement: **I feel physically safe on my college campus**

2%	Strongly disagree
4%	Somewhat disagree
8%	Neither agree nor disagree
19%	Somewhat agree
66%	Strongly agree
0%	Refused
100%	Total

Q.6 How much do you agree or disagree with the following statement: **I sometimes struggle with my coursework**

5%	Strongly disagree
13%	Somewhat disagree
16%	Neither agree nor disagree
47%	Somewhat agree
18%	Strongly agree
0%	Refused
100%	Total

Q.7 How much do you agree or disagree with the following statement:

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

If I need help in my classes, I can get the support I need

2%	Strongly disagree
3%	Somewhat disagree
8%	Neither agree nor disagree
31%	Somewhat agree
56%	Strongly agree
0%	Refused
100%	Total

Q.8 How much do you agree or disagree with the following statement: **I am likely to graduate from my college**

2%	Strongly disagree
2%	Somewhat disagree
5%	Neither agree nor disagree
10%	Somewhat agree
81%	Strongly agree
0%	Refused
100%	Total

Q.9 How much do you agree or disagree with the following statement: **My college is preparing me well for my next steps in life (e.g., graduate school or a job in my field)**

3%	Strongly disagree
5%	Somewhat disagree
10%	Neither agree nor disagree
28%	Somewhat agree
55%	Strongly agree
0%	Refused
100%	Total

Q.10

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

Considering your experience on your college campus, which of the following, if any, are true for you? [Select up to 5 options]

25% Students at my college are treated differently because of their sexual orientation
52% In general, my professors are supportive of different religious groups
81% In general, my professors are supportive of people of different racial / ethnic groups
20% Students at my college are treated differently because of their gender identity
74% In general, my professors welcome diverse opinions, even if they are different than their own
5% None of these
0% Refused

Q.11 During your time at {{it.userSchool}}, have you experienced any of the following? [Select up to 14 options]

48% Feeling lonely or isolated
52% Anxiety
36% Depression
8% Seriously considered attempting suicide
6% Being bullied or harassed (either online or in person)
12% Using alcohol
5% Using drugs or other substances
1% Physical assault
2% Sexual assault
3% Sexual harrassment
6% Anorexia, bulimia, or another eating disorder
5% Disciplinary action from your college or university
34% None of these
0% Refused

Q.12

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

You previously mentioned using alcohol. During the past 30 days, on how many days did you have 4 or more drinks of alcohol within a couple of hours?

Question only shown to students who:
(1) Answered "Using alcohol" to "During your time at {{it.userSchool}}, have you experienced any of the following?"

54%	0 days
12%	1 day
12%	2 days
9%	3 to 5 days
5%	6 to 9 days
2%	10 to 19 days
3%	20 or more days
3%	I'm not sure
0%	Refused
100%	Total

Q.13 You mentioned earlier that you experienced a disciplinary action from your college. What was the primary reason for the disciplinary action against you?

Question only shown to students who:
(1) Answered "Disciplinary action from your college or university" to "During your time at {{it.userSchool}}, have you experienced any of the following?"

2%	Social media use
11%	Academic reasons
27%	General code of conduct
17%	Alcohol/drug use
12%	Sexual code of conduct
6%	I'm not sure
26%	Something else
0%	Refused

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

100%	Total

Q.14 What was the disciplinary action you experienced? [Select up to 11 options]

Question only shown to students who:
(1) Answered "Disciplinary action from your college or university" to "During your time at {{it.userSchool}}, have you experienced any of the following?"

19%	Monetary fine
39%	A warning
12%	Temporary suspension
49%	Required meeting with an administrator
8%	Community service
21%	Academic probation
0%	Permanent expulsion
12%	Mandatory counseling
3%	I'm not comfortable saying
13%	Something else
2%	None of these
0%	Refused

Q.15 You mentioned experiencing loneliness or isolation. During the past 4 weeks, how often have you felt lonely or isolated?

Question only shown to students who:
(1) Answered "Feeling lonely or isolated" to "During your time at {{it.userSchool}}, have you experienced any of the following?"

6%	Never
19%	Rarely
38%	Sometimes
20%	Often
14%	Very often
1%	I'm not sure
3%	Something else

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

0%	Refused
100%	Total

Q.16 During the past 4 weeks, what contributed to why you experienced loneliness or isolation? [Select up to 12 options]

Question only shown to students who:
(1) Answered "Feeling lonely or isolated" to "During your time at {{it.userSchool}}, have you experienced any of the following?"
(2) Did not answer "Never" or "I'm not sure" to "You mentioned experiencing loneliness or isolation. During the past 4 weeks, how often have you felt lonely or isolated?"

67%	Academic stress
40%	Stress from home
7%	My racial background/identity
3%	My gender/gender identity
8%	My sexual identity/sexual orientation
62%	Social stress
24%	Romantic or partner(s) stress
27%	Employment/unemployment
43%	Financial insecurity
48%	Time management
8%	I'm not sure
12%	Other
0%	Refused

Q.17 You mentioned experiencing depression. During the past 4 weeks, how often have you felt depressed?

Question only shown to students who:
(1) Answered "Depression" to "During your time at {{it.userSchool}}, have you experienced any of the following?"

8%	Never
19%	Rarely

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

35%	Sometimes
22%	Often
15%	Very often
1%	I'm not sure
0%	Refused
100%	Total

Q.18 During the past 4 weeks, have any of the following contributed to your experience with depression? [Select up to 12 options]

Question only shown to students who:
(1) Answered "Depression" to "During your time at {{it.userSchool}}, have you experienced any of the following?"
(2) Did not answer "Never" or "I'm not sure" to "You mentioned experiencing depression. During the past 4 weeks, how often have you felt depressed?
"

69%	Academic stress
54%	Stress from home
8%	My racial background/identity
3%	My gender/gender identity
9%	My sexual identity/sexual orientation
60%	Social stress
27%	Romantic or partner(s) stress
34%	Employment/unemployment
51%	Financial insecurity
45%	Time management
9%	I'm not sure
9%	Other
0%	Refused

Q.19 You mentioned experiencing anxiety. During the past 4 weeks, how often have you experienced anxiety?

Question only shown to students who:
(1) Answered "Anxiety" to "During your time at {{it.userSchool}}, have you

experienced any of the following?"

4%	Never
13%	Rarely
32%	Sometimes
27%	Often
24%	Very often
1%	I'm not sure
0%	Refused
100%	Total

Q.20 During the past 4 weeks, have any of the following contributed to your experience with anxiety? [Select up to 13 options]

Question only shown to students who:
(1) Answered "Anxiety" to "During your time at {{it.userSchool}}, have you experienced any of the following?"
(2) Did not answer "Never" or "I'm not sure" to "You mentioned experiencing anxiety. During the past 4 weeks, how often have you experienced anxiety? "

82%	Academic stress
48%	Stress from home
6%	My racial background/identity
3%	My gender/gender identity
7%	My sexual identity/sexual orientation
58%	Social stress
23%	Romantic or partner(s) stress
35%	Employment/unemployment
47%	Financial insecurity
52%	Time management
6%	I'm not sure
8%	Other
0%	Refused

Q.21

During the past year, how often have you been bullied or harassed (in person or online)? Count being bullied through texting, Instagram, Facebook, or other social media.

Question only shown to students who:
(1) Answered "Being bullied or harassed (either online or in person)" to "During your time at {{it.userSchool}}, have you experienced any of the following?"

15%	Never
33%	Rarely
37%	Sometimes
8%	Often
5%	Very often
2%	I'm not sure
0%	Refused
100%	Total

Q.22 Did this bullying or harassment come from someone at your college?

Question only shown to students who:
(1) Answered "Being bullied or harassed (either online or in person)" to "During your time at {{it.userSchool}}, have you experienced any of the following?"
(2) Did not answer "Never" or "I'm not sure" to "During the past year, how often have you been bullied or harassed (in person or online)? Count being bullied through texting, Instagram, Facebook, or other social media."

78%	Yes
13%	No
10%	I'm not sure
0%	Refused
100%	Total

Q.23 Did any of the following contribute to why you experienced bullying or harassment (in person or online)? [Select up to 7 options]

Question only shown to students who:
(1) Answered "Being bullied or harassed (either online or in person)" to "During your time at {{it.userSchool}}, have you experienced any of the following?"

(2) Did not answer "Never" or "I'm not sure" to "During the past year, how often have you been bullied or harassed (in person or online)? Count being bullied through texting, Instagram, Facebook, or other social media."

22%	My racial background/identity
9%	My gender/gender identity
17%	My sexual identity/sexual orientation
35%	I'm not sure
36%	Other
0%	Refused

Q.24 Do you think your gender or sexual identity has prevented you from doing any of the following at your college? [Select up to 13 options]

1%	Majoring in your discipline of choice
2%	Taking any class you want
3%	Joining clubs
5%	Dating the person you want to
8%	Feeling accepted by others at your college
2%	Joining prayer groups
2%	Becoming an officer of a club or other campus leadership positions
1%	Participating in sports on campus
1%	Participating in student government
2%	Having the roommate of your choice
3%	Feeling comfortable eating in cafeterias
2%	Living on campus
1%	Something else
86%	None of these
0%	Refused

Q.25 During the past 12 months, where did you usually sleep?

55%	In on-campus housing or a dorm

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

19%	In off-campus housing or a dorm/apartment/house
21%	In my parent's or guardian's home
2%	In the home of a friend, family member, or other relative
<1%	In a shelter or emergency housing
<1%	In a motel or hotel
<1%	In a car, park, campground, or other public place
<1%	I do not have a usual place to sleep (e.g., couch surfing or staying with different friends)
2%	Something else
0%	Refused
100%	Total

Q.26 How stable do you consider your housing situation to be?

71%	Very stable
22%	Somewhat stable
4%	Somewhat unstable
3%	Very unstable
1%	I'm not sure
0%	Refused
100%	Total

Q.27 People are different in their sexual attraction to other people. Which statement best describes your feelings?

47%	I am only attracted to men
7%	I am mostly attracted to men
3%	I am equally attracted to men and women
4%	I am mostly attracted to women
34%	I am only attracted to women
2%	Gender or gender identity is not relevant to who I am attracted to
<1%	I am attracted to non-binary/agender people
2%	I am not sure

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

0%	Refused
100%	Total

Q.28 During your life, with whom have you had sexual contact? [Select up to 9 options]

47%	I have never had sexual contact
22%	Women
26%	Men
<1%	Trans women
<1%	Trans men
1%	Non-binary individuals
<1%	Other gender identity
9%	I don't feel comfortable saying
0%	Refused

Contact: Anne Schwichtenberg, PhD
Director of Research, College Pulse
Email: Anne@collegepulse.com

Headquarters

350 Brannan, Suite #340
San Francisco, CA 94107

t. +1 (415) 547-0791

www.collegepulse.com

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY

Queer-Spectrum and Trans-Spectrum Student Experiences in American Higher Education

The Analyses of National Survey Findings

RUTGERS
Tyler Clementi Center

August 2018

AUTHORS

Maren Greathouse, M.S.
Tyler Clementi Center
Rutgers, The State University of New Jersey
maren.greathouse@rutgers.edu

Allison BrckaLorenz, Ph.D.
Center for Postsecondary Research
Indiana University Bloomington
abrckalo@indiana.edu

Mary Hoban, Ph.D.
American College Health Association
mhoban@acha.org

Ronald Huesman Jr., Ph.D.
SERU-AAU Consortium
University of California, Berkeley &
University of Minnesota, Twin Cities
huesm003@umn.edu

Susan Rankin, Ph.D.
Rankin & Associates Consulting
sue@rankin-consulting.com

Ellen Bara Stolzenberg, Ph.D.
Higher Education Research Institute
University of California- Los Angeles
stolzenberg@gseis.ucla.edu

INTRODUCTION

In the wake of Tyler Clementi's death in 2010, a national conversation on the challenges facing queer-spectrum and trans-spectrum youth reached a tipping point. Scholars, practitioners and students attending institutions of higher education engaged in critical and, at times, long overdue conversations about the overall well-being of queer-spectrum and trans-spectrum students pursuing postsecondary education.

In partnership with the Tyler Clementi Foundation, Rutgers University established The Tyler Clementi Center, a research institute dedicated to exploring the impact of bias, peer aggression, and campus climate on postsecondary students who experience marginalization or stigma related to their sexual orientation, gender identity and expression, race, ethnicity, nationality, religion/faith, and/or ability among other stigmatized identities/experiences.

Compelled by the circumstances of Tyler Clementi's death, the Tyler Clementi Center convened a partnership with four premier postsecondary research centers to better understand the experiences of queer-spectrum and trans-spectrum students attending U.S. institutions of higher education. Our research team reviewed findings from the National Survey of Student Engagement (2017), the Undergraduate Student Experience at the Research University Survey (2016), the American College Health Association-National College Health Assessment (2016), and the four surveys conducted by the Higher Education Research Institute, including The Freshman Survey (2016), the Your First College Year Survey (2016), the Diverse Learning Environments Survey (2016), and the College Senior Survey (2017). Through the extrapolation of queer-spectrum and trans-spectrum student responses among these datasets, our research team assembled a snapshot of their experiences at 4-year colleges and universities in the United States.

This snapshot reveals a campus climate that is failing to provide an equitable learning environment for queer-spectrum and trans-spectrum students, along with troubling disparities across academic engagement and student health. In an increasingly data-driven culture, empirical evidence of queer-spectrum and trans-spectrum student experiences is critical not only to the goal of understanding their unique challenges and needs, but paramount to the pursuit of establishing comprehensive resource provisions that ensure their overall success in the academy. Indeed, less than 15% of American colleges and universities have either one full-time employee whose job duties are at least 50% dedicated to, or one graduate assistant who is fully dedicated (20 hours a week), to serving the unique needs of queer-spectrum and trans-spectrum populations.[1]

This paper is a call to action for institutional leaders, faculty, and staff. We have a fundamental responsibility to create a campus climate that relieves queer-spectrum and trans-spectrum students of the burden to navigate stigma without mentorship, develop their own queer/trans-affirming social support networks and resource provisions, and/or be obliged to educate the faculty, staff, and clinicians employed to serve their needs.

The Impact of Campus Climate

Considerable attention has been given to the influence of campus climate on students' health and overall development in the higher education setting. Campus climate describes "the cumulative attitudes, behaviors, standards, and practices of employees and students of an institution" that impact access, inclusion, and respect for "individual and group needs, abilities and potential."[2] An integral component of the undergraduate student experience, campus climate has a strong relationship with student success and persistence.

Supplementing the normative stress and challenges of college, queer-spectrum and trans-spectrum students navigate the additional stress of prejudice, harassment, discrimination and violence on campus.[3] This stress may arise from social exclusion, verbal and/or physical harassment, non-verbal exclusion (e.g. looks and stares), discrimination, and negative perceptions of campus climate held by queer-spectrum and trans-spectrum populations on campus.[4] Even students who have not experienced specific acts of harassment or discrimination may find campus climates to be unwelcoming and unsupportive.[5] It is important to note, however, that when queer-spectrum and trans-spectrum students anticipate that they could be harassed or discriminated against on campus, they may perceive a neutral campus climate (one free of overt acts of homophobia/transphobia) as a positive campus climate (affirming and inclusive) if they do not experience or observe acts of harassment or discrimination on campus.[6] In response to a chilly campus climate, queer-spectrum and trans-spectrum students may choose to conceal their sexual identity and/or gender identity to avoid harassment or discrimination, avoid areas of campus where queer-spectrum and trans-spectrum students are known to congregate, and avoid discussion of their sexual and gender identities with those in positions of power (e.g. supervisors/ administrators/instructors/teaching assistants)– all of which may increase social and emotional isolation.[7]

> If students from different social identity groups experience, or at least perceive, campus climates differently, and if perceptions of campus climates can affect education and developmental outcomes of college students, then are not those working in higher education obliged to intervene?[8]

Both climate and these strategies undertaken by students to mitigate its effect lead to low self-esteem and self-acceptance, self-hatred, self-doubt, and feelings of inferiority and rejection.[9] This compounds an already increased risk for negative health and academic outcomes such as substance misuse, depression, suicide ideation, academic and co-curricular disengagement, and attrition.[10] Coupled with lack of representation within faculty and administration,[11] and academic courses centered on queer-spectrum and trans-spectrum

experiences and history,[12] queer-spectrum and trans-spectrum students endure both marginalization and erasure.

While this paper is not the product of a longitudinal or correlational study, the analyses presented are based upon Astin's conceptual I-E-O framework.[13] Informed by a substantive body of research, we describe the experiences of queer-spectrum and trans-spectrum students reported across 7 national datasets as they relate to the characteristics and experiences of students entering higher education (input), perceptions/experiences of campus climate (environment), and academic engagement and overall health (outcomes).

Invisibility in National Data Sets

Given the complexities of language used to describe sexual and gender identities, national assessment and research on queer-spectrum and trans-spectrum college students presents unique challenges.[14] While social identity demographics are fundamental to examining the experiences of our students, few guidelines have been established for "contextualizing demographic variables into empirical analyses, particularly within quantitative research."[15] Further, scholarship addressing sexual and gender identities in higher education is grossly underrepresented among tier-one higher education journals.

Garvey conducted a study of quantitative research articles published among five tier-one higher education journals from 2010-2012, including The Journal of Higher Education, Review of Higher Education, Research in Higher Education, Journal of College Student Development, and Higher Education.[16] Of the 373 (53.89%) articles written on quantitative studies, only 1.88% (n=7) included sexual identity demographics and only 0.54% (n=2) included gender identity demographics, all of which were published in the Journal of College Student Development. The omission of queer-spectrum and trans-spectrum demographics in quantitative survey research render these populations invisible to university leaders driving institutional advocacy, policy reform, and resource allocation on college campuses.[17]

The omission of queer-spectrum and trans-spectrum demographics in quantitative survey research render these populations invisible to university leaders.

1.88%

Only 1.88% of research articles surveyed included sexual identity demographics and only 0.54% included gender identity demographics.

Rankin and Garvey succinctly capture the conundrum of these two challenges, observing, "[a]s a scholarly community, we find ourselves in a catch-22, whereby certain social identities are under-researched, yet survey developers do not include these demographic questions because of a lack of empirical research on these populations."[18] These authors note that, while a select number of national datasets have provided a strong foundation for innovative empirical analyses, they have yet to incorporate items measuring sexual identity and gender identity.

This landscape is in the midst of a cultural shift, as leading higher education research centers have begun to incorporate sexual and gender identity demographic variables to their respective instruments (Table TCC1). As

a result, higher education scholars like ourselves now have an unprecedented opportunity to examine queer-spectrum and trans-spectrum student experiences through the use of large-scale datasets.

TABLE TCC1

The First Year Sexual Identity and Gender Identity Variables were Included in each National Dataset

SURVEY INSTRUMENT (YEAR ESTABLISHED)*	SEXUAL IDENTITY	GENDER IDENTITY
CIRP Freshman Survey (1966)	2015	2015
CIRP Your First College Year (2000)	2011	2011
CIRP College Senior Survey (1993)	2015	2015
CIRP Diverse Learning Environments Survey (2011)	2011	2011
Nat'l Survey of Student Engagement (2000)	2013	2014
Student Experience at the Research Institution (2010)	2010	2010
ACHA National College Health Assessment (2000)	2008**	2008**

*Survey information retrieved from the following websites on 3/27/2017: https://heri.ucla.edu, http://nsse.indiana.edu, https://seru.umn.edu and http://www.acha-ncha.org,

*From 2000-2007, sexual identity and gender identity were ineffectively collapsed into a single question, *Which of the following best describes you? Heterosexual, Gay/Lesbian, Bisexual, Transgendered, Other.* In 2008, the NCHA revised the survey with two distinct questions.

Definitions & Approaches

The Power of Language

Scholars who conduct assessments with students identifying within queer-spectrum populations (bisexual, gay, lesbian, queer, pansexual, same-gender loving, etc.) and/or trans-spectrum populations (androgynous, gender nonconforming, genderqueer, transfeminine, transmasculine, transgender, etc.) note extensive changes within these communities just in the last decade. In the majority of the literature examining sexual identity and gender identity, researchers use the acronym "LGBT" to reference sexual and gender minorities. It is important to value individual identities when conducting research with queer-spectrum and trans-spectrum populations. However, given the fluid and evolving sexual and gender identities[19] of individuals, we use the terms queer-spectrum and trans-spectrum to honor how individuals choose to identify themselves as opposed to placing them into socially constructed, fixed categories of sexuality and gender.

Sexual Identity

Each of the aforementioned surveys include demographic questions measuring sexual identity and gender identity. While some of these questions use the phrase se*xual orientation* in the language of their questions, the term *sexual identity* more aptly described what these questions measure. Throughout this paper, we will use the term sexual orientation only when referring to the exact language asked in the survey. We collapsed survey response items, as noted in Table TCC2, into four categories, due to differences in the way questions were phrased across the seven surveys: heterosexual, queer-spectrum, asexual, and no-response. Students who wrote in answers that did not correspond with a queer-spectrum sexual identity, and those who chose or preferred not to respond to the question, were removed from analysis. Respondents who identified as *asexual* were removed from analysis due to concerns regarding the misinterpretation of *asexual** as a definition of "not sexually active at this time."

TABLE TCC2

Queer-Spectrum Survey Participants

INSTRUMENT	SURVEY CHOICES
NSSE	**Which Of The Following Best Describes Your Sexual Orientation?** *Straight (Heterosexual), Bisexual, Gay, Lesbian, Queer, Questioning/Unsure, Another Sexual Orientation (please specify), I Prefer Not To Respond*
CIRP	**What Is Your Sexual Orientation?** *Heterosexual/Straight, Gay, Lesbian, Bisexual, Queer, Other*
SERU	**Do You Consider Yourself To Be:** *Heterosexual or Straight, Gay or Lesbian, Bisexual, Queer, Questioning, Other, please elaborate:, Decline to State*
ACHA-NCHA	**What Term Best Describes Your Sexual Orientation?** *Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Same Gender Loving, Straight/Heterosexual, and Another Identity (please specify)**

*Students who indicated an *asexual* sexual identity were not included in the current analyses due to several methodological limitations across the national surveys. (1) Respondents misinterpreted the *asexual* response choice as "not sexually active at this time" which over-represented the asexual population. (2) Various definitions of asexual if provided to respondents (e.g., people who do not experience sexual attraction, people who experience little or no sexual attraction). (3) "Forced" responses (*asexual* was a response choice in sexual identity) as opposed to "Free" response (respondents could write in asexual if it was not offered as a choice).[20]

Gender Identity

Questions measuring gender identity were collapsed into three categories, noted in Table TCC3, including: non-transgender (cisgender), trans-spectrum, and no-response. Again, write-in answers that did not indicate a trans-spectrum identity were removed from analysis, as well as students identifying as *intersex*, and those who chose or preferred not to respond to the question.

Students who participated in the NSSE were provided a write-in option to indicate *another gender identity*, in addition to *male*, *female*, and *I choose not to respond*. Among students who chose *another gender identity*, only those that indicated a trans-spectrum identity were collapsed into this category. Students who responded to CIRP surveys were asked, *Do you identify as transgender?*, phrasing that reduces trans-spectrum identities to a single term. When examining gender in a non-binary manner–predicated by the reality that there are many gender identities beyond male/female/transgender- a student who answers *no* to this question could identify with any number of other gender identities besides male/female. Thus, we refer to these students as non-transgender instead of cisgender when discussing CIRP surveys.

TABLE TCC3

Trans-Spectrum Survey Participants

INSTRUMENT	SURVEY CHOICES
NSSE	**What Is Your Gender Identity?** *Man, Woman, Another Gender Identity (please specify), I prefer not to respond*
CIRP	**Do You Identify As Transgender?** *Yes, No*
SERU	**What Sex Were You Assigned At Birth, Such As On An Original Birth Certificate?** *Male*, Female*, Intersex, Decline To State* **What Is Your Current Gender Identity?** *Male*, Female*, Trans Male/Trans Man, Trans Female/Trans Woman, Genderqueer/Gender Non-Conforming, Other (Please Specify), Decline To State*
ACHA-NCHA	**Do You Identity As Transgender?** *Yes, No* **Which Term Do You Use To Describe Your Gender Identity?** *Woman*, Man*, Trans Woman, Trans Man, Genderqueer, Another Identity (Please Specify)* **What Sex Were You Assigned At Birth, Such As On An Original Birth Certificate?** *Female*, Male**

*Survey participants who indicated a sex-assigned-at-birth that was different from their gender identity (e.g. *female* sex-assigned-at-birth/*male* gender identity & *male* sex-assigned at birth/*female* gender identity) were included in the trans-spectrum total.

Sample

Tables TCC4 and TCC5 reflect the total number of queer-spectrum and trans-spectrum students among the seven datasets included in these analyses. These tables further demonstrate the complexities that arise when attempting to operationalize sexual identity and gender identity in survey research. Combined, this study included 66,208 queer-spectrum and 6,607 trans-spectrum survey participants attending 918 unique 4-year institutions across the United States- the largest sample examined to date.

TABLE TCC4

Disaggregated Queer-Spectrum Survey Participants

	SERU	NSSE	CIRP TFS	CIRP YFCY	CIRP DLE	CIRP CCS	ACHA-NCHA	TOTAL
# of Institutions	18	636	250	249*	25	79	126	1,383**
Total N=	87,996***	517,850	169,480	18,348	30,289	19,117	73,665****	916,745
Lesbian	[2,651]	2,886	1,095	151	287	183	815	[16,348]
Gay		4,229	1,833	306	414	302	1,196	
Queer	326	2,274	941	247	275	335	722	5,120
Questioning/Unsure	423	3,188	—	—	—	—	1,249	4,860
Pansexual	—	1,324	—	—	—	—	1,171	2,495
Same-Gender Loving	—	—	—	—	—	—	80	80
Other (Please Specify)	1,600	545	—	—	—	—	—	2,145
Other (No Write-In Option)	—	—	2,504	398	612	273	—	3,787
Total Queer-Spectrum n= for each survey	**9,879**	**27,487**	**12,872**	**2,022**	**2,764**	**1,853**	**9,331**	**66,208**

*52 institutions participated in the 2016 Your First College Year survey, but results here include a supplemental sample from 197 institutions.
**Combined, these analyses include 918 distinct 4-year institutions across the United States.
***The analysis of SERU responses related to queer-spectrum students reflects an amended sample (N=86,351), after removing responses indicating an *asexual* identity (n=528) and those choosing *decline to state* (n=705).
****The analysis of ACHA-NCHA responses related to queer-spectrum students reflects an amended sample (N=68,187), after removing responses indicating an *asexual* identity (n=4,364), and those choosing *another identity* (n=759).

TABLE TCC5

Disaggregated Trans-Spectrum Survey Participants

# of Institutions	SERU	NSSE	CIRP TFS	CIRP YFCY	CIRP DLE	CIRP CCS	ACHA-NCHA	TOTAL
	18	636	250	249*	25	79	126	1,383**
Total N=	87,996***	517,850	169,480	18,348	30,289	19,117	73,665	916,745
Transgender	—	185	675	156	225	160	1,322	2,723
Male Gender Identity/ Female Sex Assigned at Birth	52	—	—	—	—	—	109	161
Female Gender Identity/Male Sex Assigned at Birth	80	—	—	—	—	—	93	173
Trans Female/ Trans Woman	103	—	—	—	—	—	46	149
Trans Male/Trans Man	130	—	—	—	—	—	91	221
Genderqueer or Gender Non-Conforming	739	139	—	—	—	—	471	1,349
			WRITE-IN					
Nonbinary	—	489	—	—	—	—	—	489
Genderfluid	—	268	—	—	—	—	—	268
Agender	—	222	—	—	—	—	—	222
Other Gender Identity	422	268	—	—	—	—	691	1,381
Total Trans-Spectrum n= for each survey	**1,526**	**1,571**	**675**	**156**	**225**	**160**	**2,294****	**6,607**

*52 institutions participated in the 2016 Your First College Year survey, but results here include a supplemental sample from 197 institutions.

**Combined, these analyses include 918 distinct 4-year institutions across the United States.

***The analysis of SERU responses related to trans-spectrum students reflects an amended sample (N=87,755), after removing responses indicating an *intersex* identity (n=19) and those choosing *decline to state* (n=222).

****The ACHA-NCHA asks three questions regarding gender identity, some of which overlap. Thus, this number accurately reflects the sample of students who identify as trans-spectrum.

Findings

Combined, these analyses included 66,208 queer-spectrum and 6,607 trans-spectrum survey participants attending 918 unique 4-year institutions across the United States — the largest sample examined to date.

CAMPUS CLIMATE

Campus climate describes the "attitudes, behaviors, and standards/practices [of faculty/staff/students] that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential" in higher education settings.[21] Because each of the surveys included in this study have a unique focus, we will examine those that reflect the greatest number of climate-related questions in this section.

The analyses below will include climate findings from the Undergraduate SERU Survey, the CIRP Diverse Learning Environments Survey, and the National Survey of Student Engagement.

Undergraduate Student Experience in the Research University Survey

This online survey is administered among a consortium of public research universities to all degree-seeking undergraduates in the spring. The Undergraduate Student Experience in the Research University (SERU) survey is a broad and deep survey of engagement, experiences in the major, assessment of the campus climate and unique demographics, and multiple outcomes. The 2016 Undergraduate SERU Survey included 18 public research universities and yielded 87,996 participants. The exploration of SERU responses outlined below (on selected items for queer-spectrum and trans-spectrum students) is not meant to be rigorous academic inquiry, rather an illustration of how higher education researchers can utilize the SERU as a data source to study queer-spectrum and trans-spectrum student experiences and their correlates of success.

Queer-Spectrum Students

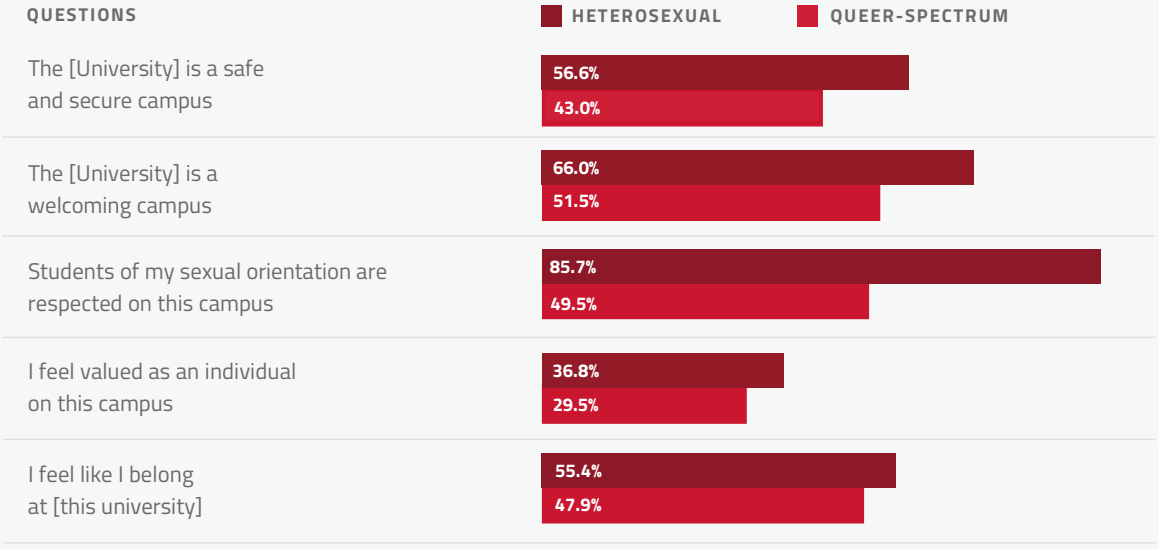
Queer-spectrum students represented 11.4% (n = 9,879) of total participants, and were identified based on their responses to the sexual identity item. Students who considered themselves to be *gay or lesbian*, *bisexual*, *queer*, or *questioning* were collapsed into a queer-spectrum category. Responses to the *other* option were recoded where intent was clear to either the queer-spectrum or heterosexual/straight category. This exploration of SERU responses includes an examination of various dimensions of campus climate and overall sense of belonging among queer-spectrum students, along with their heterosexual peers.

Campus climate was examined using a subset of items from the SERU. Student's agreement to the following items were reviewed to examine student's perceptions of overall campus climate. Students rated their agreement on a six point balanced scale from Strongly Agree to Strongly Disagree.

The [University Name] is a safe and secure campus
The [University Name] is a welcoming campus
Students of my sexual orientation are respected on this campus
I feel valued as an individual on this campus
I feel that I belong at [University Name]

In terms of broad indicators of campus climate, a slight majority of all survey participants reported agreement that their campuses were safe, welcoming, and respected their sexual identity. When examined by sexual identity, a smaller percentage of queer-spectrum students agree, with substantial differences being observed across the board (Figure SERU1).

FIGURE SERU1
Campus Climate for Heterosexual and Queer-Spectrum Students*



*Students who responded Agree/Strongly Agree

A lower proportion of queer-spectrum students reported that they felt valued by their institution or enjoyed a sense of belonging comparable to their heterosexual peers. In terms of respect on campus for one's sexual orientation, the vast majority of heterosexual students reported agreement that their sexual identity was respected on campus, whereas only about half of the queer-spectrum students felt the same way. In terms of respect for a student's gender, regardless of sexual identity, cisgender male students reported higher levels of agreement that their gender was respected on campus (77.7%). Cisgender female students reported lower levels of respect overall (56.5%), with queer-spectrum females reporting the lowest levels.

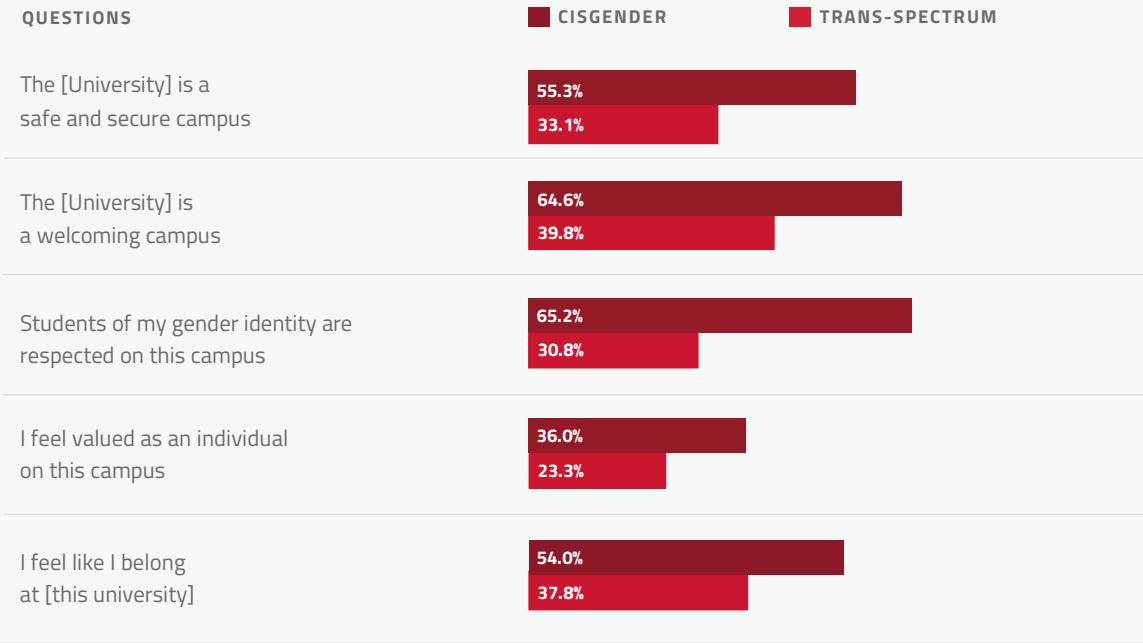
Trans-Spectrum Students

Trans-spectrum participants represented 1.7% (n = 1,526), using current gender identity and sex-assigned-at-birth to identify a trans-spectrum category and a cisgender category. This exploration of SERU responses will include an examination of various dimensions of campus climate and overall sense of belonging among trans-spectrum students and their cisgender peers.

Again, as with queer-spectrum students, trans-spectrum students reported lower levels of agreement on the aforementioned measures of campus climate when compared to their cisgender peers, but those differences were amplified. Only a third of trans-spectrum students agreed that their campus was safe and secure and only a slightly larger percent felt it was welcoming. Cisgender students had a sense of belonging that was significantly higher than trans-spectrum peers (81.5% and 37.8%, respectively). Overall, only 54.9% of trans- spectrum students felt their gender was respected on campus vs. 88.6% of cisgender students. Trans-spectrum students overall reported lower levels of agreement that their campuses were welcoming, but the pattern continues that the differences were amplified when comparing various dimensions of marginalized groups intersected with gender identity compared to their cisgender peers (Figure SERU2).

FIGURE SERU2

Campus Climate Comparison of Trans-Spectrum & Cisgender Peers*



*Students who responded Agree/Strongly Agree

Diverse Learning Environments Survey (DLE)

The Diverse Learning Environments Survey is conducted by the Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA. The DLE survey focuses on the campus climate for diversity and links student perceptions of institutional climate, student learning outcomes, and campus practices as experienced with faculty, staff, and peers. The following analysis will examine harassment and discrimination, reporting behaviors and perceptions of administrative response, sense of belonging, perceptions of community and respect on campus, and student behaviors that influence campus climate. Twenty-five 4-year institutions participated in the 2016 administration of the Diverse Learning Environments Survey, resulting in responses from 30,289 undergraduates at all levels.

Queer-Spectrum Students

A total of 2,764 students, just under 14% of those who responded to the question, *What is your sexual orientation?,* identified as queer-spectrum. When examining questions measuring experiences with discrimination, queer-spectrum students experienced discrimination based upon their sexual orientation at ten times the rate of heterosexual peers (30.1% vs. 2.8%, respectively), and at twice the rate based upon their gender. (33.7% vs. 17.7%, respectively). Forms of discrimination included verbal comments, written comments (emails, texts, social media), and exclusion (from gatherings, events). When asked how frequently they witnessed discrimination, 42.3% of queer-spectrum students responded "very often/often/sometimes," versus 27.6% of heterosexual peers. Both queer-spectrum students (84.7%) and heterosexual students (89.0%) indicated that they had never reported an incident of discrimination to a campus authority. Perhaps this is related to the finding that a third of queer-spectrum students (32.8%) and less than half of heterosexual students (46.3%) were satisfied/very satisfied with administrative responses to incidents of discrimination.

Both queer-spectrum students (84.7%) and heterosexual students (89.0%) indicated that they had never reported an incident of discrimination to a campus authority.

32.8%

of queer-spectrum students were satisfied w /administrative responses to incidents of discrimination.

When asked to indicate their satisfaction with the overall sense of community among students, if they felt a sense of belonging on campus, or if they believed there was respect for differences in sexual orientation on campus, there were not significant differences among queer-spectrum and heterosexual students. However, nearly twice the proportion of queer-spectrum students (28.4%) had considered dropping out of college, compared to 16.5% of their heterosexual peers.

Seven out of ten queer-spectrum students (70.1%) frequently discussed issues related to sexism, gender differences, or gender equity, compared to 38.5% of their heterosexual peers. Queer-spectrum students were more likely to frequently make an effort to educate others about social issues (53.2%), challenge others on issues of discrimination (49.2%), and recognize the biases that affect their own thinking (67.2%) than their straight peers (35.5%, 29.4%, and 49.5%, respectively). Overall, those who identified as *queer* were more likely to exhibit these behaviors than any other group.

Trans-Spectrum Students

A total of 225 students (<1%) of survey participants who responded to the the question, *Do you identify as transgender?,* identified as trans-spectrum. Trans-spectrum students experienced discrimination based upon their gender at nearly three times the rate of non-transgender peers (56.9% vs. 19.5%, respectively), and at nearly seven times the rate based upon their sexual orientation (41.2% vs. 6.1%, respectively). When asked how frequently they witnessed discrimination, 74.2% of trans-spectrum students responded "very often/often/sometimes," versus 56.5% of their non-transgender peers. Trans-spectrum students (29.5%) were also more likely to report an incident of discrimination to a campus authority than their non-transgender peers (11.4%).

When asked about overall sense of community on campus, 46.0% of trans-spectrum students were either satisfied or very satisfied, compared to 59.8% of non-transgender students. When asked about their sense of belonging on campus, just over two-thirds (69.2%) of trans-spectrum students agreed/strongly agreed, versus 78.0% of non-transgender students. However, nearly twice the proportion of trans-spectrum students (37.8%) had considered dropping out of college, compared to 17.9% of their non-transgender peers.

Trans-spectrum students (52.1%) were more likely to frequently challenge others on issues of discrimination than non-transgender students (31.9%). More than two-thirds of trans-spectrum students (69.2%) frequently recognized the biases that affected their own thinking compared to just over half (51.7%) of non-transgender students.

National Survey of Student Engagement

Launched in 2000, the National Survey of Student Engagement (NSSE) was created as a new approach to gathering information about collegiate quality, focusing on empirically confirmed good practices in undergraduate education that reflect behaviors by students and institutions that are associated with desired outcomes of college. The NSSE measures various aspects of campus climate, including the quality of interactions with students/faculty/staff/administrators, frequency of collaborative learning, and perceptions of substantial gains and satisfaction. The 2017 National Survey of Student Engagement was administered at 636 four-year colleges and universities, yielding 517,850 respondents.

Queer-Spectrum Students

Queer-spectrum students represented 5.3% (n = 27,487) of total participants in the 2017 administration of the National Survey of Student Engagement. Generally, queer-spectrum students perceived lower quality of interactions with others on campus than their heterosexual peers, particularly interactions other students (47.6% perceiving high-quality interactions vs. 55.8%, respectively) and interactions with administrative staff and offices (36.4% vs. 41.9%, respectively). Quality interactions with faculty for queer-spectrum students, however, was on par with those of heterosexual students. These findings were further reflected in aspects of collaborative learning and student-faculty interaction. Around half (56.0%) of queer-spectrum students frequently worked with other students on course projects or assignments, compared to nearly two-thirds (62.2%) of heterosexual students. Differences between queer-spectrum and heterosexual students on aspects of student-faculty interaction either favored queer-spectrum students or were trivial differences. For example, 27.2% of queer-spectrum students frequently worked with a faculty member on activities other than coursework compared to 24.6% of heterosexual students.

Overall, queer-spectrum students also perceived less substantive emphasis on support from their institutions than heterosexual students. For example, 37.9% of heterosexual students perceived substantial institution emphasis on helping them manage their non-academic responsibilities, compared to only 29.7% of queer-spectrum students. Although differences were relatively small, queer-spectrum students expressed lower satisfaction with their college experience than heterosexual students, as well. For example, although a majority (83.6%) of queer-spectrum students positively rated their entire educational experience, a larger proportion (87.0%) of heterosexual students did the same.

Trans-Spectrum Students

Trans-spectrum students represented less than 1% (n = 1,571) of total participants in the 2017 National Survey of Student Engagement. Trans-spectrum students perceived lower quality of interactions with students, academic advisors, faculty, student services staff, and other administrative staff and offices than their heterosexual peers. For example, 41.3% of trans-spectrum students perceived having high-quality interactions with other students and 30.4% perceived having high quality interactions with other administrative staff and offices, compared to 54.9% and 41.3% of cisgender students, respectively. These relationships were reflected in aspects of collaborative learning and student-faculty interactions. Less than half (48.9%) of trans-spectrum students frequently worked with other students on course projects or assignments compared to three in five (61.4%) cisgender students. Similarly, only 35.7% of trans-spectrum students frequently talked about career plans with a faculty member compared to 41.7% of their cisgender peers.

Generally, trans-spectrum students perceived less substantive emphasis on support from their institutions than their cisgender peers. For example, 57.8% of trans-spectrum students felt their institution substantially provided support for their overall well-being and 24% felt their institution substantially provided support for helping them to manage their non-academic responsibilities, compared to 66.3% and 37.0% of cisgender students, respectively. Trans-spectrum students similarly rated their perceived gains and satisfaction with their educational experiences lower than their cisgender peers. For example, although the majority (81.8%) of trans-spectrum students positively rated their entire educational experience, a larger proportion of cisgender students (86.5%) did the same.

To review disaggregated findings for queer-spectrum and trans-spectrum students, please see Appendices A-F.

HEALTH OUTCOMES

Among all of the surveys that inquired about health and wellness, queer-spectrum and trans-spectrum student responses were consistently disparate to those of heterosexual and cisgender/non-transgender students. These outcomes are influenced by various aspects of campus climate, as well as the experiences students have prior to college entry.

This section will explore findings at various points in a student's academic tenure, starting with a review of findings from the CIRP Freshman Survey and the CIRP Your First College Year Survey, followed by findings from the American College Health Association-National College Health Assessment, and concluding with findings from the CIRP College Senior Survey.

The CIRP Freshman Survey

The Cooperative Institutional Research Program at UCLA's Higher Education Research Institute conducts surveys with incoming freshmen before they arrive on campus (The Freshman Survey) and at the conclusion of their first year of college (Your First College Year). With data on more than 15 million students from over 1,900 institutions, the CIRP Freshman Survey (TFS) is the nation's largest and longest-running study of higher education. Two hundred fifty colleges and universities participated in the 51st administration in 2016, resulting in a sample of 169,480 incoming freshmen.

Since TFS data is collected before the students have had significant contact with the institution, typically during orientation or the summer before their first year, this instrument provides a snapshot of who the students are when they start college and serves as a baseline for studying campus climate, student development, and college impact. The comprehensive nature of the TFS allows institutions to examine students' demographic and background characteristics, college choice process, high school experiences, goals, and expectations for college. The following analysis will focus primarily on mental health reporting and perceptions of emotional well-being.

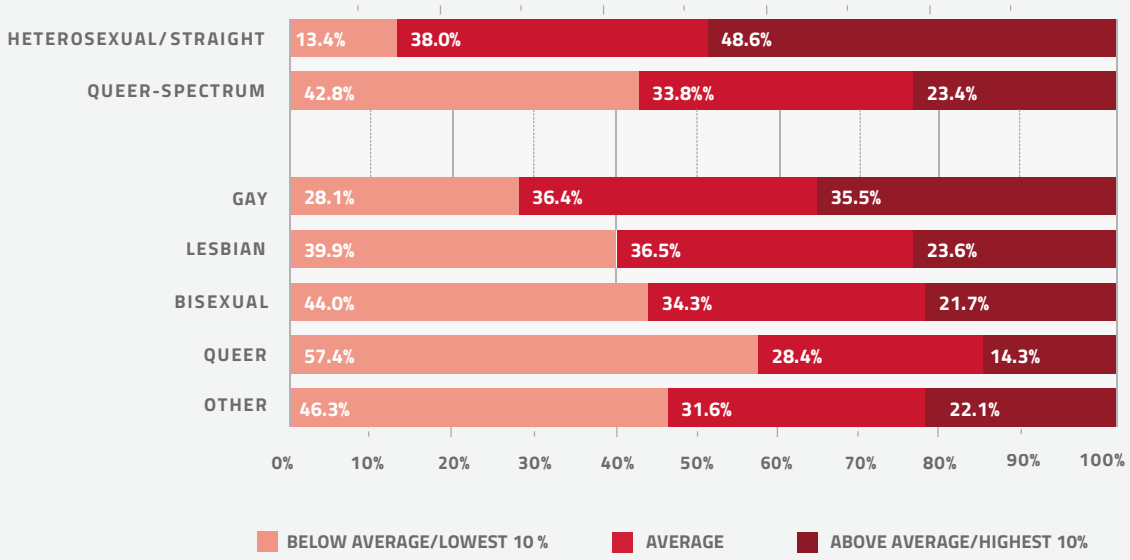
Queer-Spectrum Students

On The Freshman Survey, students are asked to report their sexual orientation. A total of 12,872 students, about 8.5% of those who responded to this question identified as queer-spectrum. Queer-spectrum students were more likely to enter college reporting a psychological disorder than their heterosexual peers (36.8% compared to 8.8%). Similarly, queer-spectrum students were more likely to frequently feel depressed (35.2%), anxious (60.3%), and overwhelmed by all they had to do (56.9%) than heterosexual students (10.1%, 32.7%, and 39.8%,

respectively). When asked to rate their emotional health compared to the average person their age, less than one-quarter (23.4%) of queer-spectrum students selected at least above average, compared to nearly half (48.6%) of heterosexual students. Further, more than four out of ten (42.8%) queer-spectrum students selected below average or lowest 10%, compared to just 13.4% of heterosexual students (Figure CIRP1). It is encouraging to note that queer-spectrum students reported a higher likelihood of seeking personal counseling while in college, with more than two-thirds (68.3%) reporting at least some chance they would do so, compared to just under half (46.8%) of heterosexual students.

FIGURE CIRP1

Self-Rated Emotional Health of Incoming Freshmen



Since there is variation within groups of queer-spectrum students, disaggregating by personal identity can be helpful. For example, the proportion of incoming students who reported having a psychological disorder ranged from 8.8% of heterosexual students to 58.6% of students who identified as queer. Students who specifically identified as queer were also more likely to have frequently felt depressed, anxious, overwhelmed by all they had to do, and to rate their emotional health lower than both their straight and queer-spectrum peers.

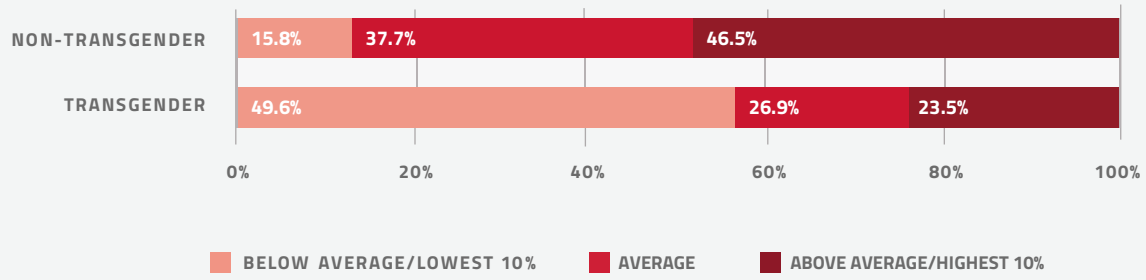
Trans-Spectrum Students

Of the 169,480 incoming students who responded to the 2016 CIRP Freshman Survey (TFS), 675 (<1%) identified as transgender compared with those who responded as non-transgender. Some of the most troubling findings related to emotional and psychological health. More than half (52.3%) of the trans-spectrum students reported having a psychological disorder at college entry, more than 40 percentage points higher than the non-transgender students (11.1%). In the year before starting college, trans-spectrum students were more likely to have frequently felt depressed (48.6%), anxious (64.1%), and overwhelmed by all they had to do (58.3%) than non-transgender students (12.1%, 35.0%, and 41.2%, respectively).

When asked to rate their emotional health compared to the average person their age, less than one-quarter (23.5%) of trans-spectrum students selected at least above average, compared to nearly half (46.4%) of non-transgender students. Further, nearly half (49.6%) of trans-spectrum students selected below average or lowest 10%, compared to just 15.8% of non-transgender students (Figure CIRP2). It is slightly encouraging to note that trans-spectrum students reported a higher likelihood of seeking personal counseling while in college, with 38.9% reporting a very good chance they would do so, compared to 14.7% of non-transgender students.

FIGURE CIRP 2

Self-Rated Emotional Health of Incoming Transgender & Non-Transgender Freshmen



Your First College Year Survey

The Cooperative Institutional Research Program administers the Your First College Year survey in the spring of the first year, focused primarily on issues of academic adjustment and transition to college. Fifty-two 4-year institutions participated in the 2016 YFCY administration (n=16,953) and a supplemental sample (n=1,395) was drawn from 197 other institutions, resulting in a total sample of 18,348.

Queer-Spectrum Students

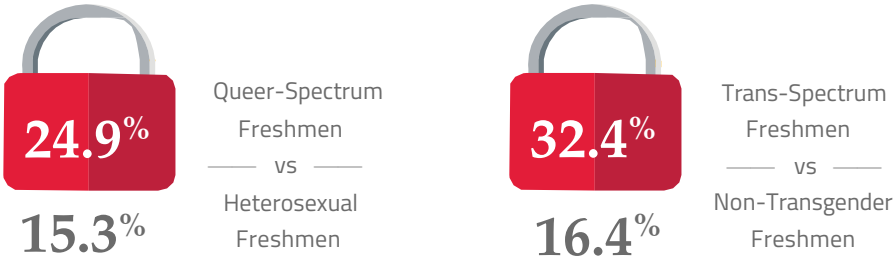
A total of 2,022 students fell into the queer-spectrum group (12.7%). Nearly one-quarter of queer-spectrum students frequently felt lonely or homesick (23.4%) and isolated from campus life (24.9%) during their first year of college, compared to 16.4% and 15.3% of heterosexual students, respectively. When disaggregating by sexual identity within the queer-spectrum group, students who identify as queer were more likely to frequently feel lonely or homesick (30.4%) and isolated from campus life (32.1%) than other queer-spectrum students. Just over a third (34.0%) of queer-spectrum students used student psychological services at least occasionally, compared to 20.8% of their heterosexual peers.

Again, while the gap is not as wide as for trans-spectrum students, queer-spectrum students rate their emotional health lower than their straight peers. Nearly half (48.5%) of queer-spectrum students rate their emotional health below average or lowest 10%, compared to less than one in five (18.0%) straight students. More variation emerges within the queer-spectrum group, ranging from just under one-third (32.7%) of gay students to nearly two-thirds (64.8%) of queer students rating their emotional health as below average or in the lowest 10% of their peers. Queer-spectrum students also find it a bit more difficult to develop close friendships with other students during the first year of college, with 38.4% finding it somewhat or very difficult to do so, compared to 27.9% of straight students who feel the same.

Trans-Spectrum Students

Roughly 1% (n=156) of students who took the 2016 Your First College Year identified as transgender. With respect to adjusting to college, trans-spectrum students were nearly twice as likely as non-transgender students to feel isolated from campus life (32.4% and 16.4%, respectively). Further, more than half of trans-spectrum (52.7%) students felt unsafe on campus at least occasionally, compared to about one-quarter (23.4%) of non-transgender students. More than three-quarters of trans-spectrum students (77.9%) worried about their health at least occasionally during the first year of college, compared to just over half (52.9%) of non-transgender students. This is also reflected in use of student services with 65.1% of trans-spectrum students utilizing student health services at least occasionally, compared to 54.3% of non-transgender students.

Students Who Felt Isolated From Campus Life



An even larger gap emerges in the usage of student psychological services, with 58.1% of trans-spectrum students using them at least occasionally, compared to just 22.0% of non-transgender peers. Similar to the findings at college entry, gaps in self-rated emotional health remain as two-thirds of the trans-spectrum students (66.2%) rate their emotional health below average or in the lowest 10% of their peers, compared to less than one-quarter (21.4%) of non-transgender students.

The ACHA-National College Health Assessment

The National College Health Assessment (NCHA), developed and administered by the American College Health Association (ACHA), provides an overall snapshot of college health. It is used by institutions of higher education to assess the health needs, develop and evaluate programs, allocate resources, and understand impediments to academic performance of their students. Since its launch in 2000, the ACHA-NCHA has collected data from more than 1.7 million students at more than 800 institutions. These institutions self-select to participate in the survey, with many schools participating every 2 to 3 years. Results described here are from 73,665 undergraduate students at 126 4-year institutions in Spring 2016.

Queer-Spectrum Students

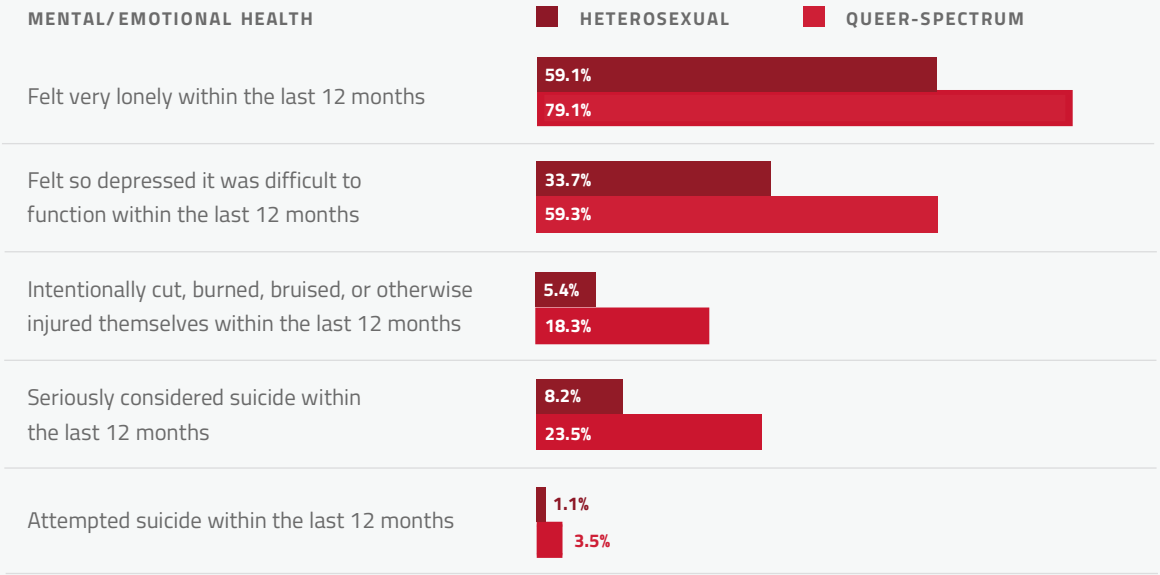
The ACHA-NCHA asks students to indicate which term best describes their sexual identity. Queer-spectrum students comprised 12.7% (n=9,331) of the survey participants, compare against heterosexual peers (86.3%). Students who identified as *asexual* (4,364) or chose *another identity* (n=759) were not included in this analysis.

Mental Health & Self-Harm

In exploring rates of several mental health issues among students, queer-spectrum students more frequently reported feelings of loneliness and feeling so depressed it was difficult to function. The differences in rates of self-injury, suicide ideation, and suicide attempts are at least 3 times as high (and in some cases, higher) for queer-spectrum students when compared with their straight peers (Figure NCHA1).

FIGURE NCHA 1

Comparison of Mental/Emotional Health and Self-Injurious Behaviors of Straight/Heterosexual & Queer-Spectrum Students



Substance Use

With only one exception, queer-spectrum students reported higher rates of alcohol, tobacco, and other drug use than their straight peers. In the case of both marijuana and tobacco products, 50% more queer-spectrum students than straight students reported using in the last 30 days. While the overall proportion of students using ecstasy, methamphetamine, opioids, and the misuse of prescription medication is relatively low in general, the differences between queer-spectrum students and their straight peers are concerning. The rate of ecstasy and other club drug use in the last 30 days was twice as high for queer-spectrum students, and the rates of methamphetamine and other amphetamine use in the last 30 days was almost twice as high for queer-spectrum students. The use of prescription opioids coupled with sedative use increases the risk of an opioid overdose. The rates of queer-spectrum students reporting the misuse of both prescription opioids and prescription sedatives within the last 12 months was double that of their straight peers (Table NCHA1, p.23).

TABLE NCHA1

Comparison of Substance Use of Straight/Heterosexual & Queer-Spectrum Students

SUBSTANCE	STRAIGHT/ HETEROSEXUAL	QUEER-SPECTRUM
Alcohol use within the last 30 days	63.9%	69.1%
Marijuana use within the last 30 days	18.8%	30.9%
Any tobacco use within the last 30 days*	14.7%	21.2%
Any ecstasy or other club drug use within the last 30 days	1.1%	2.1%
Any meth or other amphetamine use within the last 30 days	2.0%	3.4%
Any heroin use within the last 30 days	0.3%	0.7%
Any prescription drug misuse within the last 12 months**	11.8%	17.4%
Pain medication misuse within the last 12 months	4.8%	7.9%
Prescription opioid and sedative misuse within the last 12 months	1.6%	3.2%

*Cigarettes, e-cigarettes, waterpipe, smokeless tobacco, or cigars/little cigars/clove

**Antidepressants, erectile dysfunction medication, pain medication/opioids, sedatives, or stimulants

Academic Impediments

Students were asked on the ACHA-NCHA about several things that might negatively impact their academic performance. Queer-spectrum students reported that anxiety and stress negatively impacted their academics at higher rates than their straight peers. The differences were even greater for financial problems and roommate difficulties (nearly twice the rate), depression (twice the rate), drug use (more than twice the rate), eating disorders (two and a half times the rate), and discrimination (more than four times the rate) for queer-spectrum students than for their straight peers (Table NCHA2).

TABLE NCHA2

Comparison of Academic Impediments of Straight/Heterosexual & Queer-Spectrum Students

ACADEMIC IMPEDIMENTS	STRAIGHT/ HETEROSEXUAL	QUEER-SPECTRUM
Anxiety	22.1%	39.1%
Depression	14.0%	31.8%
Discrimination	0.9%	4.2%
Drug use	1.6%	3.8%
Eating disorder/problem	1.2%	3.0%
Finances	6.6%	10.8%
Roommate difficulties	5.8%	9.2%
Stress	32.0%	45.3%

Sexual Victimization & Relationship Violence

Queer-spectrum students reported being in an emotionally, physically, or sexually abusive relationship at much higher rates than their straight peers. A similar pattern was observed among students that reported being a victim of stalking (4.7% and 8.7% for straight and queer-spectrum students, respectively.) Twice the proportion of queer-spectrum students reported any sexual victimization, and more than twice as many reported specifically that they were sexually penetrated without their consent when compared to their straight peers (Table NCHA3).

TABLE NCHA3

Comparison of Sexual Victimization and Relationship Violence of Straight/Heterosexual & Queer-Spectrum Students

SEXUAL VICTIMIZATION AND RELATIONSHIP VIOLENCE WITHIN THE LAST 12 MONTHS	STRAIGHT/ HETEROSEXUAL	QUEER-SPECTRUM
Sexually touched without consent	7.7%	15.7%
Sexual penetration attempted without consent	3.1%	7.1%
Sexually penetrated without consent	1.9%	4.5%
One or more of the three types of sexual victimization above	8.3%	16.6%
Emotionally abusive relationship	7.9%	12.7%
Physically abusive relationship	1.7%	3.0%
Sexually abusive relationship	1.7%	3.9%
One or more of the three types of abusive relationships above	8.6%	14.2%

Trans-Spectrum Students

The ACHA-NCHA asks students three questions related to their sex and gender. *What sex were you assigned at birth, such as on an original birth certificate?* (Response options are *female* and *male*), *Do you identify as transgender?* (Response options are *no* and *yes*), and, [*w]hich term do you use to describe your gender identity*? (Response options are *woman*, *man*, *trans woman*, *trans man*, *genderqueer*, and *another identity*.) Responses to all three questions are used to sort participants into three categories for reporting purposes: female, male, and non-binary. For the purpose of this analysis, female and male cases were collapsed into a single category labeled cisgender (n=70,706) and compared with cases in the non-binary category (n=2,294) in the areas of sexual/ relationship violence, substance use, mental health, and impediments to academic performance. The trans-spectrum students represent 3.8% of the sample.

SERIOUSLY CONSIDERED SUICIDE IN THE LAST 12 MONTHS

1 of 5 Queer-Spectrum Students

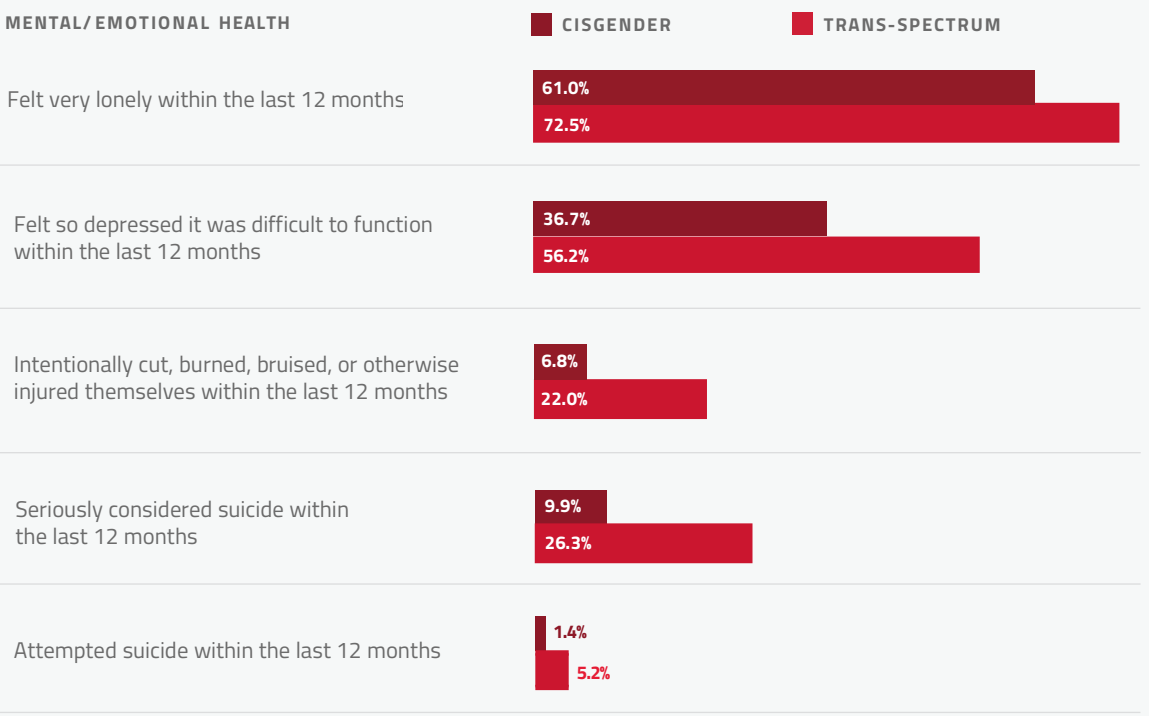
1 of 4 Trans-Spectrum Students

Mental Health & Self Harm

In exploring rates of several mental health issues among students, trans-spectrum students report similarly higher rates of feeling loneliness and feeling so depressed is was difficult to function. The differences in rates of self-injury, suicide ideation, and suicide attempts are at least 3 times as high (and in some cases, higher) for trans-spectrum students when compared with their cisgender peers. It is also important to note that trans-spectrum peers reported higher rates among all items (Figure NCHA2).

FIGURE NCHA2

Comparison of Mental/Emotional Health and Self-Injurious Behaviors of Cisgender & Trans-Spectrum Students



Substance Use

Mirroring many of the findings among queer-spectrum students, trans-spectrum students reported higher rates of alcohol, tobacco, and other drug use than their cisgender peers. The one exception is that a slightly smaller proportion of trans-spectrum students reported using alcohol in the last 30 days than did their cisgender peers. While the overall proportion of students using ecstasy, methamphetamine, opioids, and the misuse of prescription medication is relatively low in general, the differences between trans-spectrum students and their cisgender peers are of similar concern as findings for queer-spectrum peers and their straight counterparts. In the case of ecstasy and other club drug use in the last 30 days, and the rates of methamphetamine and other amphetamine use in the last 30 days, the rates were almost twice as high for trans-spectrum students. The use of prescription opioids coupled with sedative use increases the risk of an opioid overdose. The rates of trans-spectrum students reporting the misuse of both prescription opioids and prescription stimulants within the last 12 months was double that of their cisgender peers (Table NCHA4, p.27).

TABLE NCHA4

Comparison of Substance Use of Cisgender & Trans-Spectrum Students

SUBSTANCE	CISGENDER	TRANS-SPECTRUM
Alcohol use within the last 30 days	64.1%	61.0%
Marijuana use within the last 30 days	20.0%	24.2%
Any tobacco use within the last 30 days*	15.6%	18.8%
Any ecstasy or other club drug use within the last 30 days	1.3%	2.0%
Any meth or other amphetamine use within the last 30 days	2.2%	4.1%
Any heroin use within the last 30 days	0.3%	1.8%
Any prescription drug misuse within the last 12 months**	12.3%	16.3%
Pain medication misuse within the last 12 months	5.1%	8.0%
Prescription opioid and sedative misuse within the last 12 months	1.7%	3.8%

*Cigarettes, e-cigarettes, waterpipe, smokeless tobacco, or cigars/little cigars/clove cigarettes
**Antidepressants, erectile dysfunction medication, pain medication/opioids, sedatives, or stimulants

Academic Impediments

Again, students were asked on the ACHA-NCHA about several things that might negatively impact their academic performance. Trans-spectrum students reported that anxiety and stress negatively influenced their academics at higher rates than their cisgender peers. The differences were even greater for financial problems and roommate difficulties (nearly twice the rate), depression (over twice the rate), drug use (twice the rate), eating disorders (nearly three times the rate), and discrimination (six times the rate) for trans-spectrum students than for their cisgender peers. Trans-spectrum students also reported discrimination as an academic impediment at higher rates than their queer-spectrum counterpart (Table NCHA5).

TABLE NCHA5

Comparison of Academic Impediments of Cisgender & Trans-Spectrum Students

ACADEMIC IMPEDIMENTS	CISGENDER	TRANS-SPECTRUM
Anxiety	23.8%	39.5%
Depression	15.5%	33.7%
Discrimination	1.2%	7.3%
Drug use	1.8%	3.9%
Eating disorder/problem	1.4%	4.1%
Finances	7.1%	13.1%
Roommate difficulties	6.1%	11.1%
Stress	33.4%	44.3%

Sexual Victimization & Relationship Violence

Trans-spectrum students reported being in an emotionally, physically, or sexually abusive relationship at higher rates than their cisgender peers. A similar pattern was observed among students that reported being a victim of stalking (5.2% and 9.2% of cisgender and trans-spectrum students, respectively.) A higher proportion of trans-spectrum students reported any sexual victimization, and almost twice as many reported specifically that they were sexually penetrated without their consent when compared to their cisgender peers (Table NCHA6).

TABLE NCHA6

Comparison of Feelings of Sexual Victimization and Relationship Violence of Cisgender and Trans-Spectrum Students

SEXUAL VICTIMIZATION AND RELATIONSHIP VIOLENCE WITHIN THE LAST 12 MONTHS	CISGENDER	TRANS-SPECTRUM
Sexually touched without consent	8.5%	14.1%
Sexual penetration attempted without consent	3.5%	6.1%
Sexually penetrated without consent	2.2%	4.7%
One or more of the three types of sexual victimization above	9.2%	15.1%
Emotionally abusive relationship	8.5%	13.7%
Physically abusive relationship	1.9%	3.4%
Sexually abusive relationship	1.9%	4.8%
One or more of the three types of abusive relationships above	9.2%	15.2%

CIRP College Senior Survey

The College Senior Survey (CSS) is designed to be an exit survey for graduating seniors, which addresses a variety of college experiences, student views, and future plans. The mental health findings from this survey suggest that mental health disparities span the entire college experience, even among those who persist to graduation. The 2017 College Senior Survey was administered at 79 institutions, resulting in a sample of 19,117 students.

Queer-Spectrum Seniors

Gay, *lesbian*, *bisexual*, *queer* and students who chose *other* comprise 9.7% of survey participants (n=1,853) who fall into the queer-spectrum group. Differences in students' emotional well-being that were found among incoming freshmen were also present among college seniors, with 35.4% of queer-spectrum seniors rating their emotional health below average/lowest 10% versus 13.7% of their heterosexual peers. Queer-spectrum students were also more likely to frequently feel depressed (40.7%) and overwhelmed by all they had to do (66.1%) than straight students (14.5% and 44.9%, respectively). More than half of queer-spectrum students (56.1%) sought personal counseling during the past year, compared to just under one-third (32.6%) of straight students.

Trans-Spectrum Seniors

Among the 19,117 students who participated in the 2017 College Senior Survey, 160 students (<1%)) identified as transgender. Trans-spectrum students were more likely to frequently feel overwhelmed by all they had to do (70.5%) and depressed (48.3%) in the past year than non-transgender students (46.9% and 16.9%, respectively). Similar to data collected from incoming freshmen, a large proportion of trans-spectrum college seniors (45.9%) rated their emotional health as below average or in the lowest 10% of their peers, compared to just 16.2% of non-transgender students.

More than half of trans-spectrum students sought personal counseling during the past year.

48.3%

of queer-spectrum seniors report feeling frequently depressed.

More than half of trans-spectrum seniors (54.5%) sought personal counseling in the past year, compared to 34.9% of non-transgender students. While a different sample of students participated in the Freshman Survey and the Your First College Year Survey presented here, all illustrate widespread mental health concerns among queer-spectrum and trans-spectrum students of all class standings.

ACADEMIC ENGAGEMENT

Multiple surveys reviewed in these analyses asked questions related to academic engagement and disengagement. In this section, we examine the findings from the Undergraduate Student Experience at the Research Institution Survey and the National Survey of Student Engagement. The following discussion will explore academic engagement findings specific to each survey instrument included.

Student Experience at the Research University Undergraduate Survey

Again, the exploration of the SERU responses outlined below on selected items for queer-spectrum and trans-spectrum students is not meant to be rigorous academic inquiry but is aimed primarily to increase awareness of the SERU as a potential data source for higher education researchers studying the LGBTQIA student experience and their correlates of success. The 2016 Undergraduate SERU Survey included 18 public research universities and yielded 87,996 participants.

Queer-Spectrum Students

Queer-spectrum students represented 11.4% (n=9,879) of total participants, and were identified based on their responses to the sexual orientation item; students who considered themselves to be gay or lesbian, bisexual, queer, questioning were collapsed into a queer-spectrum category (Table TCC2, p. 8 and Table TCC4, p.10). Responses to the "other" were also recoded where intent was clear to either the queer-spectrum or heterosexual/straight category.

Majors & Degree Aspirations

When comparing the proportions of queer-spectrum and heterosexual students enrolled in STEM and non-STEM majors, significant differences were observed. For queer-spectrum students, 40.0% were enrolled in a STEM major as compared to 47.1% for heterosexual students. Within STEM, Engineering had the largest proportional differences in representation (with 8.3% and 13.6%, respectively). Outside of STEM, enrollment in Business majors showed nearly a 2 to 1 difference (3.9% and 8.5%, respectively), whereas relatively larger proportions of queer-spectrum students were enrolled in Visual and Performing Arts (6.9% vs. 3.5%) and in the areas of English (4.8% vs. 2.4%), Foreign Languages (4.5% vs. 2.1%), and Area, Ethnic, Cultural, and Gender Studies (3.4% vs. 1%). Relatively similar proportions were observed within the remaining 22 academic areas observed. In terms of planned degrees, queer-spectrum students were much more likely to indicate planning to earn a doctorate

(22.5%) as compared to heterosexual students (15.6%) and queer-spectrum students were much less likely to indicate that they planned to earn an MBA as compared to heterosexual students (5.4% vs. 10.8%).

Academic Engagement

Queer-spectrum students were more likely to report higher levels of academic engagement and involvement in high impact learning experiences than heterosexual peers (Table SERU1).

TABLE SERU1

Top Five Learning Experiences of Queers-Spectrum & Heterosexual Students*

LEARNING EXPEIENCE	HETEROSEXUAL/ STRAIGHT	QUEER-SPECTRUM
Academic experiences with a diversity focus	52.3%	64.8%
Writing-intensive/enriched course(s)	62.0%	66.8%
A research project or research paper as part of your coursework	35.2%	40.2%
First-year seminar	43.2%	45.4%
At least one research methods course	45.0%	45.5%

*Percentage of students who responded doing/have done

At the same time, queer-spectrum students are also more likely to report disengagement behaviors when compared to their heterosexual peers (Table SERU2). In terms of academic outcomes, as measured by GPA, there does not appear to be any meaningful difference between these two groups (queer-spectrum GPA=3.23, SD=0.53 heterosexual GPA=3.20, SD=0.53).

TABLE SERU2

Academic Engagement/Disengagement Behaviors of Queer-Spectrum & Heterosexual Students*

ACADEMIC BEHAVIOR	HETEROSEXUAL/ STRAIGHT	QUEER-SPECTRUM
Contributed to a class discussion	38.0%	44.8%
Brought up ideas or concepts from different courses during class	25.5%	31.6%
Gone to class unprepared	4.9%	8.0%
Skipped class	5.8%	9.0%

*Percentage of students who responded often/very often

Trans-Spectrum Students

Trans-spectrum students represented 1.7% (n=1,526) of survey participants, using current gender identity and sex assigned at birth to identify a trans-spectrum category and a cisgender category (Table TCC3, p.9 and Table TCC5, p.11).

Academic Engagement

Similar to the queer-spectrum analyses, trans-spectrum students were more likely to report higher levels of academic engagement and involvement in high impact learning experiences (Table SERU3). At the same time, trans-spectrum students were also more likely to report disengagement behaviors (Table SERU4).

TABLE SERU3

Top Five Learning Experiences of Trans-Spectrum & Cisgender Students*

LEARNING EXPERIENCE	CISGENDER	TRANS-SPECTRUM
Academic experiences with a diversity focus	53.5%	67.8%
Writing-intensive/enriched course(s)	62.5%	66.4%
A research project or research paper as part of your coursework	35.7%	43.8%
First-year seminar	43.5%	45.5%
At least one research methods course	44.9%	46.6%

*Percentage of students who responded doing/have done

In terms of academic outcomes, as measured by GPA, there does not appear to be any meaningful difference on average (trans-spectrum GPA=3.22, SD=0.53 & cisgender GPA=3.20, SD=0.53).

TABLE SERU4

Academic Engagement & Disengagement Behaviors of Trans-Spectrum & Cisgender Students

ACADEMIC BEHAVIOR	CISGENDER	TRANS-SPECTRUM
Contributed to a class discussion	38.6%	44.3%
Brought up ideas or concepts from different courses during class	26.1%	33.0%
Gone to class unprepared	5.1%	11.3%
Skipped class	6.1%	11.2%

*Percentage of students who responded often/very often

Majors & Degree Aspirations

When comparing the proportions of trans-spectrum and cisgender students enrolled in STEM and non-STEM majors, significant differences were observed. For trans-spectrum students, 39% were enrolled in a STEM major as compared to 54% for cisgender students. Within STEM, Biological and Biomedical Sciences had the largest proportional differences (with 9.8% vs. 14.6%), followed by Engineering (9.7% vs. 13%). Outside of STEM, the areas of Business (2.4% vs. 8.1%), Area, Ethnic, Cultural, and Gender Studies (1.2% vs. 6.6%), Visual and Performing Arts (3.8% vs. 9.1%), and Foreign Languages (5.3% vs. 2.3%) had some of largest differences in representation. The remaining academic areas examined were relatively similar between the groups. In terms of planned degrees, trans-spectrum students were much more likely to indicate planning to earn a doctorate (22.5%) as compared to cisgender students (15.6%), and much less likely to indicate that they planned to earn an MBA (3.8% vs. 10.2%).

National Survey of Student Engagement

With regard to academic engagement, the National Survey of Student Engagement measures the amount of time and effort students put into their studies and other educationally purposeful activities, and how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning. NSSE does not assess student learning directly, but survey results point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved. Again, the 2017 National Survey of Student Engagement was administered at 636 four-year colleges and universities, resulting in a sample of 517,850 students.

Queer-Spectrum Students

Queer-spectrum students comprised 5.3% (n=27,487) of survey participants. To review disaggregated findings for reflective and integrative learning measures and intended major and degree aspirations, see Appendices G-H.

Reflective and Integrative Learning

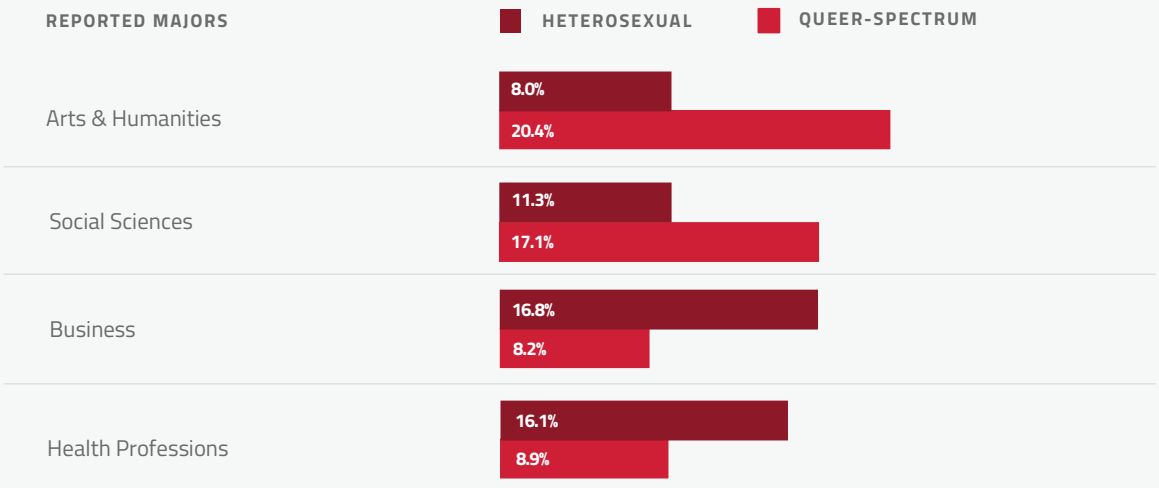
Generally, queer-spectrum students participated more frequently in reflective and integrative learning activities. Over two-thirds of queer-spectrum students (66.3%) frequently included diverse perspectives in course discussions or assignments, compared to 52.6% of heterosexual students, and more frequently connected their learning to societal problems or issues than heterosexual peers (68.0 vs. 57.7%, respectively). Queer-students more commonly examined the strengths and weaknesses of their own views when compared to heterosexual students (72.0% vs. 65.3%), and more frequently attempted to understand the views of another peer by imagining how an issue looks from their perspective (78.2% vs. 71.8%).

Major and Degree Aspirations

Queer-spectrum students more often majored in fields such as Arts and Humanities (20.4%) and Social Sciences (17.1%) than their straight peers (8.0% and 11.3%, respectively), but less often major in fields such as Business (8.2%) and Health Professions (8.9%) compared to their straight peers (16.8% and 16.1%, respectively). This varies

FIGURE NSSE1

Comparison of Majors of Heterosexual & Queer-Spectrum Students



within the disaggregated queer-spectrum population; for example, 31.5% of queer students majored in Arts and Humanities compared to 14.7% of lesbian students (Table NSSE 8, Appendix H). Queer-spectrum students more often aspired to a doctoral or professional degree (27.6%) than their straight peers (21.4%).

Trans-Spectrum Students

Of the 517,850 students who participated in the survey, 1,571 (<0.1%) students identified as trans-spectrum. To review disaggregated findings for reflective and integrative learning measures and intended major and degree aspirations, see Appendices I-J.

Reflective and Integrative Learning

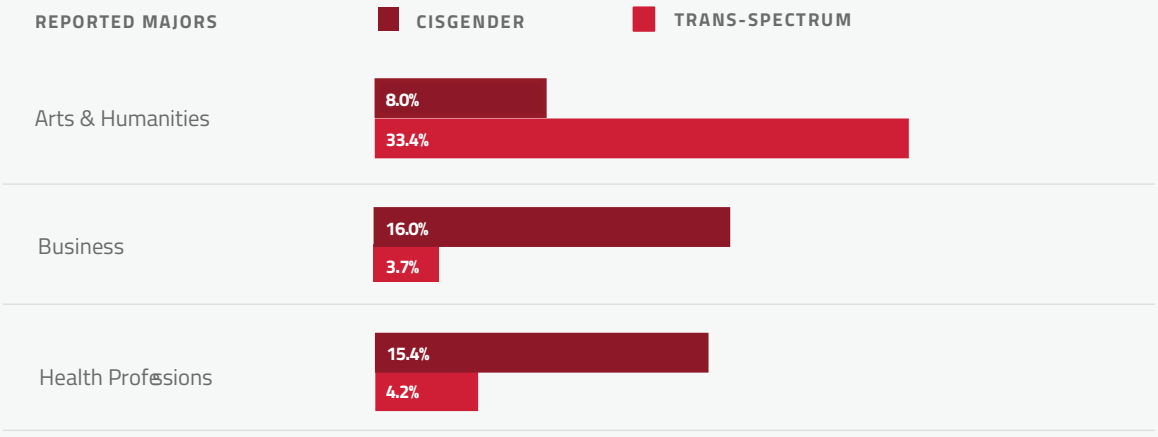
Generally, trans-spectrum students participated more frequently in reflective and integrative learning activities than their cisgender peers. Over three-quarters of trans-spectrum students (75.4%) frequently included diverse perspectives in course discussions or assignments, compared to 53.8% of cisgender students, and more frequently connected their learning to society problems or issues than cisgender peers (72.8 vs. 58.6% respectively). Like queer-spectrum students, trans-spectrum students more frequently examined the strengths and weaknesses of their own views when compared to cisgender students (73.7% vs. 65.8%), and more frequently attempted to understand the views of another peer by imagining how an issue looks from their perspective (77.8% vs. 72.4%). Disaggregated findings for trans-spectrum students are reflected in Table NSSE9 (Appendix I).

Major and Degree Aspirations

Trans-spectrum students more often majored in fields such as Arts and Humanities (33.4%) and Social Sciences (17.0%) than their cisgender peers (9.2% and 11.8%, respectively), but less often majored in fields such as Business (3.7%) and Health Professions (4.2%) than their cisgender peers (16.0% and 15.4%, respectively). Trans-spectrum students (29.7%) were also more interested in pursuing a doctoral or professional degree than their cisgender peers (22.0%). For disaggregated findings for trans-spectrum students, see Table NSSE10 (Appendix J).

FIGURE NSSE2

Comparison of Majors of Cisgender & Trans-Spectrum Students



Limitations and Recommendations for Future Research

Due to the amount of data reviewed for this initial paper, we were limited to a dichotomous analysis of queer-spectrum and trans-spectrum students in comparison to heterosexual and cisgender/non-transgender peers. The collapsing of sexual and gender identities obscures the differences within queer-spectrum and trans-spectrum populations, restricting the depth of our analysis. Thus, we were limited to providing a mere snapshot of our findings. Future papers will explore differences within queer-spectrum and trans-spectrum populations, the impact of other salient identities (e.g., racial identity, spiritual/religious affiliation) on students' experiences, and correlational analysis of the more troubling findings in our analyses, such as suicide ideation.

Further, instruments designed for the general student body preclude the inclusion of questions that capture the unique challenges facing queer-spectrum and trans-spectrum students (e.g. family support and acceptance) and lack the capacity to understand the qualitative aspects of these experiences.

Conclusion

As the architects of the student experience,
it is not enough to reduce harm
(e.g., harassment, discrimination and violence).
Institutions must actively create environments
where students perceive themselves as valued
members of the campus community.

CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

Based upon the analyses conducted across seven national survey instruments, it is clear that queer-spectrum and trans-spectrum students' experiences are disparate to those of heterosexual and cisgender students across climate, health, and academic engagement.

Academic Engagement

This study revealed that queer-spectrum and trans-spectrum students are disproportionately underrepresented in certain academic areas- particularly the health sciences/professions and business. While many institutions have established targeted recruitment and retention programs for women in these fields, they may benefit from engaging in similar efforts to increase representation of queer-spectrum and trans-spectrum students in Business, Health Professions, and STEM fields. Further, while queer-spectrum and trans-spectrum students consistently report higher frequencies of reflective and integrative learning behaviors, they simultaneously report markedly higher rates of academic disengagement behaviors and academic impediments related to depression, anxiety, and stress than their heterosexual and cisgender counterparts. Preparing faculty to recognize inconsistencies between cognitive engagement and behavioral disengagement, and increasing their awareness of campus resources, could provide an intervention that improves academic performance, persistence, and graduation rates.

Mental & Emotional Health

Among all surveys inquiring about mental health, profound disparities existed between queer-spectrum and trans-spectrum students and their heterosexual and cisgender counterparts. While it appears that roughly half of queer-spectrum and trans-spectrum students are utilizing student psychological services, their self-appraisal of emotional health and rates of depression appear consistent across all class standings. This suggests that student psychological services may benefit from seeking alternative strategies to improve the overall mental health of queer-spectrum and trans-spectrum. Strategic outreach could have a measurable impact on self-harming behaviors (e.g., substance use, self-injury), academic impediments caused by depression and anxiety, and academic disengagement. It is imperative that clinicians providing queer-spectrum and trans-spectrum students with psychological services engage in on-going professional development to understand the unique needs of these populations. Clinical preparation, as opposed to Safe Zone training, cannot

be stressed enough, as queer-spectrum students and trans-spectrum students have very different environmental stressors and psychological needs from their heterosexual and cisgender/non-transgender peers, as well as from each other.[22]

Campus Climate

The analyses of campus climate measures revealed several disparities for queer-spectrum and trans-spectrum students. These students were less likely to feel valued by their institution, feel that their sexual identity and gender identities were respected on campus, or experience a sense of belonging similar to their heterosexual and cisgender peers. More troubling, these students were significantly more likely to have experiences with harassment and discrimination and less likely to view their campus as safe and secure. As the architects of the student experience, however, it is not enough to reduce harm (e.g., harassment, discrimination, violence). Institutions must actively create environments where these students feel a comparable sense of belonging to heterosexual and cisgender peers.

Assessment

For institutions seeking to assess their climate for queer-spectrum and trans-spectrum students, the Campus Pride Index is an excellent benchmarking tool to assess institutional strengths and areas for improvement.[23] The index measures various dimensions of campus life, including institutional policies, institutional commitment and support, academic life, student life, campus housing, campus safety, counseling and health services and recruitment and retention efforts as they relate to queer-spectrum and trans-spectrum students.[24] For professionals with limited time and/or resources to conduct a campus climate assessment, the Campus Pride Index is accessible and provides clear and concrete strategies to create an "inclusive, welcoming, and respectful environment" for queer-spectrum and trans-spectrum students.[25] With regard to these activities, whether they be undertaken by an ad hoc task force or under the purview of a different department, higher education administrators must make this work a priority, as opposed to viewing it as peripheral or secondary. Comparatively speaking, institutions routinely expend a great deal of resources to improve the experiences of student populations that are often much smaller in number (e.g., students who participate in Greek life, student athletes). When institutions neglect to examine the climate for these populations, they implicitly convey to queer-spectrum and trans-spectrum students that their needs are not worthy of attention.

Faculty/Staff & Peer Mentoring

Fostering the development of social support networks is essential to the success of queer-spectrum and trans-spectrum students. For many of these students, parents, siblings, and extended family are not a reliable source of support due to prejudicial regard for sexual orientation and/or gender identity and expression.[26] Simultaneously, students fearing lack of acceptance/rejection from family members are more likely to conceal their gender or sexual identity from them, thus isolating themselves from potential sources of support.[27] Faculty/staff mentors and advocates, and connection to queer-spectrum and trans-spectrum peers, strengthen a student's social support network in times of distress/victimization, foster positive identity development, and reduce social isolation and its related impacts on health and academic outcomes.[28]

Previous studies indicate that students are far more likely to reach out to a peer in times of distress than a campus professional.[29] Thus, college counseling centers might seek to cultivate queer-spectrum and trans-spectrum peer mentoring programs to ensure that students seeking support have a direct conduit to psychological support services. Moreover, peer mentoring programs encourage the development of peer support

networks, increase awareness of campus resources, and inherently promote help-seeking behaviors and greater self-efficacy.

Student Support Services

Queer-spectrum and trans-spectrum students support/outreach programs, delivered through offices with names like LGBT Life, LGBT Resource Center, Gender & Sexuality Center, and Campus Pride Center, are a leading strategy to address the needs of queer-spectrum and trans-spectrum students. Increasingly common within higher education, these offices regularly advance objectives that have tangible impacts on queer-spectrum and trans-spectrum students and provide a trusted point-of-entry for queer-spectrum and trans-spectrum students seeking support. Most critical to health and social outcomes, these programs provide concrete opportunities for queer-spectrum and trans-spectrum students to connect, build peer support networks, and develop a sense of community that fosters a sense of belonging on campus. In addition to fostering positive identity development, these support networks may also reduce internalized homophobia/transphobia and depressive symptoms, while improving coping behaviors and overall resiliency.[30] These centers represent a highly visible point-of-entry for queer-spectrum and trans-spectrum students seeking support, and are more likely to engender their trust by virtue of their mission.

In the context of the campus at large, resource centers also have a significant impact on campus climate. While program models vary by institution, services provided commonly address and respond to homophobia/transphobia within the campus community, educate the campus' various stakeholders about queer-spectrum and trans-spectrum issues, increase visibility of sexual and gender diversity, and proactively mitigate bias, microaggressions, and the underpreparedness of faculty/staff/administrators to support queer-spectrum and trans-spectrum students. These are key practices to creating and sustaining a welcoming, affirming and inclusive campus that involves the entire campus community.[31]

Most importantly, professionally staffed support services are critical to alleviating the burden on queer-spectrum and trans-spectrum students to convene their own resource networks (e.g., LGBTQ student organizations, peer-to-peer support). Undergraduate students are not equipped to address the complex challenges described in this paper—challenges they themselves may be experiencing. Additionally, these responsibilities increase stress, time away from academics and self-care, and may result in academic disengagement due to the over-commitment of queer-spectrum and trans-spectrum students to their peers.[32] Simply put, these students are entitled to be the recipients, as opposed to the providers, of resources and support as much as any other student.

Institutions of higher education must begin looking into outcomes beyond grade point average, retention, and graduation rates to measure student success. When only 55.4% of queer-spectrum students and 37.8% of trans-spectrum students report feeling a sense of belonging on campus, higher education leaders are obligated to take notice. These recommendations are but a few strategies to improve the climate for, and outcomes of, queer-spectrum and trans-spectrum students. For a more detailed list of strategies that institutions may employ, refer to Rankin, Weber, Blumenfeld & Frazer's 2010 State of Higher Education for LGBT People.[33] To conclude, we encourage higher education leaders to review policies and programs at their respective institutions, speak with queer-spectrum and trans-spectrum students about their experience on campus, and engage all members of the campus community in the creation and maintenance of an affirming climate for this important population.

Reference

ENDNOTES

[1] National Consortium of Higher Education LGBTQ Resource Professionals, 2017.

[2] Rankin & Reason, 2008; Rankin, 2005

[3] Rankin, Weber, Blumenfeld & Frazer, 2010

[4] Rankin, Weber, Blumenfeld & Frazer, 2010; Rankin, 2005; Rankin, 2003; Vaccaro, 2012

[5] Rankin, Weber, Blumenfeld & Frazer, 2010

[6] Evans & Broido, 2002; Tetreault, Fette, Meidlinger, & Hope, 2013.

[7] Diplacido, 1998; Rankin, 2004; Rankin, 2005; Rankin, Weber, Blumenfeld & Frazer, 2010

[8] Rankin & Reason, 2006

[9] Ross & Rosser, 1996; Rostosky & Riggle, 2002

[10] Amadio & Chung, 2004; Chakraborty, McManus Brugha, Bebbington & King, 2011; Herek, Gillis, Cogan & Glunt, 1997; Grossman, 1997; Hill & Grace, 2009; Mayock, Carr & Kitching, 2009; Rankin, Weber, & Garvey, 2015; Oswalt & Wyatt, 2011; Ross & Rosser, 1996; Smalley, Warren & Barefoot., 2016; Szymanski, Chung, & Balsam, 2001; Sue, 2010; Woodford & Kulick, 2015

[11] Garvey, Sanders, & Flint, 2017; Vaccaro, 2012

[12] Furrow, 2012; Garvey, Taylor, & Rankin, 2014

[13] Astin, 1993

[14] Rankin & Garvey, 2015

[15] Rankin & Garvey, 2015, p. 74

[16] Garvey, 2014

[17] Rankin & Garvey, 2015, p. 74

[18] Rankin & Garvey, 2015, p. 78

[19] Rankin & Reason, 2006, p. 113

[20] Hinderliter, 2009; Przybylo, 2011

[21] Rankin & Reason, 2008, p. 264

[22] Couture, 2017

[23] Garvey, Rankin, Beeymn, & Windmeyer, 2017

[24] Garvey, Rankin, Beeymn, & Windmeyer, 2017

[25] Garvey, Rankin, Beeymn, & Windemeyer, 2017

[26] Ryan, 2010

[27] Ryan, 2010

[28] Gortmaker & Brown, 2006

[29] Barton, Hirsch, Lovejoy, 2012; Drum, Kulick, 2015; Brownson, Denmark, & Smith, 2009

[30] Coleman, 2016; Vaccaro, 2012; Woodford & Kulick, 2015

[31] Marine, 2011; Salo, Rankin, & Schoenberg, 2002

[32] Liu & Mustanksi, 2012

[33] Rankin, Weber, Blumenfeld, & Frazer, 2010

REFERENCES

A

Amadio, D. M., & Chung, B. Y. (2004). Internalized homophobia and substance use among lesbian, gay, and bisexual persons. *Journal of Gay and Lesbian Social Services: Issues in Practice, Policy, and Research, 17,* 83-101.

American College Health Association. American College Health Association-National College Health Assessment, Spring 2016. Unpublished raw data. Hanover, MD: American College Health Association.

Astin, A.W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.

B

Barton, A., Hirsch, J., & Lovejoy, C. (2013). Peer response to messages of distress do sex and content matter?. *Crisis: The Journal of Crisis Intervention and Suicide Prevention, 34*(3), 183-191.

C

Chakraborty, A., McManus, S., Brugha, T. S., Bebbington, P., & King, M. (2011). Mental health of the non-heterosexual population of England. *British Journal of Psychiatry, 198,* 143-148.

Center for Studies in Higher Education (CSHE). (2017). 2016 Undergraduate Student Experience in the Research University Survey [Data file and code book].

Coleman, K. (2016). The difference safe spaces make: The obstacles and rewards of fostering support for the LGBT community at HBCUs. *SAGE Open*, *6*(2), 1-12.

Cooperative Institutional Research Program. (2016). CIRP Freshman Survey. Los Angeles, CA: Higher Education Research Institute at the University of California, Los Angeles.

Couture, V. (2017). Counseling transgender college students: Perceptions of college mental health clinicians' preparedness. *College Student Journal, 51*(4), 463-472.

D

DiPlacido, J. (1998) Minority stress among lesbians, gay men and bisexuals: a consequence of heterosexism, homophobia and stigmatization. *Stigma and sexual orientation* (pp. 138–159). Thousand Oaks, CA: Sage.

Drum, D. J., Brownson, C., & Smith, S. E. (2009). New data on the nature of suicidal crises in college students: Shifting the paradigm. *Professional Psychology: Research And Practice, 40*(3), 213-222.

E

Evans, N. & Broido, E. (2002). The experiences of lesbian and bisexual women in college residence halls: Implications for addressing homophobia and heterosexism. *Journal Of Lesbian Studies, 6*(3-4), 29-42.

F

Furrow, H. (2012). LGBT students in the college composition classroom. *Journal of Ethnographic & Qualitative Research, 6*, 145-159.

G

Garvey, J. (2014). Demographic information collection in higher education and student affairs survey instruments: Developing a national landscape for intersectionality. In D. Mitchell, C. Simmons, & L. Greyerbiehl (Eds.), *Intersectionality and Higher Education: Research, theory, and praxis* (pp. 201-216). New York, NY: Peter Lang.

Garvey, J. C., Rankin, S., Beemyn, G., & Windmeyer, S. (2017). Improving the campus climate for LGBTQ students using the Campus Pride Index. *New Directions for Student Services*, *2017*(159), 61-70.

Garvey, J. C., Sanders, L. A., & Flint, M. A. (2017). Generational perceptions of campus climate among LGBTQ undergraduates. *Journal of College Student Development, 58*(6), 795-817.

Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice, 39*(6), 527-541.

Gortmaker, V. J., & Brown, R. D. (2006). Out of the college closet: Differences in perceptions and experiences among out and closeted lesbian and gay students. *College Student Journal*, *40*(3), 606-619.

Grossman, A. H. (1997) Growing up with a "spoiled identity": Lesbian, gay and bisexual youth at risk. *Journal of Gay and Lesbian Social Services, 6*, 45-60

H

Herek, G., Gillis, J., Cogan, J., & Glunt, E. (1997). Hate crime victimization among lesbian, gay, and bisexual adults: Prevalence, psychological correlates, and methodological issues. *Journal of Interpersonal Violence, 12*(2), 195-215.

Hill, R., & Grace, A.P. (Eds.). (2009). *Adult and higher education in queer contexts: Power, politics, and pedagogy.* Chicago, IL: Discovery Association Publishing House.

Hinderliter, A.C. (2009). Methodological issues for studying asexuality. *Archives of Sexual Behavior*, *38*(5): 619-621.

L

Liu, R. T., & Mustanski, B. (2012). Suicidal ideation and *self-harm in lesbian, gay, bisexual, and transgender youth. American Journal of Preventive Medicine, 42*(3), 221-228.

M

Marine, S. B. (2011). Stonewall's legacy: Bisexual, gay, *lesbian, and transgender student in higher education. ASHE Higher Education Report, 37*(4), 1-145.

Mayock, P., Bryan, A., Carr, N., & Kitching, K. (2009). *Supporting LGBT lives: A study of the mental health and well-being of lesbian, gay, bisexual and transgender people.* Dublin, Ireland: Gay and Lesbian Equality Network.

N

National Consortium of Higher Education LGBT Resource Professionals. (2016) 2016 annual report. Retrieved from https://issuu.com/lgbtcampus/docs/board_report_2016_ver4_final.

University Center for Postsecondary Research. National Survey of Student Engagement. (2017). National Survey of Student Engagement. Bloomington, IN: Indiana.

O

Oswalt, S., & Wyatt, T. (2011). Sexual orientation and differences in mental health, stress, and academic performance in a national sample of U.S. college students. *Journal of Homosexuality*, *58*(9), 1255-1280.

P

Przybylo, E. (2011). Crisis and safety: The asexual in sexusociety. *Sexualities, 14*(4): 444-461.

R

Rankin, S. (2003). *Campus climate for LGBT people: A national perspective*. New York, NY: National Gay and Lesbian Task Force Policy Institute, 2003.

Rankin, S. (2004) Campus climate for lesbian, gay, bisexual and transgender people. *Diversity Factor*, *12*(1):18-23.

Rankin, S. (2005). Campus climates for sexual minorities. *New Directions for Student Services*, *2005*(111), 17-23.

Rankin, S. R. & Garvey, J. (2015). Identifying, quantifying, and operationalizing queer-spectrum and trans- spectrum students: Assessment and research in student affairs. *New Directions For Student Services*, *2015*(152), 73-84.

Rankin, S. & Reason, R. (2006). College students' experiences and perceptions of harassment on campus: An exploration of gender differences. *College Student Affairs Journal*, *26*(1), 7-29.

Rankin, S., & Reason, R. (2008). Transformational Tapestry Model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education*, *1*(4), 262-274.

Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *2010 state of higher education for lesbian, gay, bisexual & transgender people*. Charlotte, NC: Campus Pride.

Rankin, S., Weber, G., & Garvey, J. (2015). LGBTQIAA: From invisibility to visibility: Queer-spectrum and trans-spectrum college students. *Today's college students: A reader* (pp. 165-182). New York, NY: Peter Lang.

Ross, M. W., & Rosser, B. R. S. (1996).Measurement and correlates of internalized homophobia: A factor analytic study. *Journal of Clinical Psychology*, *52*(1), 15-21.

Rostosky, S. S., & Riggle, E. D. (2002). "Out" at work: The relation of actor and partner workplace policy and internalized homophobia to disclosure status. *Journal of Counseling Psychology, 49,* 411-419.

Ryan, C. (2010). Engaging families to support lesbian, gay, bisexual, and transgender youth: The family acceptance project. *Prevention Researcher, 17*(4), 11-13.

S

Sanlo, R., Rankin, S., & Schoenberg, R. (2002). Our place on *campus: Lesbian, gay, bisexual, transgender services and programs in higher education*. Westport, CT: Greenwood Press.

Smalley, K. B., Warren, J. C., & Barefoot, K. N. (2016). Variations in psychological distress between gender and sexual minority groups. *Journal of Gay & Lesbian Mental Health*, *20*, 99-115.

Sue, D.W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation.* Hoboken, NJ: Wiley.

Szymanski, D. M., Chung, Y. B., & Balsam, K. F. (2001). *Psychosocial correlates of internalized homophobia in lesbians. Measurement & Evaluation in Counseling & Development*, *34*(1), 27.

T

Tetreault, P. A., Fette, R., Meidlinger, P. C., & Hope, D. (2013). Perceptions of campus climate by sexual minorities. *Journal of Homosexuality*, *60*(7), 947.

V

Vaccaro, A. (2012). Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. *Journal of Student Affairs Research & Practice*, *49*(4), 429.

W

Woodford, M. R., & Kulick, A. (2015). Academic and social integration on campus among sexual minority students: The impacts of psychological and experiential campus climate. *American Journal of Community Psychology*, *55, 13-24.*

APPENDIX A

TABLE NSSE1

Percentages of High-Quality Interactions and Substantial Institution Emphasis by Sexual Orientation

Indicate the quality of your interactions with the following people at your institution.*	A**	B	G	L	P	Q	Q/U	ASO	H	QUEER SPECTRUM
Students	43.9	47.4	53.2	49.6	45.3	41.9	45.5	40.5	55.8	47.6
Academic advisors	46.0	46.7	49.3	50.0	50.5	43.7	44.5	48.1	50.0	47.1
Faculty	53.8	52.8	54.3	54.4	52.7	54.4	52.4	56.4	53.7	53.4
Student services staff (career services, student activities, housing, etc.)	41.7	40.4	42.2	41.2	42.8	36.3	39.5	35.9	42.4	40.3
Other administrative staff and offices (registrar, financial aid, etc.)	33.7	36.6	38.9	39.1	36.8	28.8	35.0	34.0	41.9	36.4
Providing support to help students succeed academically	76.3	72.3	71.5	72.2	72.5	65.7	73.2	68.2	74.9	71.7
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	58.8	57.6	56.4	58.9	60.3	50.1	56.2	52.8	59.2	56.8
Providing opportunities to be involved socially	70.9	68.7	66.2	68.6	69.5	65.4	68.3	63.1	69.2	67.9
Providing support for your overall well-being (recreation, health care, counseling, etc.)	65.6	64.5	63.3	65.4	67.2	55.7	64.9	59.9	66.8	63.8
Helping you manage your non-academic responsibilities	26.4	30.1	32.6	34.5	27.2	20.1	28.2	26.2	37.9	29.7
Attending events that address important social, economic, or political issues (work, family, etc.)	51.7	51.1	47.6	50.6	53.7	50.3	51.7	43.5	48.7	50.5

* Percentages of students rating "6" or "7 Excellent" on a 1-7 scale

**A=Asexual, B=Bisexual, G=Gay, L=Lesbian, P=Pansexual, Q=Queer, Q/U=Questioning/Unsure, ASO=Another Sexual Orientation, H=Heterosexual

APPENDIX B

TABLE NSSE2

Percentages of Frequent Collaborative Learning and Student-Faculty Interaction by Sexual Orientation

During the current school year, about how often have you done the following?*	A**	B	G	L	P	Q	Q/U	ASO	H	QUEER SPECTRUM
Asked another student to help you understand course material	39.0	49.4	48.0	45.2	46.6	43.8	44.9	41.2	50.0	47.4
Explained course material to one or more students	54.8	63.1	65.2	59.5	61.4	62.3	56.0	60.3	60.5	62.0
Prepared for exams by discussing or working through course material with other students	35.3	47.1	50.7	45.3	42.2	44.0	41.5	37.6	51.1	46.1
Worked with other students on course projects or assignments	47.0	56.6	61.1	56.6	50.6	52.5	52.2	50.3	62.2	56.0
Talked about career plans with a faculty member	30.6	40.8	45.7	41.4	39.6	38.7	33.6	38.4	42.0	40.5
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	21.4	27.2	31.4	26.6	25.8	28.3	22.0	27.2	24.6	27.2
Discussed course topics, ideas, or concepts with a faculty member outside of class	26.1	32.5	36.6	32.9	30.1	36.0	26.9	36.6	29.8	32.8
Discussed your academic performance with a faculty member	21.2	31.8	36.3	32.6	30.8	31.3	25.6	32.6	31.9	31.8

*Percentages of students rating "6" or "7 Excellent" on a 1-7

**A=Asexual, B=Bisexual, G=Gay, L=Lesbian, P=Pansexual, Q=Queer, Q/U=Questioning/Unsure, ASO=Another Sexual Orientation, H=Heterosexual

APPENDIX C

TABLE NSSE3

Percentage of Substantial Perceived Gains and High Satisfaction by Sexual Orientation

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	A*	B	G	L	P	Q	Q/U	ASO	H	QUEER SPECTRUM
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)**	58.7	64.9	65.5	67.0	66.0	63.3	62.3	56.2	65.1	64.7

	A*	B	G	L	P	Q	Q/U	ASO	H	QUEER SPECTRUM
How would you evaluate your entire educational experience at this institution?***	85.0	84.5	81.6	83.7	83.2	82.8	83.9	78.0	87.0	83.6
If you could start over again, would you go to the same institution you are now attending?****	82.7	81.2	76.7	81.2	82.0	78.1	80.6	78.8	84.2	80.2

*A=Asexual, B=Bisexual, G=Gay, L=Lesbian, P=Pansexual, Q=Queer, Q/U=Questioning/Unsure, ASO=Another Sexual Orientation, H=Heterosexual

**Percentages of students responding "Very much" or "Quite a bit"

***Percentages of students responding "Excellent" or "Good"

****Percentages of students responding "Definitely yes" or "Probably yes"

APPENDIX D

TABLE NSSE4

Percentages of High-Quality Interactions and Substantial Emphasis by Gender Identity

Indicate the quality of your interactions with the following people at your institution.*	AG**	GF	GQ	NB	TG	AGI	C	TRANS-SPECTRUM
Students	34.4	39.5	46.7	40.9	42.6	46.2	54.9	41.3
Academic advisors	41.9	42.6	51.1	45.6	50.0	42.0	49.7	45.0
Faculty	51.6	54.9	54.7	53.5	53.6	44.4	53.6	52.1
Student services staff (career services, student activities, housing, etc.)	38.9	36.1	36.3	37.7	47.8	29.7	42.1	37.3
Other administrative staff and offices (registrar, financial aid, etc.)	29.2	33.7	29.7	28.1	35.2	29.0	41.3	30.4
Providing support to help students succeed academically	65.8	74.4	71.0	65.6	62.5	64.8	74.5	67.1
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	46.6	59.6	48.9	51.9	60.0	53.4	58.8	53.4
Providing opportunities to be involved socially	63.5	72.4	69.1	65.2	66.5	63.0	68.8	66.3
Providing support for your overall well-being (recreation, health care, counseling, etc.)	57.5	60.8	54.7	57.4	57.1	58.1	66.3	57.8
Helping you manage your non-academic responsibilities	20.3	28.0	19.4	22.0	23.4	29.4	37.0	24.0
Attending events that address important social, economic, or political issues (work, family, etc.)	41.8	51.5	51.1	50.0	43.8	46.2	48.7	47.8

*Percentages of students rating "6" or "7 Excellent" on a 1-7 scale

**AG=Agender, GF=Genderfluid, GQ=Genderqueer, NB=Non-Binary, TG=Transgender, AGI=Another Gender Identity, C=Cisgender

APPENDIX E

TABLE NSSE5

Percentages of Frequent Collaborative Learning and Student-Faculty Interaction, Substantial Perceived Gains, and High Satisfaction by Gender Identity

During the current school year, about how often have you done the following?*	AG**	GF	GQ	NB	TG	AGI	C	TRANS-SPECTRUM
Asked another student to help you understand course material	32.1	42.9	48.2	44.1	41.1	49.4	49.6	43.1
Explained course material to one or more students	50.9	64.2	68.3	62.4	59.5	62.8	60.4	61.3
Prepared for exams by discussing or working through course material with other students	28.5	42.5	43.9	40.9	35.9	46.0	50.4	40.0
Worked with other students on course projects or assignments	32.0	57.8	43.2	49.4	53.5	53.2	61.4	48.9
Talked about career plans with a faculty member	25.7	39.1	43.9	34.4	37.0	37.6	41.7	35.7
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	17.6	28.8	33.8	26.8	26.5	27.7	24.8	26.6
Discussed course topics, ideas, or concepts with a faculty member outside of class	25.7	33.5	38.1	36.5	36.8	40.6	30.0	35.3
Discussed your academic performance with a faculty member	18.6	36.0	31.7	27.9	35.1	35.6	31.9	30.4

*Percentages of students responding "Very often" or "Often"

**AG=Agender, GF=Genderfluid, GQ=Genderqueer, NB=Non-Binary, TG=Transgender, AGI=Another Gender Identity, C=Cisgender

APPENDIX F

TABLE NSSE6

Percentages of Frequent Substantial Perceived Gains, and High Satisfaction by Gender Identity

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*	AG**	GF	GQ	NB	TG	AGI	C	TRANS-SPECTRUM
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	50.9	67.4	65.5	62.2	58.4	60.7	64.9	61.1
	AG**	GF	GQ	NB	TG	AGI	C	TRANS-SPECTRUM
How would you evaluate your entire educational experience at this institution??***	77.7	83.5	84.9	85.4	83.2	74.3	86.5	81.8
If you could start over again, would you go to the same institution you are now attending?****	78.6	83.4	81.3	78.4	81.1	74.0	83.8	79.1

*Percentages of students responding "Very much" or "Quite a Bit"

**AG=Agender, GF=Genderfluid, GQ=Genderqueer, NB=Non-Binary, TG=Transgender, AGI=Another Gender Identity, C=Cisgender

***Percentages of students responding "Excellent" or "Good"

****Percentages of students responding "Definitely yes" or "Probably yes"

APPENDIX G

TABLE NSSE7

Percentages of Frequent Reflective and Integrative Learning Participation by Sexual Orientation

During the current school year, about how often have you done the following?*	A**	B	G	L	P	Q	Q/U	ASO	H	QUEER SPECTRUM
Combined ideas from different courses when completing assignments	60.6	67.2	66.9	66.6	67.3	71.8	59.5	66.9	62.4	66.6
Connected your learning to societal problems or issues	59.7	68.0	64.5	68.3	71.7	78.7	63.5	64.3	57.7	68.0
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61.1	66.2	63.5	66.6	72.2	79.6	58.9	61.3	52.6	66.3
Examined the strengths and weaknesses of your own views on a topic or issue	66.2	72.4	72.7	70.8	74.4	77.3	66.0	71.8	65.3	72.0
Tried to better understand someone else's views by imagining how an issue looks from their perspective	75.6	78.4	77.1	77.7	82.8	81.0	75.3	77.4	71.8	78.2
Learned something that changed the way you understand an issue or concept	65.5	73.9	73.3	74.2	72.7	76.0	71.6	67.2	70.9	73.6
Connected ideas from your courses to your prior experiences and knowledge	83.5	85.9	84.6	84.8	87.3	88.9	83.6	83.9	82.1	85.6

*Percentages of students responding "Very often" or "Often"

**A=Asexual, B=Bisexual, G=Gay, L=Lesbian, P=Pansexual, Q=Queer, Q/U=Questioning/Unsure, ASO=Another Sexual Orientation, H=Heterosexual

APPENDIX H

TABLE NSSE8

Percentages of Students' Major and Degree Aspirations by Sexual Orientation

Major or Expected Major	A*	B	G	L	P	Q	Q/U	ASO	H	QUEER-SPECTRUM
Arts & Humanities	29.3	19.7	18.1	14.7	26.3	31.5	21.2	21.3	8.0	20.4
Biological Sciences, Agriculture, & Natural Resources	13.5	12.9	10.8	10.0	12.4	9.7	12.8	9.6	10.5	11.9
Physical Sciences, Mathematics, & Computer Science	10.9	6.4	8.2	5.1	6.3	6.4	7.5	7.1	5.7	6.7
Social Sciences	14.1	17.4	13.2	17.7	18.7	22.0	16.0	19.9	11.3	17.1
Business	4.8	7.7	13.2	8.9	4.7	3.8	7.5	8.0	16.8	8.2
Communications, Media, & Public Relations	3.8	4.7	6.4	4.3	4.1	4.6	4.1	3.7	3.8	4.8
Education	4.8	6.0	4.9	6.2	6.1	4.0	5.4	5.8	7.2	5.6
Engineering	5.6	5.4	6.1	4.4	3.3	3.3	6.0	5.9	8.3	5.2
Health Professions	4.4	9.3	9.0	13.0	6.2	5.0	8.0	5.9	16.1	8.9
Social Service Professions	3.1	5.2	3.8	8.3	4.9	3.4	4.8	4.6	5.1	5.1
All other majors	3.9	3.9	4.8	5.7	5.5	4.1	4.3	6.1	5.8	4.4
Undecided, undeclared	1.7	1.5	1.4	1.7	1.5	2.2	2.4	2.0	1.5	1.7

*A=Asexual, B=Bisexual, G=Gay, L=Lesbian, P=Pansexual, Q=Queer, Q/U=Questioning/Unsure, ASO=Another Sexual Orientation

APPENDIX H

TABLE NSSE8 (CONTINUED)

Percentages of Students' Major and Degree Aspirations by Sexual Orientation (Continued)

What is the highest level of education you ever expect to complete?	A*	B	G	L	P	Q	Q/U	ASO	H	QUEER SPECTRUM
Some college/ university but less than a bachelor's degree	3.8	5.4	7.0	7.6	5.4	4.5	4.1	4.5	6.3	5.6
Bachelor's degree (B.A., B.S., etc.)	35.5	27.8	28.7	28.3	30.5	25.1	32.0	32.1	31.8	28.5
Master's degree (M.A., M.S., etc.)	34.7	38.7	37.7	38.3	35.9	38.6	39.0	35.4	40.4	38.3
Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	26.0	28.2	26.5	25.9	28.2	31.7	24.9	28.0	21.4	27.6

*A=Asexual, B=Bisexual, G=Gay, L=Lesbian, P=Pansexual, Q=Queer, Q/U=Questioning/Unsure, ASO=Another Sexual Orientation

APPENDIX I

TABLE NSSE9

Percentages of Frequent Reflective and Integrative Learning Participation by Gender Identity

During the current school year, about how often have you done the following?*	AG**	GF	GQ	NB	TG	AGI	C	TRANS-SPECTRUM
Combined ideas from different courses when completing assignments	60.4	64.9	77.7	71.3	70.3	63.2	62.7	67.7
Connected your learning to societal problems or issues	67.6	72.8	84.9	79.3	72.4	59.0	58.6	72.8
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70.1	79.5	84.1	81.4	80.5	56.4	53.8	75.4
Examined the strengths and weaknesses of your own views on a topic or issue	66.2	72.3	81.3	78.7	74.1	67.8	65.8	73.7
Tried to better understand someone else's views by imagining how an issue looks from their perspective	74.3	80.9	87.1	79.5	79.9	68.3	72.4	77.8
Learned something that changed the way you understand an issue or concept	57.2	74.9	76.3	70.6	68.5	65.9	71.0	68.9
Connected ideas from your courses to your prior experiences and knowledge	83.8	83.9	95.0	89.7	87.0	80.9	82.4	86.5

*Percentages of students responding "Very often" or "Often"

**AG=Agender, GF=Genderfluid, GQ=Genderqueer, NB=Non-Binary, TG=Transgender, AGI=Another Gender Identity, C=Cisgender

APPENDIX J

TABLE NSSE10

Percentages of Students' Major and Degree Aspirations by Gender Identity

MAJOR OR EXPECTED MAJOR	AG*	GF	GQ	NB	TG	AGI	C	TRANS-SPECTRUM
Arts & Humanities	40.9	33.6	35.3	36.5	25.0	26.3	9.2	33.4
Biological Sciences, Agriculture, & Natural Resources	11.4	9.8	11.5	9.5	15.2	7.6	10.6	10.4
Physical Sciences, Mathematics, & Computer Science	9.5	8.7	5.0	8.0	10.9	9.5	5.9	8.7
Social Sciences	13.2	16.6	25.9	18.6	15.2	14.5	11.8	17.0
Business	2.3	4.2	0.7	2.5	4.3	7.6	16.0	3.7
Communications, Media, & Public Relations	5.0	5.3	5.0	4.5	4.3	2.3	3.8	4.4
Education	3.2	6.4	3.6	4.1	2.7	4.6	7.0	4.2
Engineering	3.6	3.8	4.3	3.3	3.8	4.6	8.0	3.8
Health Professions	3.6	2.3	2.2	2.7	6.0	9.2	15.4	4.2
Social Service Professions	4.1	3.8	0.7	3.5	4.9	4.2	5.1	3.7
All other majors	2.3	3.4	3.6	4.7	6.5	5.3	5.7	4.4
Undecided, undeclared	0.9	2.3	2.2	2.1	1.1	4.2	1.5	2.2

*AG=Agender, GF=Genderfluid, GQ=Genderqueer, NB=Non-Binary, TG=Transgender, AGI=Another Gender Identity, C=Cisgender

APPENDIX J

TABLE NSSE10 (CONTINUED)

Percentages of Students' Major and Degree Aspirations by Gender Identity (Continued)

What is the highest level of education you ever expect to complete?	AG*	GF	GQ	NB	TG	AGI	C	TRANS-SPECTRUM
Some college/university but less than a bachelor's degree	3.6	5.3	2.2	3.9	5.9	6.0	6.3	4.5
Bachelor's degree (B.A., B.S., etc.)	31.7	28.6	29.5	27.3	30.3	36.2	31.6	30.2
Master's degree (M.A., M.S., etc.)	38.9	36.1	33.8	37.0	31.4	33.6	40.1	35.6
Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	25.8	30.1	34.5	31.8	32.4	24.2	22.0	29.7

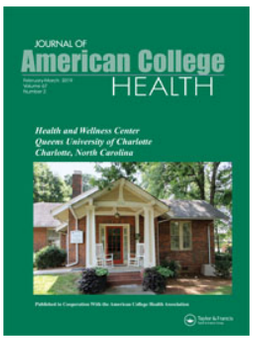
* AG=Agender, GF=Genderfluid, GQ=Genderqueer, NB=Non-Binary, TG=Transgender, AGI=Another Gender Identity, C=Cisgender

This study was funded by the Tyler Clementi Foundation & Rutgers University.

RUTGERS
Tyler Clementi Center

FOLLOW US:

TylerClementiCenter
TylerClemCtr
@TylerClemCtr
TylerClementiCenter
@TylerClemCtr



Journal of American College Health

ISSN: 0744-8481 (Print) 1940-3208 (Online) Journal homepage: https://www.tandfonline.com/loi/vach20

Transgender college students: Academic resilience and striving to cope in the face of marginalized health

Jenna B. Messman & Leigh A. Leslie

To cite this article: Jenna B. Messman & Leigh A. Leslie (2019) Transgender college students: Academic resilience and striving to cope in the face of marginalized health, Journal of American College Health, 67:2, 161-173, DOI: 10.1080/07448481.2018.1465060

To link to this article: https://doi.org/10.1080/07448481.2018.1465060

JOURNAL OF AMERICAN COLLEGE HEALTH
2019, VOL. 67, NO. 2, 161–173
https://doi.org/10.1080/07448481.2018.1465060

Taylor & Francis
Taylor & Francis Group

MAJOR ARTICLE

Transgender college students: Academic resilience and striving to cope in the face of marginalized health

Jenna B. Messman, M.Ed, NCC and Leigh A. Leslie, Ph.D.

Department of Family Science, University of Maryland, College Park, Maryland, USA

ABSTRACT

Objective: To examine health behavior and outcome disparities between transgender, female, and male participants in a national sample of US college students. **Participants and Method Summary:** Analyses utilized secondary data from 32,964 undergraduate and graduate students responding to the Fall 2013 American College Health Association–National College Health Assessment; 65.8% were female, 0.4% were transgender, 67.9% were white, and 90.4% were heterosexual. **Results:** Transgender students reported more mental health diagnoses, trauma, and suicidality; experienced more violence and less safety, reported more sex partners and sexually transmitted infections (STIs); higher rates of illicit and nonprescription substance use and binge drinking use while engaging in less harm reduction behavior; and reported more barriers to academic success. **Conclusions:** There is an established need for college clinicians and health educators to reduce these disparate outcomes once students arrive on campus through professional training and culturally competent campus prevention and intervention efforts to promote health equity.

ARTICLE HISTORY
Received 28 December 2016
Revised 22 February 2018
Accepted 11 March 2018

KEYWORDS
Alcohol; counseling; gender; health education; mental health; other drugs

Introduction

The Council for the Advancement of Standards in Higher Education (CAS) and the American College Health Association (ACHA) have passed down specific directives regarding transgender inclusion in higher education and college health. CAS specifically states that institutions "must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment."[1] Additionally, institutions must not discriminate on the basis of sexual orientation or gender identity, should "modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities," and "address the characteristics and needs of diverse constituents when establishing and implementing" programs and services.[1] ACHA recognizes health professionals as critical supports to increasing student capacity for academic success and therefore published guidelines for trans-inclusive college health programs to "mitigate barriers that transgender students face when accessing mental health, physical health, and preventative services on campus."[2] With these guidelines, ACHA specifically charges health professionals to develop education and prevention strategies to address issues that "disproportionately affect transgender individuals, including but not limited to violence prevention, STI/HIV prevention and treatment, substance abuse prevention and treatment, and mental health issues such as depression, suicidal ideation, and suicide prevention."[2]

It is difficult for college health professionals to meet the charges outlined in ACHA's trans-inclusive best practices because the needs and experiences of transgender people in general, and especially transgender college students, are largely undocumented and unknown. There are three main reasons why this information gap exists. First, the United States Census Bureau and other keepers of official records, including higher education institutions, do not ask about gender identity or allow space for someone to identify outside of the male and female gender binary.[3] Therefore, it is very difficult to estimate the number of transgender individuals[4] and even more difficult to ascertain unique health needs within this community. This lack of federal data severely limits researchers' and practitioners' ability to fully understand the population's strengths and challenges and therefore impedes the development of policies and programs that seek to improve the well being of transgender individuals.[5]

Secondly, most of the data available on transgender young adults are grouped in research on lesbian, gay, bisexual, and transgender (LGBT) youth. While the

CONTACT Jenna B. Messman, M.Ed, NCC jbeckwit@umd.edu University Health Center – Bldg. 140, Room 0101B Campus Drive, College Park, MD 20742, USA.

communities grouped together under the umbrella acronym LGBT share some experiences as their marginalization involves sex, gender, and/or sexuality; it is incorrect to assume that these experiences are all the same. The use of the acronym in research treats LGBT health needs and experiences as singular and indistinguishable.[6] While lesbian, gay, and bisexual individuals may experience marginalization because of their sexual orientation, transgender individuals may experience marginalization due to their gender identity or gender expression. Therefore, it is important to acknowledge that transgender students may have specific needs, vulnerabilities, and strengths that may not be captured in the literature that aggregates LGBT experiences.[6]

Third and lastly, it is difficult to ascertain the unique needs of transgender college students because the limited data that we have on this population are not necessarily representative of college students. The largest data set available on transgender health comes from the 2015 U.S. Transgender Survey whose sample included participants from 18–65+ years of age, not specifically a college-aged cohort.[7] In terms of trans youth populations, several of the most cited sources aggregate LGBT youth or focus on K-12 settings. The Family Acceptance Project, while valuable literature surveying young adults, asks for participants to retrospectively comment on their childhood and therefore doesn't capture the young adult experience.[8,9] The GLSEN 2015 National School Climate Survey[10] is a valuable resource documenting the student experience but the data are limited to K-12 school settings and don't capture the experiences and needs of college students. Additionally, due to harassment and mistreatment in K-12 schools, lesbian, gay, bisexual,[10] and transgender[7,10] youth are more likely to drop out and are less likely to pursue postsecondary education than their nonLGBT peers. This further supports the need to understand the characteristics of this possibly unique subset of transgender youth who persist towards college and may not be represented in available literature.

While acknowledging these major limitations, the data available on transgender populations would suggest that transgender college students experience several health disparities, particularly in mental health, experiences of violence, sexual health outcomes, and substance use behavior. For mental health, the Human Rights Campaign survey of LGBT youth found that only 4% of transgender youth reported being "very happy" compared to 27% of straight cisgender[11] males[12] and the 2015 U.S. Transgender Survey found that 39% of respondents reported currently experiencing serious psychological distress.[7] This rate is nearly eight times higher than the general population (5%). The 2015 U.S. Transgender Survey also found that 40% of respondents reported a lifetime suicide attempt compared to 4.6% in the general population.[7]

In regard to experiences of violence, the 2015 National School Climate Survey found that LGBT students reported high rates of harassment in K-12 schools, with 55% reporting verbal harassment, 20% reporting physical harassment, and 9% reporting physical assaults as a direct result of their gender identity.[10] These rates are comparable to those reported by transgender adults, where in the past year 46% reported verbal harassment and 9% reported a physical attack specifically as a result of their gender identity.[7] This violence can be fatal, as records of transgender homicides have been increasing in recent years. 2016 was the deadliest year on record with 27 murders, surpassing 21 murders in 2015. Lack of accurate and reliable data collection makes it challenging for advocates to accurately capture this widespread violence, although we do know that transgender women of color are disproportionately targeted by hate violence and murdered.[13]

Both the Campus Climate Survey on Sexual Assault and Sexual Misconduct[14] and the 2015 U.S. Transgender Survey[7] found that transgender people experience incredibly high rates of sexual violence. The Campus Climate Survey found that when looking at reports of sexual violence since enrolling in college, transgender undergraduate and graduate students have rates comparable or slightly higher than female students, respectively (24.1% vs. 23.1% and 15.5% vs. 8.8%).[14] When looking at adult populations, 10% of respondents reported a sexual assault in the last year and almost half (47%) reported a sexual assault at some point in their lifetime.[7]

When considering sexual health, the National Transgender Discrimination Survey found that transgender adults report nearly five times (1.4%) the national average (0.3%) of HIV infection.[7] The Canadian Trans Youth Health Survey found that transgender youth reported over six times greater likelihood of having been diagnosed with a sexually transmitted infection by a doctor (19%) although they report similar rates of pregnancy as their cisgender peers.[15]

Lastly, transgender youth report almost double the rate of alcohol and drug use experimentation (48%) as their straight cisgender peers.[12] When transgender adult respondents were compared to the general population in regard to alcohol use, they reported marginally higher rates of current use and binge drinking. However, more notable differences are found among marijuana use in both lifetime (64% vs. 47%) and current use (25% vs. 8%). Overall, almost one-third of transgender respondents reported using marijuana, illicit drugs, and/or nonprescription drugs in the past months, compared to 10% of the U.S. population.[7]

These numbers are powerful, but college health educators seeking to adhere to ACHA's trans-inclusive guidelines and support the needs of transgender college students by relying on these data may miss the mark. Transgender youth are more likely to drop out and are less likely to pursue postsecondary education than their cisgender peers.[7,10] Therefore, those that do persist to higher education, particularly in the face of many institutional and social obstacles, are possibly a unique subset of the transgender population. Therefore, college health educators need a better understanding of the specific experiences of transgender college students before assuming their needs and developing and investing in prevention and intervention programs.

The purpose of the current study is to describe the health behaviors and outcomes of transgender college students using data from the American College Health Association – National College Health Assessment (ACHA-NCHA). Specifically, this study will examine the reported behaviors and experiences associated with mental health, violence, sexual health, substance use behavior, and academic performance of transgender, male, and female students. It is hypothesized that transgender college students report disparate health behaviors and outcomes compared to their cisgender peers, as is reflected in the literature.

Methods

Procedure

The National College Health Assessment (NCHA) is a survey administered by the American College Health Association (ACHA) that assesses college students' perceptions and health behaviors regarding nutrition, exercise, mental health, substance use, personal safety, sexual health, and academic outcomes. ACHA-NCHA is conducted every fall and spring semester at both two-year and four-year public and private institutions across the country. Since its first survey period in 2000, the ACHA-NCHA has assessed the health perceptions, behaviors, and outcomes of more than 1.4 million students at 740+ colleges and universities.[16]

While ACHA-NCHA databases cannot be generalizable to all schools and students in the United States because participating schools are self-selecting, ACHA-NCHA has been appraised as reliable, valid, and of empirical value for representing the nation's students.[17–20] While there is no standardized way that schools administer the ACHA-NCHA survey, only schools that randomly select students or classrooms to survey are part of the national databases.[20]

This study secured a data use agreement with ACHA to complete secondary data analyses on the fall 2013 data set, thus, Institutional Review Board approval was not required to complete these analyses. The shared data contain information from 32,964 undergraduate and graduate students enrolled at 57 colleges and universities. Of these participants, 65.8% identified as female (n = 21,170), 33.8% identified as male (n = 10,871), and 0.4% identified as transgender (n = 116). This proportion of transgender students is approximately the same as estimates of transgender people in the United States, which is 0.6% of adults or 1.4 million individuals.[4]

Due to the small proportion of transgender students in the overall sample and the benefits of having a larger sample to achieve statistical power, no exclusion criteria were applied in these analyses. The data showed that most respondents were white (67.9%), heterosexual (90.4%), and full-time students (92.1%). Almost 25% of respondents were first-year undergraduate students. Most participants were 18, but the mean age was 22.6 due to graduate students and some nontraditionally aged student respondents who were included in analyses. See Table 1 for additional demographic characteristics of the sample.

Table 1. Characteristics of American College Health Association – National College Health Assessment (ACHA-NCHA) Participants (N = 32,964).

Characteristic	Frequency	% Valid
Age in years	Mean = 22.57, Mode = 18, SD = 6.45	
Gender (N = 32,157)		
Female	21,170	65.8%
Male	10,871	33.8%
Transgender	116	0.4%
Race/Ethnicity (N = 32,964)		
White	22,395	67.9%
Black	2,736	8.3%
Hispanic/Latino	4,331	13.1%
Asian/Pacific Islander	3,544	10.8%
American Indian	551	1.7%
Biracial	1,150	3.5%
Other	971	2.9%
Year in school (N = 31,989)		
First year undergraduate	7,921	24.8%
Second year undergraduate	5,692	17.8%
Third year undergraduate	5,971	18.7%
Fourth year undergraduate	4,935	15.4%
Fifth year or more undergraduate	1,575	4.9%
Graduate or Professional	5,584	17.5%
Not degree seeking/Other	311	1.0%
Sexual Orientation (N = 31,970)		
Heterosexual	28,891	90.4%
Gay/Lesbian	968	3.0%
Bisexual	1,348	4.2%
Unsure	763	2.4%
Enrollment Status (N = 32,089)		
Full-time	29,562	92.1%
Part-time	2,251	7.0%
Other	276	0.9%

Measures

Mental health

Mental health was assessed on the ACHA-NCHA in several ways. Respondents were asked about mental health symptoms, history of diagnosis and treatment, trauma and difficulty coping, overall stress, and utilization of campus mental health services.

Mental health symptoms was assessed by asking about depression (through sum scores of *"Have you ever felt: things were hopeless? very lonely? very sad? so depressed it was difficult to function?*), anxiety (*"Have you ever felt overwhelming anxiety?*), self-harm (*"Have you ever intentionally cut, burned, bruised, or otherwise injured yourself?*), suicidal ideation (*"Have you ever seriously considered suicide?*), and suicide attempts (*"Have you ever attempted suicide?"*). Respondents chose a response indicating that they have: a) never experienced; b) experienced but not in the last 12 months; c) experienced in the last 2 weeks; d) experienced in the last 30 days; or e) experienced in the 12 months. Researchers combined categories, dichotomized, and recoded this experience (0 = never experienced, 1 = ever experienced at any time). For the depression scale, the four individual items were combined into a sum score with a range of 0–4 with a higher score indicating more depression symptoms. For the remaining symptoms, scores were 0 (never experienced) and 1 (experienced).

History of diagnosis and treatment was assessed by asking *"Within the last 12 months, have you been diagnosed or treated by a professional for any of the following: Anxiety? Bipolar Disorder? Depression? Panic Attacks?"* Each diagnosis was separately analyzed. Respondents chose a response indicating that they have: a) never been diagnosed or treated; b) were diagnosed but not treated; c) diagnosed and treated with medication; d) diagnosed and treated with psychotherapy; e) diagnosed and treated with medication and psychotherapy; or f) diagnosed and treated with another treatment. This scale was collapsed to: 0) never been diagnosed or treated; 1) diagnosed but not treated; and 2) diagnosed and treated, because these responses provided more clinically significant results than assessing the various forms of treatment on the 6-point categorical scale.

Trauma and difficulty coping was assessed by asking *"Within the last 12 months, have any of the following been traumatic or very difficult for you to handle: personal relationships (*through sum scores of *family problems*, *intimate relationships*, and *other social relationships), finances, personal appearance, health, and sleep?"* Dichotomous response options were provided for each of these measures (0 = no, 1 = yes). The personal relationship index included a range of 0–3 with a higher score indicating more personal relationship difficulty.

Overall level of stress was assessed by asking, *"Within the last 12 months, how would you rate the overall level of stress you have experienced?"* Respondents selected from an interval scale that ranged from 1–5 with one being no stress and five being tremendous stress. This 5-point scale was maintained.

Utilization of campus mental health services was assessed by asking, *"Have you ever received psychological or mental health services from your current college/university Counseling or Health Service?"* Dichotomous response options were provided for this measure (0 = no, 1 = yes).

Violence & safety

Matters of violence and safety were assessed in four ways; experience of physical assault, experience of sexual assault, experience of verbal threats, and perceptions of safety on campus.

Physical assault was assessed by asking *"Within the last 12 months: Were you physically assaulted?"* Dichotomous response options were provided for this measure (0 = no, 1 = yes).

Sexual assault was assessed by the sum scores of these three questions, *"Within the last 12 months: Were you sexually touched without your consent? Was sexual penetration attempted without your consent? Were you sexually penetrated without your consent?"* Dichotomous response options were provided for this measure (0 = no, 1 = yes). The sexual assault scale included a range of 0–3 with a higher score indicating more experiences of sexual violence.

Verbal threats was assessed with the question, *"Within the last 12 months: Were you verbally threatened?"* Dichotomous response options were provided for these measures (0 = no, 1 = yes).

Perceptions of safety was assessed with the questions, *"How safe do you feel: On this campus (daytime)? On this campus (nighttime)?"* Respondents selected an answer from an interval scale ranging from 1–4 with one being not at all safe and four being very safe. These two questions were separately analyzed and the scale was maintained.

Sexual health

Sexual health was measured by assessing: number of sexual partners; sexual activity in last 30 days, condom use in last 30 days, and STI/HIV status.

Number of sexual partners was assessed with the question, "*Within the last 12 months, with how many partners have you had oral sex, vaginal intercourse, or anal intercourse?"* Students wrote in the exact number of partners and the full range was 0–90. Because the variable was not normally distributed, it was recoded into three catego-

ries: a) 0 partners in the last 12 months; b) 1–2 partners in the last 12 months; and c) 3 or more partners in the last 12 months. Approximately 14% of the total participants reported 3 or more partners in the last year.

Sexual activity in last 30 days was assessed by asking, *"Within the last 30 days, did you have: Oral sex? Vaginal intercourse? Anal intercourse?"* Respondents selected from three categories: a) no, never done this activity; b) have done this activity but not in last 30 days; and c) yes, have done this activity in last 30 days. This scale was then recoded to isolate those that engaged in sexual activity in the last 30 days (0 = never done this activity or have done this activity but not in last 30 days, 1 = have done this activity in last 30 days). It should be noted that the genitalia of participants and their partners is not known nor should it be assumed. These three sexual activities were separately analyzed in order to pair them with their corresponding condom use behaviors.

Condom use in last 30 days was assessed by asking *"Within the last 30 days, how often did you or your partner(s) use a condom or other protective barrier for: Oral sex? Vaginal intercourse? Anal intercourse?"* Respondents selected an answer from a scale including: a) N/A never did this sexual activity; b) have done this sexual activity but not in last 30 days; c) never used; d) rarely used; e) sometimes used; f) most of the time used; and g) always used. The respondents that reported never did this activity or have not done this activity in the last 30 days were dropped from the analyses to isolate the condom use behaviors of those engaging in sexual contact in the last 30 days. The scale was reformatted to a 3-point scale of: 0) never; 1) sometimes; and 2) always because it was determined not clinically significant to isolate the subjective different experiences of "sometimes" and "mostly" using condoms.

STI and HIV status was assessed by asking, *"Within the last 12 months, have you been diagnosed or treated by a professional for any of the following: Chlamydia? Genital herpes? Genital warts/HPV? Gonorrhea? Hepatitis B or C? HIV?"* Each infection and disease was separately analyzed. Dichotomous response options were provided for these measures (0 = no, 1 = yes).

Substance use

Substance use was measured by assessing: substance use in last 30 days, binge drinking, nonprescription substance use, substance abuse or addiction treatment, and harm reduction behaviors.

Substance use in last 30 days was assessed by asking *"Within the last 30 days, on how many days did you use: Alcohol? Marijuana? Cocaine? Methamphetamine? Opiates? MDMA?"* Respondents' options were on an 8 point scale ranging from "never uses: (1) to "use daily" (8). Due to the small sample size of transgender students, responses were recoded to 0 = never used, 1 = ever used. Cocaine, methamphetamine, opiates, and MDMA were combined for one illicit drugs index with a range of 0–4 with a higher score indicating more illicit drug use.

Binge drinking was measured with the question, *"Over the last two weeks, how many times have you had five or more drinks of alcohol in a sitting?"* Students selected responses from an interval scale that ranged from 1–12, with one being N/A – don't drink and 12 being 10 or more times. The respondents that reported that they don't drink were dropped from the analyses to examine the binge drinking behaviors of those that do drink. The scale was then recoded 0 – 10 (0 = zero times; 10 = 10 or more times).

Nonprescription substance use was assessed by asking, *"In the last 12 months, have you taken any of the following prescriptions that were not prescribed to you? Antidepressants? Painkillers? Stimulants?"* Each substance was separately analyzed and dichotomous response options were provided for these measures (0 = no, 1 = yes). These three measures were then combined into an index with a range of 0–3 with a higher score indicating more nonprescription drug use.

Substance abuse or addiction treatment was assessed by asking, *"Within the last 12 months, have you been diagnosed or treated by a professional for substance abuse or addiction?"* Respondents chose a response indicating that: a) they have never been diagnosed or treated; b) were diagnosed but not treated; c) diagnosed and treated with medication; d) diagnosed and treated with psychotherapy; e) diagnosed and treated with medication and psychotherapy; or f) diagnosed and treated with another treatment. The researchers re-categorized this scale to: 0) never been diagnosed or treated; 1) diagnosed but not treated; and 2) diagnosed and treated, as these options were thought to provide more clinically significant results than separately assessing the various forms of treatment on the 6-point categorical scale.

Harm reduction behaviors for alcohol use was assessed by asking, *"During the last 12 months, when you 'partied'/socialized, how often did you: Alternate nonalcoholic with alcoholic beverages? Avoid drinking games? Set a number of drinks to not exceed? Keep track of how many drinks you were having? Pace your drinks to 1 or fewer per hour? Have a friend let you know when you have had enough? Stay with the same group of friends the entire time you were drinking? Use a designated driver?"* For all questions, respondents selected an interval scale that ranged from 1–6, with 1 being N/A – don't drink and 6 being always. The respondents that reported that they do not drink were dropped from the analyses to isolate the harm reduction behaviors of those engaging in

drinking behavior in the last 12 months. Individual measures were then reformatted to a 3-point scale of: 0) never; 1) sometimes; and 2) always because the researchers determined there to be no clinically significant benefit to separately evaluating the difference between rarely and sometimes engaging in a behavior. These measures were then combined into an index with a range of 0–16 with a higher score indicating more harm reduction behaviors for alcohol use.

Academic performance

The ACHA-NCHA assessed academic performance by looking at impairments to academic performance and grade point average (GPA) scores.

Impairments to academic performance was assessed by asking "*Within the last 12 months, have any of the following affected your academic performance: Anxiety? Depression? Eating disorder/problem? Relationship difficulties? Sleep difficulties? Stress? Physical assault? Sexual assault? Discrimination? Sexually transmitted infection/disease? Alcohol use? Drug use?*" Each experience and behavior was analyzed separately. Respondents chose either a response indicating that: a) this did not happen to them; b) that they experienced this issue but my academics were not affected; c) that they experienced this issue and as a result received a lower grade on an exam or an important project; d) that they experienced this issue and as a result received a lower grade in a course; e) that they experienced this issue and as a result received an incomplete or dropped a course; or f) that they experienced this issue and as a result had significant disruption in thesis, dissertation, research, or practicum work. Researchers re-categorized this scale to: 0) this did not happen to me; 1) this did happen to me but my academics were not affected; and 2) this did happen to me and my academics were affected, as these options were thought to provide more clinically significant results than assessing the various categorical ways that the experience impacted their performance. The range for this scale is 0–2, with higher scores indicating more academic impairment.

GPA scores was assessed by asking students, "*What is your approximate cumulative GPA?*" Response options for this measure include: 1) A, 2) B, 3) C, 4) D/F, or 5) N/A. Students who reported N/A were excluded from analyses and the scale was re-categorized so that a higher number would indicate higher grades (1 = D/F, 4 = A).

Results

In sum, 53 variables were tested across five categories: mental health; violence and perceptions of safety; sexual health; substance use; and academic performance. Chi-square was used to analyze differences between transgender students and their female and male peers on dichotomous measures, while ANOVA with Tukey follow-up was used to analyze ordinal variables. Transgender students served as the reference group for all analyses.

Mental health

Transgender students report significantly more mental health symptoms when compared to their cisgender peers (see Table 2 for group percentages). Compared to female

Table 2. Mental health experiences and outcomes for NCHA-ACHA participants, Fall 2013.

Mental health symptoms	Percent yes or mean score (std dev) Transgender (ref)	Percent yes or mean score (std dev) Percent Women
Anxiety ($N = 31,851$)	82.6%	70.2%***
Self-harm ($N = 31,880$)	59.1%	20.2%***
Suicidal ideation ($N = 31,891$)	67.0%	22.4%***
Suicide attempts ($N = 31,791$)	32.2%	9.7%***
Depression ($N = 31,496$)[a]	3.357 (1.327)	2.819 (1.476)***
Stress ($N = 31,911$) [b]	3.9 (1.043)	3.6 (.806)***
Trauma and coping		
Personal appearance ($N = 31,867$)	56.5%	26.9%***
Personal health issue ($N = 31,848$)	52.6%	20.4%***
Sleep ($N = 31,876$)	46.5%	27.3%***
Finances ($N = 31,864$)	44.3%	35.7%
Utilzation of mental health resources ($N = 31,844$)	46%	17%***
Personal relationships ($N = 31,758$) [c]	1.552 (1.160)	.881 (.996)***
History of diagnosis and treatment		
Depression ($N = 31,812$) [d]	.82 (.927)	.23 (.625)***
Anxiety ($N = 31,816$) [d]	.68 (.884)	.28 (.671)***
Bipolar ($N = 31,818$) [d]	.24 (.587)	.03 (.222)***

[a]Means and standard deviations for depression scale (range = 0–4) with higher scores indicating more depressive symptoms.
[b]Means and standard deviations for stress scale (range = 1–5) with higher scores indicating more stress.
[c]Means and standard deviations for personal relationship index (range = 0–3) with higher scores indicating more relationship difficulty.
[d]Means and standard deviations for diagnosis and treatment scale (range = 0–2) with higher scores indicating more diagnosis and treatment.
***$p \leq .001$.

and male students, transgender students report significantly more experiences of anxiety (x^2 (1, N = 21,090) = 8.472, p = .004 and x^2 (1, N = 10,876) = 31.375, p < .001, respectively) self-harm (x^2 (1, N = 21,121) = 106.845, p < .001 and x^2 (1, N = 10,874) = 193.522, p < .001), suicidal ideation (x^2 (1, N = 21,127) = 129.902, p < .001 and x^2 (1, N = 10,879) = 160.384, p < .001) and suicide attempts (x^2 (1, N = 21,054) = 65.499, p < .001 and x^2 (1, N = 10,852) = 99.719, p < .001). Furthermore, a significant difference in depression was found among transgender, female, and male students (F (2, 31,493) = 222.468, p < .001) and stress (F (2, 31,908) = 356.648, p < .001) than other students. A Tukey post hoc test of pairwise comparisons indicated that transgender students reported significantly more depression when compared to both female (p < .001) and male (p < .001) students. Similarly, a Tukey post hoc test demonstrated that transgender students reported significantly higher levels of stress when compared to both female (p < .001) and male (p < .001) peers.

Transgender students experienced more trauma and challenges coping with several facets of life when compared to their cisgender peers (see Table 2 for group percentages and means). Transgender students report significantly more experiences of trauma and difficulty coping when compared to female and male students, respectively, in regard to personal appearance (x^2 (1, N = 21,111) = 50.82, p < .001 and x^2 (1, N = 10,871) = 156.816, p < .001), personal health issues (x^2 (1, N = 21,106) = 72.028, p < .001 and x^2 (1, N = 10,856) = 153.079, p < .001), and sleep (x^2 (1, N = 21,122) = 20.956, p < .001and x^2 (1, N = 10,868) = 36.191, p < .001). Nearly half of all transgender students reported trauma and difficulty coping with finances (see Table 2), which is not significantly higher than women (x^2 (1, N = 21,114) = 3.744, p = .053) but significantly higher than men (x^2 (1, N = 10,865) = 14.375, p < .001). Additionally, a significant difference in personal relationship trauma was found among transgender, female, and male students (F (2, 31,755) = 243.812, p < .001). A Tukey post hoc test demonstrated that transgender students reported significantly higher levels of personal relationship trauma when compared to both female (p < .001) and male (p < .001) students.

Almost half of all transgender students surveyed reported that they have utilized campus mental health services to cope with these various stressors and experiences (see Table 2 for group means). This rate is significantly higher than both female and male students' utilization of such services (x^2 (1, N = 21,094) = 66.363, p < .001 and x^2 (1, N = 10,863) = 126.889, p < .001, respectively). Furthermore, significant differences in experiences of being diagnosed or treated with mental health issues was found among transgender, female, and male students for depression (F (2, 31,809) = 161.091, p < .001), anxiety (F (2, 31,809) = 204.652, p < .001), and bipolar disorder (F (2, 31,815) = 60.672, p < .001). A Tukey post hoc test of pairwise comparisons was applied to each of these four measures and demonstrated that transgender students report significantly more of these outcomes than both female (p < .001) and male students (p < .001).

Violence and perceptions of safety

Transgender students report generally higher rates of violence and lower perceptions of safety than their peers (see Table 3 for group percentages and means). Compared to female and male students, transgender students report significantly more physical assault (x^2 (1, N = 21,244) = 34.809, p < .001 and x^2 (1, N = 10,954) = 22.596, p < .001, respectively), verbal threats (x^2 (1, N = 21,226) = 66.158, p < .001 and x^2 (1, N = 10,945) = 28.282, p < .001), and sexual assault (F (2, 31,905) = 168.556, p < .001). A Tukey post hoc test demonstrated that transgender students reported significantly higher levels of sexual assault when compared to both female (p < .001) and male (p < .001) students.

There were significant differences in regard to perceptions of safety on campus during the day among

Table 3. Experiences of violence and perceptions of safety on campus for NCHA-ACHA participants, Fall 2013.

Experiences of violencex	Percent yes or mean score (std dev) Transgender (ref)	Percent yes or mean score (std dev) Women	Percent yes or mean score (std dev) Men
Physical assault (N = 32,083)	13%	3.2%***	4.1%***
Sexual assault (N = 31,908)[a]	.407 (.893)	.128 (.486)***	.043 (.271)***
Verbally threatened (N = 32,056)	41.7%	14.7%***	21.3%***
Perceptions of safety on campus			
Daytime (N = 32,032)[b]	3.56 (.852)	3.83 (.413)***	3.88 (.382)***
Nighttime (N = 31,958)[b]	3.06 (.976)	2.99 (.778)	3.44 (.692)***

[a]Means and standard deviations for sexual violence scale (range = 0–3) with higher scores indicating more sexual violence.
[b]Means and standard deviations for safety scale (range = 1–4) with higher scores indicating more safety.
***$p \leq .001$.

transgender, female, and male students (F (2, 32,029) = 68.995, $p < .001$) (see Table 3 for group means). A Tukey post hoc test demonstrated that transgender students reported significantly less sense of safety during the day time when compared to both female ($p < .001$) and male ($p < .001$) students. However, female students reported feeling the least safe on campus at night when compared to transgender and male students (F (2, 31,955) = 1275.959, $p < .001$). A Tukey post hoc test demonstrated that female students' sense of safety at night was significantly less than reports from their male ($p < .001$) but not their transgender peers ($p = .600$).

Sexual health

There were significant differences in number of sex partners among transgender, female, and male students (F (2, 31,722) = 109.518, $p < .001$) with a Tukey post hoc test indicating that transgender students have significantly more partners than both female ($p < .001$) and male ($p < .001$) students (see Table 4 for group means and percentages). However, when compared to female and male students, respectively, they do not report any differences in oral (x^2 (1, $N = 21,013$) = 0.481, $p = .488$ and x^2 (1, $N = 10,834$) = 0.004, $p = .947$) or vaginal sexual activity (x^2 (1, $N = 20,990$) = 0.629, $p = .428$ and x^2 (1, N = 10,796) = 0.099, $p = .753$). While the ANOVA comparing all groups demonstrated significant differences between transgender, female, and male students' use of condoms during oral (F (2, 14,919) = 4.222, $p = .015$) and vaginal sex (F (2, 15,667) = 21.057, $p < .001$), a Tukey post hoc test indicated that transgender students' use of condoms during oral and vaginal sex is not significantly different than female ($p = .366$, $p = .541$) or male use ($p = .572$, $p = .161$), respectively.

However, transgender students do report significantly more anal sex behavior when compared to women and men, (x^2 (1, $N = 20,862$) = 18.136, $p < .001$ and x^2 (1, $N = 10,706$) = 7.087, $p = .008$, respectively). Additionally, there are differences in condom use during anal sex among participants which demonstrate that transgender students report the highest levels of use (F (2, 3,410) = 55.164, $p < .001$). A Tukey post hoc test demonstrated that transgender condom use during anal sex was significantly higher than reports from their female ($p < .001$) but not their male peers ($p = .540$).

All measured sexually transmitted infections and HIV were found to significantly impact transgender students more than their cisgender peers (see Table 4 for group means). When compared to female and male students, transgender students report significantly higher rates of chlamydia (x^2 (1, $N = 21,125$) = 22.823, $p < .001$ and x^2 (1, $N = 10,872$) = 32.29, $p < .001$, respectively), genital herpes (x^2 (1, $N = 21,107$) = 71.853, $p < .001$ and x^2 (1, $N = 10,856$) = 98.48, $p < .001$), HPV (x^2 (1, $N = 21,105$) = 41.107, $p < .001$ and x^2 (1, $N = 10,868$) = 78.776, $p < .001$), gonorrhea (x^2 (1, $N = 21,113$) = 331.28, $p < .001$ and x^2 (1, $N = 10,848$) = 164.093, $p < .001$), hepatitis B or C (x^2 (1, $N = 20,986$) = 142.779, $p < .001$ and x^2 (1, $N = 10,809$) = 82.328, $p < .001$), and HIV (x^2 (1, $N = 21,089$) = 272.178, $p < .001$) and x^2 (1, $N = 10,843$) = 132.516, $p < .001$).

Substance use

When compared to their female and male peers, respectively, transgender students report significantly more

Table 4. Sexual health behaviors and outcomes for NCHA-ACHA participants, Fall 2013.

Sexual activity	Percent yes or mean score (std dev) Transgender (ref)	Percent yes or mean score (std dev) Women	Percent yes or mean score (std dev) Men
1–2 sex partners ($N = 16,883$)	43.4%	55.1%**	49.6%
3+ sex partners ($N = 4,317$)	22.6%	11.9%**	16.9%
Oral sex ($N = 31,731$)	47.4%	41.8%	42.7%
Vaginal sex ($N = 31,672$)	41.2%	48%	43.5%
Anal sex ($N = 31,456$)	24.1%	4%***	6.9%***
Condom use			
Oral sex ($N = 14,922$)[a]	.241 (.540)	.157 (.467)	0.178 (.490)
Vaginal sex ($N = 15,670$)[a]	.902 (.878)	1.021 (.805)	1.108 (.793)
Anal sex ($N = 3,413$)[a]	.949 (.916)	.520 (.781)***	.809 (.850)
Sexually transmitted infections (STIs)			
Chlamydia ($N = 31,882$)	6.10%	1.2%***	0.9%***
Genital herpes ($N = 31,848$)	7.80%	0.8%***	0.5%***
HPV ($N = 31,858$)	7.80%	1.2%***	0.7%***
Gonorrhea ($N = 31,847$)	9.60%	0.3%***	0.5%***
Hep B or C ($N = 31,681$)	7%	0.3%***	0.5%***
HIV ($N = 31,820$)	8%	0.2%***	0.4%***

[a]Means and standard deviations for condom use scale (range = 0–2) with higher scores indicating more condom use.
**$p \leq .002$. ***$p \leq .001$.

Table 5. Substance use behaviors and outcomes for NCHA-ACHA participants, Fall 2013.

Substance use behaviors and outcomes	Percent yes or mean score (std dev) Transgender (ref)	Percent yes or mean score (std dev) Women	Percent yes or mean score (std dev) Men
Alcohol use ($N = 31,855$)	77.40%	75.10%	75.20%
Marijuana use ($N = 31,906$)	45.20%	31.2%***	36.50%
Other illicit drugs ($N = 31,605$)[a]	.526 (1.235)	.112 (.475)***	.201 (.669)***
Binge drinking ($N = 23,720$)[b]	1.803 (3.322)	.706 (1.302)***	1.294 (1.872)***
Nonprescription use ($N = 31,564$)[c]	.439 (.932)	.140 (.450)***	.154 (.476)***
Diagnosis/treatment ($N = 31,824$)[d]	.174 (.500)	.014 (.160)***	.023 (.205)***
Harm reduction behaviors ($N = 21,491$)[e]	8.273 (4.288)	9.818 (2.843)***	8.389 (2.933)

[a]Means and standard deviations for illicit drug index (range = 0–4) with a higher score indicating more drug use.
[b]Means and standard deviations for binge drinking scale (range = 0–10) with a higher score indicating more binge drinking.
[c]Means and standard deviations for nonprescription substance use index (range = 0–3) with a higher score indicating more nonprescription drug use.
[d]Means and standard deviations for substance abuse diagnosis or treatment (range = 0–2) with a higher score indicating more diagnosis and treatment.
[e]Means and standard deviations for harm reduction behavior index (range = 0–16) with a higher score indicating more harm reduction behaviors.
***$p \leq .001$.

illicit substance use (F (2, 31,602) = 118.411, $p < .001$), binge drinking (F (2, 23,717) = 405.255, $p < .001$), and nonprescription substance use (F (2, 31,561) = 26.663, $p < .001$) (see Table 5 for group percentages). A Tukey post hoc test was applied to each of these three measures and demonstrated that transgender students report significantly more use in each outcome when compared to both female ($p < .001$) and male students ($p < .001$). Nearly half of all transgender students reported marijuana use, which is not significantly different than men (x^2 (1, $N = 10,889$) = 3.764, $p = .052$) but significantly higher than women (x^2 (1, $N = 21,132$) = 10.458, $p < .001$). There are no significant differences in how transgender students use alcohol use when compared to their female (x^2 (1, $N = 21,105$) = 0.313, $p = .576$) and male peers (x^2 (1, N = 10,865) = 0.300, $p = .584$).

In addition, transgender students report significantly more experiences of substance abuse and addiction when compared to their cisgender peers (F (2, 31,821) = 53.711, $p < .001$). A Tukey post hoc test indicated that transgender students experience significantly more substance abuse and addiction when compared to female ($p < .001$) and male students ($p < .001$). Furthermore, transgender students reported the least alcohol harm reduction behaviors when compared to their peers (F (2, 21,488) = 593.566, $p < .001$) (see Table 5 for group means). A Tukey post hoc test demonstrated that transgender students' reports of alcohol harm reduction behaviors are not significantly different than the behaviors reported by men ($p = .943$) but are significantly less than the behaviors reported by women ($p < .001$).

Academic performance

Transgender students reported more impairment to academic performance when compared to their cisgender peers (see Table 6 for group means). There were significant differences in regard to impairments to academic success among transgender, female, and male students in regard to experiences of discrimination (F (2, 31,711) = 233.081, $p < .001$), physical assault (F (2, 31,692) = 89.577, $p < .001$), sexual assault (F (2, 31,665) = 98.947, $p < .001$), depression (F (2, 31,685) = 111.740, $p < .001$), anxiety (F (2, 31,749) = 320.733, $p < .001$), drug use (F (2, 31,718) = 186.084, $p < .001$), eating disorders (F (2, 31,729) = 63.323, $p < .001$), relationship difficulties (F (2, 31,667) = 41.184, $p < .001$), STIs (F (2, 31,688) = 52.276, $p < .001$), sleep (F (2, 31,781) = 76.679, $p < .001$), and stress (F (2, 31,732) = 357.756, $p < .001$). A Tukey post hoc test of pairwise comparisons was applied to each of these 11 outcomes and demonstrated that transgender students experience each of these as impairments to academic performance significantly more than both female ($p < .001$) and male students ($p < .001$). While there were significant differences in regard to alcohol use (F (2, 31,873) = 42.227, $p < .001$), it was the only outcome out of 12 for which a Tukey post hoc test indicated significantly more impairment compared to female ($p = .019$) but not male students ($p = .261$).

Despite these significant impairments to academic performance, there were no significant differences between the estimated GPA of transgender students and their peers (F (2, 30,256) = 1.067, $p = .344$). While not indicated in Table 6 because overall differences in GPA scores were not found to be significant among groups, transgender students were more likely to report GPA scores on the high and low extremes. When compared to female and male students respectively, 50.5% of transgender students reported "A" GPA scores compared to 43.9% and 44.9%, and 5.5% reported "D/F" GPA scores compared to 0.5% and 0.6%.

Comments

Transgender students are generally reporting more negative health outcomes in every health category when

Table 6. Academic performance measures for NCHA-ACHA participants, Fall 2013.

Impairments to academic success	Mean score (std dev) Transgender (ref)	Mean score (std dev) Women	Mean score (std dev) Men
Alcohol use ($N = 31,867$)[a]	.52 (.641)	.38 (.538)*	.44 (.568)
Anxiety ($N = 31,752$)[a]	1.20 (.781)	.72 (.805)***	.50 (.733)***
Physical Assault ($N = 31,695$)[a]	.30 (.612)	.03 (.207)***	.03 (202)***
Sexual Assault ($N = 31,668$)[a]	.30 (.623)	.05 (.257)***	.02 (.183)***
Depression ($N = 31,688$)[a]	1.10 (.862)	.40 (.704)***	.32 (.646)***
Discrimination ($N = 31,714$)[a]	.65 (.704)	.07 (.283)***	.07 (.290)***
Drug Use ($N = 31,721$)[a]	.27 (.601)	.06 (.270)***	.13 (.397)***
Eating Disorders/problem ($N = 31,732$)[a]	.23 (.549)	.07 (.310)***	.04 (.235)***
Relationship difficulties ($N = 31,670$)[a]	.69 (.788)	.40 (.647)***	.34 (.614)***
STIs ($N = 31,691$)[a]	.18 (.523)	.02 (.164)***	.02 (.171)***
Sleep ($N = 31,784$)[a]	1.17 (.858)	.73 (.774)***	.63 (.770)***
Stress ($N = 31,735$)[a]	1.33 (.760)	1.08 (.724)***	.85 (.767)***
Measures of academic success	**Transgender (ref)**	**Women**	**Men**
GPA scores b	3.248 (.665)	3.341 (.657)	3.339 (.676)

[a]Means and standard deviations for academic impairment scale (range = 0–2) with higher scores indicating more impairment.
[b]Means and standard deviations for GPA scale (range = 1–4) with higher scores indicating higher GPA.
*$p \leq .05$ ***$p \leq .001$.

compared to female and male peers: mental health, violence and safety, sexual health, and substance use. These findings are consistent with the literature of both transgender youth and transgender adults.

Transgender students are striving to cope. Almost half of those surveyed utilized their campus mental health services. Transgender students are looking to campus services for support in navigating and coping with their numerous stressors. While a problematic coping strategy, transgender students reported significantly more substance use and binge drinking than their cisgender peers. While this behavior in part may be accounted for by environmental influences in the college experience, the significantly higher rates of substance use compared to their cisgender peers may suggest an attempt to cope with marginalization.

Nonetheless, transgender students are academically resilient. Despite poorer health outcomes, increased rates of discrimination, violence, and higher rates of impairment to academic success, transgender students generally report the same GPA scores as their cisgender peers. This demonstrates persistence and resilience among this population, at least academically.

Limitations

Prior to thinking about the implications of these findings, it is important to recognize the limitations of this study — terminology, sample size, measurement, and intersectionality. Gender identity and the terminology used to describe it can be fluid. Therefore, it can be difficult to capture the needs and experiences of transgender college students because there are substantial variations in how individuals may identify themselves. For example, in a survey of 925 transgender youth, 60% did not identify with the term "transgender," but rather identified with both genders, (n)either gender, or were more gender expansive, or gender fluid.[12] Alternatively, some people may not select transgender as a gender identity option because they may identify more as the gender they have transitioned to or identify with other terminology. This is validated in the 2015 U.S. Transgender Survey[7] where 12% of survey respondents did not identify with the term "transgender." The term transgender is used in this paper because it is still the most consistently used term in the research and was the gender identity terminology used on the survey. The NCHA-ACHA survey is additionally limiting in that there were no options for more specific gender identities such as tran smale[21] or trans female.[22] This restricts the research from being able to determine differences between male and trans male or female and trans female students and imposes a singular interpretation of experiences across a varied group of students.

Second, while the overall sample size in this study was large, there was an uneven ratio of transgender students to male and female students. Even with this extreme allocation ratio, there was a large enough sample and were large enough differences between group proportions and means to determine statistical significance across most outcomes. The small sample size of transgender students may have limited the ability to determine significance in the measures of condom use, in that only students who were actively engaged in that behavior were included in the analyses. This reduced the number of available observations and may have impacted power for the condom use measures.

This secondary data analysis was limited in its ability to comprehensively measure academic success. The

only available survey item to measure of academic success was GPA. While other measures would have been beneficial to demonstrate a fuller experience of academic success, this study was limited in its ability to do so.

Lastly, due to the smaller sample size of transgender students, there were not enough observations to look at the health experiences and outcomes of transgender students in an intersectional way that considers racial and ethnic differences among this population. This is critically important because research suggests that transgender people of color often experience compounded discrimination and more significant health disparities when compared to their white peers. For example, the U.S. Transgender Survey demonstrated that 1.4% of total respondents were living with HIV compared to 0.3% in the general population. However, the rate among Black respondents was substantially higher (6.7%) and the rate for Black transgender women was a staggering 19%.[7] Furthermore, among the 53 known transgender victims of homicide from 2013–2015, at least 46 (87%) were transgender people of color.[13]

Conclusions

ACHA's trans-inclusive best practices charge health professionals in higher education with developing prevention strategies to address issues that "disproportionately affect transgender individuals."[2] These findings demonstrate that transgender college students are also disproportionately impacted by health and safety concerns, which is consistent with the general population of transgender Americans.[7] Therefore, it is imperative that health care providers, mental health professionals, sexual violence prevention specialists, and other health promotion educators receive training in how to best meet the needs of these students and strategize with other relevant campus partners to develop prevention and intervention efforts to mitigate barriers to personal wellness and academic success.

Additional education and training are incredibly important, as so many transgender adults report high levels of discrimination when seeking health care and consequently avoid or delay care due to such mistreatment. One-third (33%) of respondents in the 2015 U.S. Transgender Survey reported at least one negative experience with a health care provider in the past year related to being transgender, such as verbal harassment, refusal of treatment or service, or having to teach a provider about transgender people to receive appropriate care.[7] Another survey found this rate to be as high as 70%.[23]

While some universities may have policies in place to protect students from outright discrimination and refusal of service in their university health centers, many health care providers and educators receive inadequate training in transgender health[24,25] which can lead to transgender individuals avoiding or delaying care. Such delays have been strongly associated with worse health outcomes for transgender individuals.[26] The findings of this project demonstrate that a large number of transgender college students seek out campus health services at least for mental health care, which makes their contact with clinicians an opportunity or threat to their wellbeing depending on the training of the professional. Therefore, while college health professionals are not necessarily driving the disparities demonstrated in this population, there is an established need for them to play a significant role in reducing these disparate outcomes once students arrive on campus. It is imperative that clinicians become adequately trained in meeting their health and education needs or else they risk further harming the students and/or discouraging them from seeking further services. Additionally, it is critical that health educators become trained in developing and implementing culturally competent primary prevention and education efforts to complement the work happening in clinical spaces and possibly motivate students to seek out their campus' inclusive health care programs.

Future research should specifically compare the health experiences and outcomes of tran smale and male, and trans female and female students to determine differences and similarities in health behavior and outcomes. Considering that several surveys have demonstrated that a substantial number of individuals use different terms outside of "transgender" to describe their gender identity, future research should consider the health experiences and outcomes of nonbinary[27] students who do not identify as transgender.[7,12,14] Lastly, future research should be more intersectional in considering and exploring the unique and shared experiences among different racial and ethnic groups within the transgender student population.

Conflict of interest disclosure

The authors have no conflicts of interest to report. The authors confirm that the research presented in this article met the ethical guidelines, including adherence to the legal requirements, of the United States. Institutional Review Board approval was not required.

Funding

No funding was used to support this research and/or the preparation of the manuscript.

References

1. Council for the Advancement of Standards in Higher Education. Standards and guidelines. 2014. Available at http://standards.cas.edu/getpdf.cfm?PDF=E868395 C-F784-2293-129ED7842334B22A. Accessed December 16, 2016.
2. American College Health Association. Trans-inclusive college health programs. 2015. Available at https://www.acha.org/documents/Resources/Guidelines/Trans-Inclusive_College_Health_Programs.pdf. Accessed December 16, 2016.
3. Gender binary: A system of viewing gender as consisting solely of two, opposite categories, termed "male and female", in which no other possibilities for gender or anatomy are believed to exist. Trans Student Educational Resources (TSER). LGBTQ+ definitions. 2018. Available at http://www.transstudent.org/definitions. Accessed June 11, 2018.
4. Flores AR, Herman JL, Gates GJ, Brown TNT. *How Many Adults Identify as Transgender in the United States?* Los Angeles, CA: The Williams Institute; 2016. Available at http://williamsinstitute.law.ucla.edu/wp-content/uploads/How-Many-Adults-Identify-as-Transgender-in-the-United-States.pdf. Accessed December 16, 2016.
5. Krehely J. How to close the LGBT health disparities gap. Center for American Progress. 2009. Available at https://cdn.americanprogress.org/wp-content/uploads/issues/2009/12/pdf/lgbt_health_disparities.pdf. Accessed December 16, 2016.
6. Taylor E, Jantzen A, Clow B. Rethinking LGBTQ health. Atlantic Centre of Excellence for Women's Health. 2013. Available at http://www.dal.ca/content/dam/dalhousie/pdf/ace-women-health/3/ACEWH_rethinking_LGBTQ_health.pdf. Accessed December 16, 2016.
7. James SE, Herman JL, Rankin S, Keisling M, Mottet L, Anafi M. *The Report of the 2015 U.S. Transgender Survey*. Washington, DC: National Center for Transgender Equality; 2016. Available at http://www.ustranssurvey.org/report. Accessed December 16, 2016.
8. Ryan C, Huebner D, Diaz RM, Sanchez J. Family rejection as a predictor of negative health outcomes in white and Latino lesbian, gay, and bisexual young adults. *Pediatrics*. 2009;123(1):346–352. doi:10.1542/peds.2007-3524. PMID:19117902
9. Ryan C, Russell ST, Huebner D, Diaz R, Sanchez. Family acceptance in adolescence and the health of LGBT young adults. *J Child Adolesc Psychiatr Nurs*. 2010;23(4):205–213. doi:10.1111/j.1744-6171.2010.00246.x. PMID:21073595
10. Kosciw J, Greytak EA, Giga NM, Villenas C, Danischewski DJ. *The 2015 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in our Nation's Schools*. New York, NY: GLSEN; 2016. Available at http://www.glsen.org/article/2015-national-school-climate-survey. Accessed December 16, 2016.
11. Cisgender: Term for someone who exclusively identifies as their sex assigned at birth. A cisgender man was assigned male at birth and identifies as male. Trans Student Educational Resources (TSER). LGBTQ+ definitions. 2018. Available at http://www.transstudent.org/definitions. Accessed June 11, 2018.
12. Baum J, Brill S, Brown J, et al. *Supporting and Caring for our Gender-Expansive Youth*. Washington, DC: Human Rights Campaign; 2014. Available at http://www.hrc.org/youth/supporting-and-caring-for-our-gender-expansive-youth#.VHKxH0uzukQ. Accessed December 16, 2016.
13. GLAAD. 2016 was the deadliest year on record for transgender people. Available at https://www.glaad.org/blog/2016-was-deadliest-year-record-transgender-people . Accessed September 21, 2017.
14. Cantor D, Fisher B, Chibnall S, et al. *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*. Washington, DC: The Association of American Universities; 2015. Available at https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf. Accessed December 16, 2016.
15. Veale J, Watson RJ, Adjei J, Saewyc E. Prevalence of pregnancy involvement among Canadian transgender youth and its relation to mental health, sexual health, and gender identity. *Int J Transgend*. 2016;17(3–4):107–113. doi:10.1080/15532739.2016.1216345.
16. American College Health Association. About ACHA-NCHA: participation history. Available at: http://www.acha-ncha.org/partic_history.html. Accessed December 16, 2016.
17. CDC. Youth Risk Behavior Surveillance: National College Health Risk Behavior Survey—United States, 1995. *MMWR Morb Mort Wkly Rep*. 1997;46(SS-6):1–54.
18. Wechsler H, Lee JE, Kuo M, Lee H. College binge drinking in the 1990s: a continuing problem: results of the Harvard School of Public Health 1999 College Alcohol Study. *J Am Coll Health*. 2000;48:199–210. doi:10.1080/07448480009599305. PMID:10778020
19. Fisher BS, Cullen FT, Turner MG. *The Sexual Victimization of College Women*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice; 2000. NCJ 182369.
20. American College Health Association. *National College Health Assessment: Generalizability, Reliability, and Validity Analysis*. Hanover, MD: American College Health Association; n.d. Available at http://www.acha-ncha.org/grvanalysis.html. Accessed December 16, 2016.
21. Trans man: A person who was assigned female at birth but whose gender identity is that of a man. Trans Student Educational Resources (TSER). LGBTQ+ definitions. 2018. Available at http://www.transstudent.org/definitions. Accessed June 11, 2018.
22. Trans woman: A person who was assigned male at birth but whose gender identity is that of a woman. Trans Student Educational Resources (TSER). LGBTQ+ definitions. 2018. Available at http://www.transstudent.org/definitions . Accessed June 11, 2018.
23. Lambda Legal. *When Health Care isn't Caring: Lambda Legal's Survey of Discrimination Against LGBT People and People with HIV*. New York: Lambda Legal; 2010. Available at http://www.lambdalegal.org/sites/default/files/publications/downloads/whcic-report_when-health-care-isnt-caring.pdf. Accessed December 16, 2016.

24. Obedin-Maliver J, Goldsmith ES, Stewart L, et al. Lesbian, gay, bisexual and transgender-related content in undergraduate medical education. *JAMA*. 2011;306(9):971–977. doi:10.1001/jama.2011.1255. PMID:21900137
25. Lim F, Johnson M, Eliason M. A national survey of faculty knowledge, experience, and readiness for teaching lesbian, gay, bisexual, and transgender health in baccalaureate nursing programs. *Nurs Educ Perspect*. 2015;36(3):144–152. doi:10.5480/14-1355.
26. Seelman KL, Colón-Diaz MJP, LeCroix RH, Xavier-Brier M, Kattari L. Transgender noninclusive healthcare and delaying care because of fear: connections to general health and mental health among transgender adults. *Transgender Health*. 2017;2(1):17–28. doi:10.1089/trgh.2016.0024. PMID:28861545
27. Nonbinary: Preferred umbrella term for all genders other than female/male or woman/man, used as an adjective (e.g. Jesse is a nonbinary person). Not all nonbinary people identify as trans and not all trans people identify as nonbinary. Sometimes (and increasingly), nonbinary can be used to describe the aesthetic/presentation/expression of a cisgender or transgender person. Nonbinary people may also identify as agender, genderfluid, genderqueer, or gender nonconforming. Trans Student Educational Resources (TSER). LGBTQ+ definitions. 2018. Available at http://www.transstudent.org/definitions. Accessed June 11, 2018.

social sciences

MDPI

Article

Beyond Depression and Suicide: The Mental Health of Transgender College Students

Sara B. Oswalt [1,*] and Alyssa M. Lederer [2]

[1] Department of Kinesiology, Health and Nutrition, University of Texas at San Antonio, San Antonio, TX 78249, USA

[2] Department of Global Community Health and Behavioral Sciences, Tulane University School of Public Health and Tropical Medicine, New Orleans, LA 70112, USA; alederer@tulane.edu

* Correspondence: sara.oswalt@utsa.edu; Tel.: +1-210-458-6227

Academic Editor: Elbert P. Almazan

Received: 30 December 2016; Accepted: 15 February 2017; Published: 21 February 2017

Abstract: Research studies examining the mental health of transgender individuals often focus on depression, anxiety, and suicidal ideation through the use of clinic samples. However, little is known about the emerging adult (18–26 years old) transgender population and their mental health. The current study seeks to fill that gap by using a national dataset of college students (N = 547,727) to examine how transgender college students (n = 1143) differ from their cisgender peers regarding 12 different mental health conditions. Chi-square and regression analyses were conducted. Results demonstrate that transgender students have approximately twice the risk for most mental health conditions compared to cisgender female students. A notable exception is schizophrenia, in which transgender individuals have about seven times the risk compared to cisgender females. While these were significant findings, regression analyses indicate that being non-heterosexual is a greater predictor for mental health concerns. Implications for mental health practitioners at colleges and universities are discussed.

Keywords: gender identity; transgender; mental health; college student; college health; depression; anxiety; schizophrenia; gender nonconforming

1. Introduction

In recent years, there has been a substantial increase in research examining health disparities among sexual and gender minorities. While this research has helped health professionals better understand a number of critical issues among this priority population, a major limitation has been that most studies only focus on sexual orientation or are based on group-level analyses without examining specific subpopulations within the queer community—especially individuals who identify as transgender [1]. For the few studies examining the transgender population, most lack a sample large enough to adequately determine the prevalence of health issues among these individuals [2]. In order to fill these gaps, the purpose of this study is to examine the mental health concerns of transgender-identified college students using a national dataset from a six-year period.

The U.S. National Institutes of Health has designated sexual and gender minorities as a health disparity population [3], and the Institute of Medicine has recommended expanding research on transgender individuals [2]. The term transgender typically refers to individuals whose gender identity and/or gender expression is not congruent with the sex they were assigned at birth. For some individuals, this may mean that they want to transition from one gender to another, while for others it may indicate a dissatisfaction with the gender binary as applicable to their identity. These individuals may identify as transgender, genderqueer, gender fluid, gender non-conforming, or other related terms [4].

Examination of mental health issues beyond gender dysphoria is warranted to better understand the experiences of this population. Carmel and Erickson-Schroth's review [5] of the literature has indicated that transgender and gender non-conforming (TGNC) individuals are at increased risk for depression, substance use disorders, self-injury, and suicidal ideation/attempts. The rates and potential increased risk for other mental health conditions such as anxiety disorders, post-traumatic stress disorder, bipolar disorder, psychotic disorders, eating disorders, body dysmorphic disorders, autism spectrum disorders, and personality disorders are less conclusive. Other research that compares experiences of transgender individuals and cisgender individuals (those whose gender identity/expression is congruent with the sex assigned at birth) indicate higher rates of reported discrimination, depressive symptoms, and attempted suicides among those with a transgender identity compared to non-heterosexuals with a cisgender identity [6]. Discrimination and lack of family or other social support have all been shown to negatively affect mental health issues [6–9], while social and peer support have been shown to moderate depression, anxiety, and somatization in transgender individuals [10]. While not peer-reviewed, the largest recent examination of transgender experiences found that almost 40% of respondents experienced serious psychological distress in the month prior to completing the survey and 40% had attempted suicide in their lifetime; a rate nearly nine times that of the general U.S. population [11].

Of the existing research that examines the mental health of transgender individuals, few focus on adolescents and emerging adults (defined as 18–26 years old [12]). A 2016 review of the literature [13] specifically focusing on transgender youth found higher rates of depression, suicidality, self-harm, and eating disorders when compared with their non-transgender peers. For example, Reisner and colleagues' study [14] of transgender-identified youth between 12 and 29 years old found that transgender-identified youth had a two-to-three times increased risk of depression, anxiety disorder, suicidal ideation, suicide attempt, self-harm without lethal intent, and both inpatient and outpatient mental health treatment compared to matched (by age, ethnicity, date of visit) cisgender controls attending a community health clinic. While this study provided useful comparison data and included ethnicity (another demographic linked to mental health status), it did not address the intersection of sexual orientation with gender identity. Similar to other studies on transgender individuals, those focused on transgender youth are typically conducted through clinical settings specializing in gender, and involve only a small number of participants [13].

With 12.2 million people under the age of 25 enrolled at degree-granting postsecondary institutions in the United States, representing 40% of the overall United States population of 18 to 24 year olds [15], institutions of higher education can be a key setting for reaching TGNC individuals and understanding their experiences. Similarly, adolescence and young adulthood are often the first time mental health issues are identified and diagnosed [16]. For these reasons, focusing on transgender-identified college students can help health professionals and the general public to better understand the experiences of this population and issues they may face in the future. This study used the American College Health Association-National College Health Assessment (ACHA-NCHA) II to examine mental health conditions in college students who identify as transgender. The specific research questions were:

- Do transgender college students report increased rates of diagnosis and treatment of mental health conditions compared to their cisgender peers?
- How is gender identity linked to mental health conditions when considering other demographic factors?

2. Methods

The ACHA-NCHA II survey is conducted every fall and spring at North American postsecondary institutions. These institutions self-select to administer the survey in partnership with the American College Health Association. Survey responses are only included in the national dataset from institutions that randomly selected students or classrooms or that surveyed all students at their school. The current study used cross-sectional survey data from schools participating in Spring 2009 (117 schools), Spring

2010 (129 schools), Spring 2011 (129 schools), Spring 2012 (141 schools), Spring 2013 (153 schools), and Spring 2014 (140 schools) [17].

Across the six years, the sample included data from 429 unique institutions from all regions of the United States and nine institutions outside the U.S. Students completed either paper or web surveys, depending on the format offered at their institution. Response rates were high for paper surveys (mean response proportions ranged from 81% (in 2011) to 93% (in 2013)) but lower for web surveys (mean response proportions ranged from 18% (in 2013 and 2014) to 21% (in 2010 and 2011)). Respondents anonymously completed surveys during a specific time period selected by each school's administration. Institutions obtained approval of study procedures from their own Institutional Review Board (IRB) and the lead author's IRB considered the current study exempt from review because it was secondary data analysis with a de-identified dataset.

2.1. Measures

While the ACHA-NCHA II consists of 66 items, one multi-part item was the focus for this study. Students were asked "Within the last 12 months, have you been diagnosed or treated by a professional for any of the following..." with a list that included anorexia, anxiety, attention deficit and hyperactivity disorder (ADHD), bipolar disorder, bulimia, depression, insomnia, obsessive compulsive disorder (OCD), panic attacks, phobia, schizophrenia, and substance abuse/addiction. Response options for each condition were no; yes, diagnosed but not treated; yes, treated with medication; yes, treated with psychotherapy; yes, treated with medication and psychotherapy; or yes, other treatment. Since the focus of the study was to examine rates of mental health among transgender students and the effect of gender, responses were collapsed to a dichotomous response of "not diagnosed or treated within the last 12 months" or "diagnosed or treated in the last 12 months."

Three demographic characteristics were considered to be a critical part of the analyses. The primary variable of interest—gender identity—was measured by asking: "What is your gender?" The three response options were: female, male, and transgender. Individuals who did not identify a gender (n = 12,859) were eliminated from the analyses. Race/ethnicity was another demographic variable included in the analyses. On the ACHA-NCHA II, individuals are asked to indicate their race/ethnicity and can mark more than one category. To accommodate analyses, individuals who marked more than one response were recoded as biracial/multi-racial and removed from the individual categories they had initially marked. The last demographic variable of interest was sexual orientation, with response categories of heterosexual, gay/lesbian, bisexual, and unsure.

2.2. Participants

For the six data collection periods, a total of 581,603 students completed all or part of the survey. For this study, only students who indicated their gender and responded to all of the mental health conditions were included. Additionally, individuals who were identified as outliers were eliminated from the analyses. Outlier criteria was based on improbable responses; i.e., reporting six or seven of the seven race categories (n = 392) or reporting 11 or 12 of the 12 possible mental health issues (n = 653). After the exclusion/inclusion criteria were applied, the total analytic sample was 547,727.

Most participants were cisgender female (65.1%, n = 356,511), with less than 1% identifying as transgender (0.2%, n = 1143). Most students completing the survey were White (68.1%, n = 369,574) with 10.5% identifying as Asian/Pacific Islander (n = 57,035). Biracial/Multiracial was the next most common race/ethnicity (8.1%, n = 44,042), followed by Hispanic (6.6%, n = 35,972), Black (4.7%, n = 25,401), American Indian/Alaskan Native/Native Hawaiian (0.4%, n = 2406), or other (1.6%, n = 8633). There were almost equal distributions between years in school, with 22.8% (n = 123,355) of participants being first-year students, 20.1% (n = 108,916) second-year, 19.8% (n = 107,475) third-year, 16.2% (n = 87,714) fourth-year, 5.2% (n = 28,347) fifth-year or more undergraduate, and 14.7% (n = 79,638) as a graduate student. About 1% were not seeking a degree (0.4%, n = 2232) or identified another status (0.7%, n = 3903). Most students were full-time (91.5%, n = 496,598), and about 10% were

international students (9.3%, n = 50,582). Most students were heterosexual (91.7%, n = 497,817), with 2.8% (n = 15,039) identifying as gay/lesbian, 3.6% (n = 19,756) identifying as bisexual, 1.9% (n = 10,156) identifying as unsure. Most students had health insurance, with almost two-thirds (63.9%, n = 342,586) being covered through their parents' plan. Slightly over 15% (15.5%, n = 82,844) were covered by the university or college plan, and an additional 12.8% (n = 68,567) were covered by another plan.

Regarding ethnicity, transgender students were predominately White, though a lower percentage compared to the overall group (63.0%, n = 709). Almost one in five transgender students were biracial/multiracial (17.8%, n = 200) with the next largest group identifying as other (6%, n = 67). Less than 15% identified as either Asian Pacific Islander (4.8%, n = 54), Black (3.7% n = 42), Hispanic (4.3%, n = 48), or American Indian, Alaskan Native, Native Hawaiian (0.5%, n = 6). Among those who identified as transgender, there was an almost equal distribution among the various sexual orientations: 23.7% (n = 264) identified as heterosexual, 21.9% (n = 244) identified as gay/lesbian, 31.7% (n = 354) identified as bisexual, and 22.8% (n = 254) identified as unsure.

2.3. Analyses

Frequencies were calculated for the demographic and dependent variables of interest. Chi-square was used to examine frequency differences in mental health conditions among genders (cisgender male, cisgender female, transgender). Cramer's V was used to measure effect size, as it is considered robust regardless of table size. Binary logistic regressions were conducted, with gender, ethnicity, and sexual orientation as the independent variables. Ethnicity and sexual orientation were included, as previous research indicates that ethnicity [18–22] and sexual orientation [23,24] affect the mental health of college students. All analyses were conducted using IBM SPSS Version 22. Because of the large sample size, a Bonferroni correction was applied which resulted in setting the p value at <0.004. As a result, 99.996% confidence intervals were used in the analyses.

3. Results

Most students reported no mental health diagnoses or treatment within the last 12 months for the 12 conditions examined. The mental health concerns with the three highest frequencies were anxiety (11.6% reporting the condition overall, with 33.4% of transgender-identified students reporting the condition); depression (10.4% overall, 34.3% of transgender-identified students); and panic attacks (5.3% overall, with 16.5% of transgender-identified students). Table 1 includes percentages and frequencies for all 12 conditions by gender identity. While the chi-square values for all 12 conditions were significant at the 0.004 level, the effect sizes were small (ranging from 0.02 to 0.12). Subsequently, logistic regression was employed to ascertain a better understanding of how transgender identity and the other demographic variables affected the risk for these mental health conditions.

The logistic regression indicated that transgender students were significantly more likely to be diagnosed/treated for all 12 conditions in the previous 12 months (as shown in Table 2). However, for almost all conditions (except for schizophrenia), a non-heterosexual sexual orientation was a greater risk than identifying as transgender. In most cases, the odds ratio indicated that transgender-identified students were approximately twice as likely to have the mental health condition compared to self-identified cisgender females. The notable exceptions were panic attacks, which had an odds ratio of 1.52 (99.996% CI 1.08–2.13), bipolar disorder with an odds ratio of 2.34 (99.996% CI 1.43–3.81), and schizophrenia with an odds ratio of 7.85 (99.996% CI 2.84–21.42). Similarly, transgender students had higher odds ratios for all mental health conditions compared to cisgender males—even for conditions where cisgender males had greater risk than cisgender females (i.e., ADHD, schizophrenia, and substance abuse/addiction). See Table 2 for logistic regression analyses with odds ratios (OR) and confidence intervals.

Table 1. Percentage of students diagnosed/treated in last 12 months.

	Cisgender Female % (n)	**Cisgender Male % (n)**	**Transgender % (n)**	**Total % (n)**
Anorexia	1.2 (4147)	0.2 (438)	3.6 (41)	0.8 (4626)
Anxiety	14.1 (50,365)	6.6 (12,534)	33.4 (382)	11.6 (63,281)
ADHD	4.1 (14,471)	4.6 (8769)	11.9 (136)	4.3 (23,376)
Bipolar disorder	1.3 (4754)	1.0 (1841)	7.4 (85)	1.2 (6680)
Bulimia	1.1 (3806)	0.2 (406)	3.3 (38)	0.8 (4250)
Depression	12.3 (43,886)	6.5 (12,443)	34.3 (392)	10.4 (56,721)
Insomnia	4.1 (14,734)	2.7 (5116)	0.7 (145)	3.7 (1995)
OCD	2.2 (7978)	1.3 (2536)	8.0 (91)	1.9 (10,605)
Panic attacks	6.8 (24,099)	2.5 (4705)	16.5 (193)	5.3 (28,997)
Phobia	1.0 (3575)	0.5 (888)	4.0 (46)	0.8 (4509)
Schizophrenia	0.1 (286)	0.2 (311)	1.9 (22)	0.1 (619)
Substance abuse/addiction	0.8 (2782)	1.2 (2208)	3.6 (41)	0.9 (5031)

Notes: All chi-square values were significant $p < 0.001$; ADHD: Attention deficit and hyperactivity disorder; OCD: obsessive compulsive disorder.

Table 2. Regression analyses for mental health diagnoses.

	Anorexia	**Anxiety**	**ADHD**	**Bipolar Disorder**	**Bulimia**	**Depression**
	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)
Cisgender Female	Reference	Reference	Reference	Reference	Reference	Reference
Cisgender Male	0.20 * (0.16–0.24)	0.42 * (0.41–0.44)	1.16 * (1.10–1.23)	0.74 * (0.66–0.83)	0.19 * (0.16–0.24)	0.50 * (0.47–0.52)
Transgender	1.88 * (0.96–3.68)	1.71 * (1.31–2.24)	2.02 * (1.36–2.99)	2.34 * (1.43–3.81)	1.84 * (0.91–3.72)	1.91 * (1.46–2.50)
Heterosexual	Reference	Reference	Reference	Reference	Reference	Reference
Gay/Lesbian	2.03 * (1.46–2.82)	2.44 * (2.23–2.68)	1.60 * (1.39–1.84)	3.08 * (2.49–3.81)	2.10 * (1.50–2.95)	2.66 * (2.43–2.92)
Bisexual	2.28 * (1.83–2.84)	2.48 * (2.31–2.67)	2.04 * (1.82–2.28)	4.48 * (3.85–5.22)	2.16 * (1.71–2.73)	2.97 * (2.76–3.19)
Unsure	1.93 * (1.37–2.72)	1.86 * (1.67–2.08)	1.66 * (1.40–1.98)	2.48 * (1.90–3.25)	2.05 * (1.45–2.89)	2.12 * (1.90–2.37
White	Reference	Reference	Reference	Reference	Reference	Reference
Black	0.24 * (0.14–0.40)	0.41 * (0.37–0.46)	0.36 * (0.30–0.44)	0.77 * (0.59–1.00)	0.43 * (0.28–0.66)	0.51 * (0.46–0.57)
Hispanic	0.50 * (0.36–0.69)	0.56 * (0.51–0.61)	0.45 * (0.39–0.52)	0.74 * (0.58–0.93)	0.74 * (0.55–0.99)	0.63 * (0.58–0.69)
Asian and PI	0.59 * (0.46–0.76)	0.33 * (0.31–0.36)	0.29 * (0.25–0.33)	0.48 * (0.38–0.61)	0.71 * (0.56–0.91)	0.42 * (0.38–0.45)
AM, AN, NH	0.59 (0.20–1.78)	0.79 * (0.60–1.03)	0.88 (0.59–1.33)	1.51 (0.83–2.77)	0.78 (0.28–2.20)	0.89 (0.67–1.17)
Biracial/Multiracial	0.98 (0.80–1.21)	0.89 * (0.84–0.95)	0.99 (0.90–1.09)	1.18 * (1.00–1.39)	1.14 (0.93–1.41)	0.96 (0.90–1.02)
Other Race/Ethnicity	0.71 (0.40–1.23)	0.71 * (0.61–0.83)	0.75 * (0.60–0.95)	1.12 (0.77–1.62)	0.80 (0.46–1.41)	0.77 * (0.66–0.90)
	Insomnia	**OCD**	**Panic Attacks**	**Phobia**	**Schizophrenia**	**Substance abuse/addiction**
	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)	OR (99.996% CI)
Cisgender Female	Reference	Reference	Reference	Reference	Reference	Reference
Cisgender Male	0.64 * (0.60–.69)	0.59 * (0.54–0.65)	0.35 * (0.33–0.37)	0.46 * (0.39–0.54)	2.15 * (1.52–3.64)	1.53 * (1.35–1.72)
Transgender	1.83 * (1.25–2.68)	2.04 * (1.28–3.26)	1.52 * (1.08–2.13)	1.92 * (1.01–3.65)	7.85 * (2.84–21.42)	2.18 * (1.10–4.32)
Heterosexual	Reference	Reference	Reference	Reference	Reference	Reference
Gay/Lesbian	2.30 * (2.00–2.65)	2.28 * (1.88–2.75)	2.35 * (2.07–2.67)	2.54 * (1.91–3.38)	2.18 * (1.07–4.46)	2.42 * (1.90–3.09)
Bisexual	2.73 * (2.45–3.04)	2.46 * (2.13–2.86)	2.66 * (2.42–2.91)	3.02 * (2.46–3.70)	4.62 * (2.75–7.75)	3.41 * (2.80–4.16)
Unsure	1.70 * (1.42–2.04)	1.87 * (1.47–2.37)	1.70 * (1.45–1.99)	2.61 * (19.2–3.56)	5.17 * (2.81–9.51)	2.08 * (1.49–2.92)
White	Reference	Reference	Reference	Reference	Reference	Reference
Black	0.70 * (0.60–0.82)	0.36 * (0.27–0.48)	0.46 * (0.39–0.53)	0.56 * (0.38–0.81)	2.38 * (1.24–4.54)	0.49 * (0.33–0.71)
Hispanic	0.81 * (0.71–0.92)	0.49 * (0.40–0.61)	0.64 * (0.57–0.72)	0.80 * (0.61–1.05)	1.85 * (1.00–3.43)	0.67 * (0.51–0.88)
Asian & PI	0.61 * (0.54–0.69)	0.32 * (0.26–0.39)	0.27 * (0.23–0.31)	0.51 * (0.38–0.67)	1.74 * (1.04–2.92)	0.35 * (0.26–0.47)
AM, AN, NH	1.47 * (1.01–2.12)	0.98 (0.55–1.73)	0.87 (0.60–1.26)	1.25 (0.56–2.79)	1.98 (0.25–15.75)	2.40 * (1.38–4.17)
Biracial/Multiracial	1.18 * (1.07–1.30)	1.06 (0.92–1.21)	0.95 (0.87–1.04)	1.22 * (1.00–1.49)	2.09 * (1.25–3.49)	1.05 (0.86–1.28)
Other Race/Ethnicity	1.06 (0.84–1.33)	0.80 (0.57–1.13)	0.81 * (0.66–1.00)	1.20 (0.77–1.86)	4.17 * (1.98–8.80)	1.01 (0.65–1.56)

Notes: $p < 0.004$; OR = odds ratio; CI = confidence interval; PI = Pacific Islander; AM, AN, NH = American Indian, Alaskan Native & Native Hawaiian.

4. Discussion

This study provides the first examination of gender identity as a predictor for a variety of mental health issues in college students using a national survey. The current study's results support other studies that indicate higher rates for mental health conditions—like anxiety and depression—among transgender-identified individuals [5–7,13,14]. Most importantly, the odds ratios indicate that transgender-identified students had significantly greater risk for all mental health conditions than their cisgender peers. While there are also significant differences between cisgender males and cisgender females, because these differences are well-established in the literature [25] and are not the focus of the current study, they are not discussed in detail. Another strength of this study is the inclusion of many mental health conditions beyond depression and suicide, which tend to be the focus of most other studies [5]. This expanded focus increases mental health providers' understanding of the various conditions that TGNC students may be experiencing instead of reinforcing perceptions that depression, anxiety, and suicide are the only concerns that TGNC students face.

At the same time, risk for most mental health conditions for non-heterosexuals did surpass those indicated for transgender individuals, with bisexual-identified individuals having the highest risk. The focus of the current study was to expand awareness around transgender college students' mental health, though it would be beneficial for future studies to better explore this consequential finding.

This article focused on the individual's experience with mental health; however, other levels of the social-ecological model also need to be considered regarding their impact on mental health. For all TGNC individuals, social and familial support are protective factors [5,7]—especially for youth [8,9]. Olson's work [8] indicates that transgender children who have socially transitioned and are supported have developmentally normal levels of depression with only slightly higher levels of anxiety than cisgender children. It is unclear what role social and family support may have on the mental health conditions examined in this study and for college students; these are certainly areas for future research. Additionally, the campus and legal environment play a critical role in discrimination or acceptance of TGNC individuals by others, which can also affect TGNC individuals' mental health. Studies on campus climate for the queer community have been conducted for decades, but few specifically focus on the perceptions and needs of TGNC students. Understanding how the specific climate of a campus affects mental health could be invaluable for campuses working to become more inclusive. Examination of state non-discrimination laws showed that individuals residing in states without nondiscrimination laws reported higher levels of perceived community stigma, which was positively related to lifetime suicide attempt and marginally associated with current symptoms of anxiety [26]. In addition to perceived campus climate, future studies could examine correlations between campus non-discrimination policies that include gender identity and expression with the mental health of transgender students. Understanding these environmental factors alongside demographic variables would critically enhance our understanding of transgender students' mental health and their needs in the university setting.

Because of the sampling method and the self-selection of institutions that implement the ACHA-NCHA II, the survey results are limited in their generalizability. In general, the overall survey provides similar results to nationally representative surveys [27]; however, it is unknown how representative the survey is of the transgender college student population. Estimates of the transgender population are about 1%; however, only 0.2% of the respondents identified as transgender in the ACHA-NCHA II. Possible reasons for this difference could be that the survey asks for current gender identity. Individuals who have transitioned from one gender to another may identify as male or female, and not mark transgender. Some students may not yet identify as transgender or may not want to commit to a transgender identity. Additionally, students who identify as genderqueer, non-binary or other gender non-conforming identities may have not responded to this item and therefore were not included in the analyses. In 2015, ACHA revised the ACHA-NCHA II to expand questions and responses regarding gender and sex. Instead of the single item asking "what is your gender," three items now ask "What sex were you assigned at birth, such as on an original birth certificate?" (response

options: female/male); "Do you identify as transgender?" (response options: yes/no); and "Which term do you use to describe your gender identity?" (response options: woman, man, trans woman, trans man, genderqueer, another identity (with a write-in option)). Re-examination of the current study's research questions considering these new response options should be undertaken once data are made available by the organization to better understand the connection between gender identity and mental health.

Additionally, experiences of transgender youth in middle and high school may have included discrimination and other challenges that prevented continuation to college, so the college student sample may not be representative of the actual rate of transgender individuals in the overall emerging adult population. It is also unknown how transgender college students' mental health may differ from other individuals who are not attending college; transgender college students may potentially experience fewer mental health concerns because they may receive more support through campus resources (e.g., student groups and counseling services) than those of the same age not attending college. Another limitation is that demographic and other student characteristics beyond gender, sexual orientation and ethnicity were not examined. While these variables have been consistently identified in the literature as predictors of college students' mental health [17–23], it is possible that other factors (e.g., living on campus vs. not living on campus, having health insurance) may also be related to one's current mental health.

With over one-third of transgender individuals reporting a negative experience with a healthcare provider and one-quarter not seeking health services because of a fear of mistreatment [11], college health services and counseling centers need to be sensitive to the needs of transgender students from initial intake through the clinical experience. Donatone and Rachlin [28] provide a template for intake and initial assessment with TGNC students. Their protocol helps familiarize mental health clinicians with gender-affirming language and provides a list of questions to ask students. Moreover, the American College Health Association [29] created guidelines to assist college health centers in creating trans-inclusive college health programs. While some of these guidelines focus specifically on mental health (identifying knowledgeable providers, explaining services related to transitioning under student health insurance plans, offering support groups for TGNC students); other strategies are designed to improve transgender students' access to health services overall—increasing healthcare access, modifying administrative processes to accommodate TGNC students' needs related to names and paperwork, training of personnel, and adapting health promotion strategies that focus on TGNC students' needs. These strategies can benefit all TGNC students, and minimize potential negative effects caused from accessing services. Similarly, college counseling and mental health centers can examine their campus climate and partner with other entities both on- and off-campus to create a supportive environment. Many campuses have queer student associations or LGBTQ centers which can be ideal partners to address the campus climate as well as provide direct outreach to TGNC students for all mental health conditions—not just depression and suicide. Given the high rates of mental health conditions among transgender college students, ensuring that their mental health needs are known and addressed is critical for this population's current and future well-being.

Acknowledgments: The opinions, findings, and conclusions presented/reported in this article are those of the author(s), and are in no way meant to represent the corporate opinions, views, or policies of the American College Health Association (ACHA). ACHA does not warrant nor assume any liability or responsibility for the accuracy, completeness, or usefulness of any information presented in this article/presentation.

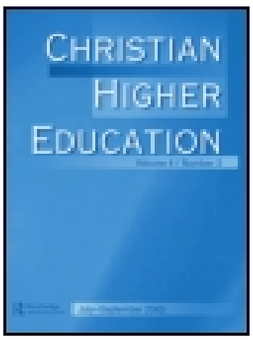
Author Contributions: Sara B. Oswalt and Alyssa M. Lederer conceived the project and methodology. Sara B. Oswalt wrote the first draft of the paper.

Conflicts of Interest: The authors declare no conflict of interest.

References

1. Mathy, Robin M., Barbara A. Lehmann, and Deborah L. Kerr. "Bisexual and transgender identities in a nonclinical sample of North Americans: Suicidal intent, behavioral difficulties, and mental health treatment." *Journal of Bisexuality* 3 (2004): 93–109. [CrossRef]
2. Institute of Medicine. *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding*. Washington: National Academies Press, 2011.
3. Pérez-Stable, Eliseo J. "Sexual and gender minorities formally designated as a health disparity population for research purposes." 6 October 2016. Available online: http://www.nimhd.nih.gov/about/directors-corner/message.html (accessed on 27 December 2016).
4. Beemyn, Genny, and Susan Rankin. *The Lives of Transgender People*. New York: Columbia University Press, 2011.
5. Carmel, Tamar C., and Laura Erickson-Schroth. "Mental health and the transgender population." *Psychiatric Annals* 46 (2016): 346–49. [CrossRef]
6. Su, Dejun, Jay A. Irwin, Christopher Fisher, Athena Ramos, Megan Kelley, Diana Ariss Rogel Mendoza, and Jason D. Coleman. "Mental health disparities within the LGBT population: A comparison between transgender and nontransgender individuals." *Transgender Health* 1 (2016): 12–20. [CrossRef]
7. Pflum, Samantha R., Rylan J. Testa, Kimberly F. Balsam, Peter B. Goldblum, and Bruce Bongar. "Social support, trans community connectedness, and mental health symptoms among transgender and gender nonconforming adults." *Psychology of Sexual Orientation and Gender Diversity* 2 (2015): 281–86. [CrossRef]
8. Olson, Kristina R., Lily Durwood, Madeleine DeMeules, and Katie A. McLaughlin. "Mental health of transgender children who are supported in their identities." *Pediatrics*, 2016. [CrossRef] [PubMed]
9. Simons, Lisa, Sheree M. Schrager, Leslie F. Clark, Marvin Belzer, and Johanna Olson. "Parental support and mental health among transgender adolescents." *Journal of Adolescent Health* 53 (2013): 791–93. [CrossRef] [PubMed]
10. Bockting, Walter O., Michael H. Miner, Rebecca E. Swinburne Romine, Autumn Hamilton, and Eli Coleman. "Stigma, mental health, and resilience in an online sample of the US transgender population." *American Journal of Public Health* 103 (2013): 943–51. [CrossRef] [PubMed]
11. James, Sandy E., Jody L. Herman, Susan Rankin, Mara Keisling, Lisa Mottet, and Ma'ayan Anafi. *The Report of the 2015 U.S. Transgender Survey*. Washington: National Center for Transgender Equality, 2016.
12. Arnett, Jeffrey J. *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. New York: Oxford University Press, 2004.
13. Connolly, Maureen D., Marcus J. Zervos, Charles J. Barone, Christine C. Johnson, and Christine L. M. Joseph. "The Mental health of transgender youth: Advances in understanding." *Journal of Adolescent Health* 59 (2016): 489–95. [CrossRef] [PubMed]
14. Reisner, Sari L., Ralph Vetters, M. Leclerc, Shayne Zaslow, Sarah Wolfrum, Daniel Shumer, and Matthew J. Mimiaga. "Mental health of transgender youth in care at an adolescent urban community health center: A matched retrospective cohort study." *Journal of Adolescent Health* 56 (2015): 274–79. [CrossRef] [PubMed]
15. National Center for Education Statistics. "Fast Facts: Back to school statistics. " Available online: http://nces.ed.gov/fastfacts/display.asp?id=372 (accessed on 27 December 2016).
16. Kessler, Ronald C., Patricia Berglund, Olga Demler, Robert Jin, Kathleen R. Merikangas, and Ellen E. Walters. "Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication." *Archives of General Psychiatry* 62 (2005): 593–602. [CrossRef] [PubMed]
17. American College Health Association. "American College Health Association-National College Health Assessment, Spring 2009-Spring 2014 [computer file]." Hanover, MD: American College Health Association, 2009, [producer and distributor]; 2015-06-15.
18. Herman, Steve, Olga G. Archambeau, Aimee N. Deliramich, Bryan S. K. Kim, Pearl H. Chiu, and B. Christopher Frueh. "Depressive symptoms and mental health treatment in an ethnoracially diverse college student sample." *Journal of American College Health* 59 (2011): 715–20. [CrossRef] [PubMed]
19. Mokrue, Kathariya, and Mary C. Acri. "Subjective health and health behaviors as predictors of symptoms of depression and anxiety among ethnic minority college students." *Social Work in Mental Health* 13 (2015): 186–200. [CrossRef]

20. Rosenthal, Beth Spenciner, and Arleen Cedeno Schreiner. "Prevalence of psychological symptoms among undergraduate students in an ethnically diverse urban public college." *Journal of American College Health* 49 (2000): 12–18. [CrossRef] [PubMed]
21. Rosenthal, Beth, and W. Cody Wilson. "Mental health services: Use and disparity among diverse college students." *Journal of American College Health* 57 (2008): 61–68. [CrossRef] [PubMed]
22. Eisenberg, Daniel, Sarah E. Gollust, Ezra Golberstein, and Jennifer L. Hefner. "Prevalence and correlates of depression, anxiety, and suicidality among university students." *American Journal of Orthopsychiatry* 77 (2007): 534–42. [CrossRef] [PubMed]
23. Oswalt, Sara B., and Tammy J. Wyatt. "Sexual orientation and differences in mental health, stress, and academic performance in a national sample of US college students." *Journal of Homosexuality* 58 (2011): 1255–80. [CrossRef] [PubMed]
24. Przedworski, Julia M., Nicole A. VanKim, Marla E. Eisenberg, Donna D. McAlpine, Katherine A. Lust, and Melissa N. Laska. "Self-reported mental disorders and distress by sexual orientation: Results of the Minnesota College Student Health Survey." *American Journal of Preventive Medicine* 49 (2015): 29–40. [CrossRef] [PubMed]
25. Rosenfield, Sara, and Dawne Mouzon. "Gender and mental health." In *Handbook of the Sociology of Mental Health*. New York: Springer, 2013, pp. 277–96.
26. Gleason, Hillary A., Nicholas A. Livingston, Marianne M. Peters, Kathryn M. Oost, Evan Reely, and Bryan N. Cochran. "Effects of state nondiscrimination laws on transgender and gender-nonconforming individuals' perceived community stigma and mental health." *Journal of Gay & Lesbian Mental Health* 20 (2016): 350–62. [CrossRef]
27. American College Health Association. "Generalizability, Reliability, and Validity Analysis." Available online: http://www.acha-ncha.org/grvanalysis.html (accessed on 27 December 2016).
28. Donatone, Brooke, and Katherine Rachlin. "An intake template for transgender, transsexual, genderqueer, gender nonconforming, and gender variant college students seeking mental health services." *Journal of College Student Psychotherapy* 27 (2013): 200–11. [CrossRef]
29. American College Health Association. "ACHA Guidelines for trans-inclusive college health programs." Available online: http://www.acha.org/documents/Resources/Guidelines/Trans-Inclusive_College_Health_Programs.pdf (accessed on 27 December 2016).



Routledge
Taylor & Francis Group

Christian Higher Education

ISSN: 1536-3759 (Print) 1539-4107 (Online) Journal homepage: https://www.tandfonline.com/loi/uche20

Purposeful Exclusion of Sexual Minority Youth in Christian Higher Education: The Implications of Discrimination

Joshua R. Wolff & Heather L. Himes

To cite this article: Joshua R. Wolff & Heather L. Himes (2010) Purposeful Exclusion of Sexual Minority Youth in Christian Higher Education: The Implications of Discrimination, Christian Higher Education, 9:5, 439-460, DOI: 10.1080/15363759.2010.513630

To link to this article: https://doi.org/10.1080/15363759.2010.513630

Christian Higher Education, 9:439–460

ISSN: 1536-3759 print / 1539-4107 online
DOI: 10.1080/15363759.2010.513630

Routledge
Taylor & Francis Group

PURPOSEFUL EXCLUSION OF SEXUAL MINORITY YOUTH IN CHRISTIAN HIGHER EDUCATION: THE IMPLICATIONS OF DISCRIMINATION

JOSHUA R. WOLFF
Children's Hospital Boston and Harvard Medical School, Boston, Massachusetts, USA

HEATHER L. HIMES
Hostos Community College, Bronx, New York, USA

Current policies exist at religious universities and colleges that bar students with gay, lesbian, and bisexual identities from admission. Furthermore, these schools have wide-ranging disciplinary policies toward current students who identify as gay/lesbian/bisexual or participate in same-sex romantic behaviors. This article presents original descriptive data regarding the nature of such policies by reviewing a random sample of schools which are members of the Council for Christian Colleges and Universities. This paper also reviews the psychiatric, pediatric, and epidemiologic literature to better understand the experiences of sexual minority youth. Results indicate sexual minority youth are more likely to experience mental health symptoms, display poor academic performance, and be at greater risk of exposure to public health concerns as a result of discrimination and prejudice. These symptoms are especially prevalent in environments that are rejecting toward sexual minorities. Given this large body of data, policies that exclude and discipline sexual minority youth are harmful and should be removed or dramatically altered. Action is needed to foster campus climates of grace and compassion to sexual minority youth who are vulnerable.

For those who have adopted a Christian worldview, who pursue a life of purpose and faith fashioned after the life of Jesus Christ, there has long been a desire to receive an education in environments that stand upon truth from institutions that train their students to be discerning and faithful in their academic excellence. This desire to serve Christ through the pursuit of knowledge, in communities of faith, has led to a full and fruitful history of Christian colleges and universities in the United States and around the world. These institutions vary greatly in their doctrine and

Address correspondence to Joshua R. Wolff, Children's Hospital Boston, 300 Longwood Avenue, Boston, MA 02115. E-mail: joshua.r.wolff@biola.edu

ideology, but all stand fast in their desire to reach the world for Jesus Christ by preparing men and women to engage the world through academic integrity in their professional pursuits.

The authors of this article are alumni of one such institution. It was through our very experiences at a Christian institution of higher education that we began to understand the great need we address in this paper. It is the character of Christ, who embodied compassion and love for all, that we attempt to be mindful of as we suggest there is something horribly remiss in the institutional policies held by so many Christian colleges and universities against gay, lesbian, bisexual, and other sexual minority students. Furthermore, it is in the spirit of academic excellence that we turn toward the most recent empirical literature as well as our own clinical experiences as mental health professionals to understand the impact that such policies have upon *sexual minority youth* (SMY), a group characterized by "young people with same-sex or both-sex sexual attraction and or/partners or youth who identify as gay, lesbian, or bisexual" (Berlan, Corliss, Field, Goodman, & Austin, 2010, p. 366).

This paper focuses on the psychiatric, social, and epidemiologic evidence against current policies, while also accounting for the historical context in which these current debates have emerged. We recognize that many readers will say, "What about the Bible?" referring to specific passages that mention homosexual behavior (e.g., Leviticus 18; Romans 1). While we recognize the importance of one's scriptural interpretation of these passages with regard to views about homosexuality, this paper will not delve into the many complex theological considerations on this issue. There are, as most readers are likely aware, numerous views regarding the theological interpretations of such passages, which often cause fiery debates and divide entire denominations. We encourage readers unfamiliar with the numerous different theological positions on this issue to reference work by Meyers and Scanzoni (2005) which presents an overview. Despite the lack of agreement and varied opinions, the following evidence in relation to GLBT youth is relevant and applicable regardless of one's specific theological views about homosexuality. (It is important to note that individuals who identify as transgendered are also considered part of the sexual minority group though transgenderism is not connected to a specific sexual orientation.

A transgender person may identify as heterosexual, homosexual, or bisexual. Transgendered students—the T in GLBT—are not included in some of this paper as many schools do not even acknowledge that transgendered students are on their campuses. Thus, many of the policies that bar GLB students do not currently bar transgendered students, though the campus climate may be equally condemnatory for them. Please note the intentional omission of the T at some points in this paper.)

Historical Context of Religion and GLBT Discrimination

> "[The Boy Scouts would] disband rather than to have to [. . .] hire homosexual scout leaders who would sleep in the same tents as young boys," wrote Dr. James Dobson, respected former president of Focus on the Family, in a 2008 letter to members implying that homosexual men are pedophiles who threaten America's youth (Dobson, 2008).

> "AIDS is not just God's punishment for homosexuals, it is God's punishment for the society that tolerates homosexuals," stated Jerry Falwell, founder of the Moral Majority and Liberty University (cited in Press, 2007).

It is sad and sobering that a consideration of the history of any group of people and their interaction with the Christian community should have to begin with quotes like the two above. And though it is necessary to acknowledge that these have been the prejudice-filled utterances of some of the Christian community's most outspoken leaders, it is also important to recognize there is considerable variability amongst Christians regarding their beliefs and treatment toward GLBT identified individuals. One must be cautious so as not to make assumptions about all Christians and their attitudes and actions toward GLBT people. Many churches, religious leaders, and individual Christians have courageously and compassionately reached out to GLBT individuals and joined in movements for social justice and pastoral care for sexual minorities. That said, many of today's Christians are not familiar with the influential role many religious communities and leaders have played in creating, fostering, and continuing to perpetuate GLBT mental and public health disparities. Any attempt to discuss the current treatment of the GLBT community by Christians must address the actions of many prominent Christians in the past.

One of the most painful experiences for GLBT individuals was the church's role in perpetuating the myth that gay men and lesbians were social deviants responsible for the spread of the HIV/AIDS epidemic. In 1981, the AIDS epidemic first surfaced in large urban centers. As it progressed, conservative Christian organizations such as the Moral Majority and leaders including Jerry Falwell became prominent figures driving fear into the hearts of many Americans by calling HIV and AIDS God's judgment for gay people, insinuating this was a form of punishment they deserved (Press, 2007; Rimmerman, 2002). At the peak of the AIDS crisis, as financial support poured in from religious communities, the Moral Majority's influence grew tremendously. The organization became so successful that it aided passage of the Helm's Amendment, a federal law that banned the use of federal tax dollars for AIDS prevention research and outreach in schools. The Moral Majority also fought for the placement of Proposition 64 on the 1986 California state ballot, a law which (if passed) would have allowed the state to quarantine gay men with HIV, further perpetuating beliefs that GLBT persons were a threat to society (Rimmerman, 2002). In addition to the political intolerance during the epidemic, one can only imagine the countless judgments and doors the Christian community closed to those suffering with HIV/AIDS.

In 1973 and 1975, respectively, both the American Psychiatric Association and American Psychological Association strongly affirmed homosexuality as a normal variation in human sexual behavior (APA, 2000, 2008). This position has been subsequently assumed and affirmed by virtually all mainstream medical and mental health professional organizations in the United States, Europe, and Canada. However, the professional support and depathologizing of GLBT persons only intensified religious persecution and attack and led to increasingly damaging attempts to portray homosexuality as a mental disorder associated with pedophilia. In 1978 religious leaders were heavily involved in the lobbying for passage of Proposition 6 in California (more commonly known as the Briggs Initiative), a law which (if passed) would have given the state permission to fire all gay and lesbian public school teachers solely on the basis of sexual orientation (Stockton-San Joaquin County Public Library, n.d.). The link between homosexuality and pedophilia has been heavily refuted by the American Psychiatric

Association, who report that the majority of child abusers are heterosexual men, even in the case of same-sex child abuse (2000). However, this falsehood continues to be circulated, as evinced by the above letter (Dobson, 2008) and the string of media attacks using children in school settings in the recent Proposition 8 advertisements in California (ProtectMarriage.com, 2008), a campaign primarily funded by Mormon, Catholic, and Evangelical churches (Cowan, 2010).

Despite the outcry from virtually all professional mental health and medical organizations against "reorientation" therapies (i.e., psychological interventions to change individual sexual orientation from homosexual to heterosexual), one cannot ignore the role the religious organizations have played in continuing to promote these treatments as acceptable and sexual orientation as changeable. Reports exist of SMY below the age of 18 being sent to reorientation camps, such as those sponsored by the Christian organization Love Won Out, sometimes against their will by parents or with the support of their religious leaders (APA, 2009; Cianciatto & Cahill, 2006; Williams, 2005). Furthermore, groups such as Exodus International, a Christian-based ministry, have notoriously promoted the "ex-gay" movement as credible despite the lack of empirical support (of note, many former participants in the Exodus program have now proclaimed themselves "ex-ex-gays" in protest of the program's claims) (Brooke, 2005). Individuals who seek change programs are often driven by religious belief systems (APA, 2009). However, research suggests that efforts to seek change that are driven by internalized religious shame and the hope of achieving heterosexuality are likely to result in psychological harm and are not effective (APA, 2009).

Background of SMY Discrimination in Higher Education

SMY have long been the target of misperceived fear and rejection at American colleges and universities, both at public and private institutions. Not long ago, even today's most "liberal" institutions rejected known gay students. For example, in 1965 an openly gay student at Columbia University was forced to live off campus after other students in his dorm said they were not comfortable living with him (Beemyn, 2003). Students were afraid to disclose their sexual orientation, banned from forming gay-straight alliances,

and even banned from having openly gay speakers on campus. However, as a result of political activism, outreach and education regarding GLBT issues, and personal relationships formed with gay individuals, schools began changing their policies and creating safe environments for GLBT students. According to Beemyn, administrators and students at secular institutions also came to see gay rights as an issue that not only affected gays and lesbians, but as an issue of broader human rights that affected heterosexual men and women too. As a result, few (if any) nonreligious or nonmilitary institutions now ban SMY or have disciplinary policies in place. However, over 200 American institutes of higher education with conservative religious or military affiliations continue to bar admission to openly GLBT students (Soulforce, 2010). Furthermore, GLBT students who currently attend such institutions are subjected to disciplinary action and other consequences for acting upon their attractions or identifying as gay, lesbian, or bisexual. To gain a better understanding of these policies, the authors randomly selected 20 member and affiliate institutions of the Council for Christian Colleges and Universities (CCCU), an umbrella organization that has affirmed these policies amongst their members (CCCU, 2001). Table 1 offers demographic information regarding the language referring to prohibitions against homosexual behaviors, consequences of violating these policies, and the category in which these behaviors are placed in the student handbook/code of conduct, as well as geographic region, denominational affiliation, and student enrollment of the respective institutions. All information was obtained via the schools' Web sites using the code of conduct or student handbook. Of note, six schools did not make specific reference to homosexuality, but did make reference to prohibition of all extramarital sexual behaviors.

Sexual minority youth issues have gained increasing attention within the Christian college community in the last decade. In 2001, a CCCU committee released a report outlining various perspectives on the issue and encouraging further dialogue (2001). The report made an important contribution in that it recognized sexual minorities as a part of all schools, whether religious or not, as well as presenting various theological positions (though attempting to invalidate "gay-affirming" positions). The report also recognized the increasing number of ethical and legal challenges presented to such institutions around various issues,

TABLE 1 School Demographics

Variable	*N*	(%)
Affiliation		
Baptist	2	10
Nazarene	2	10
Christ. Miss. Alliance	3	15
Nonden. Christian	6	30
Protestant Other	7	35
Region		
Northeast	3	15
South	7	35
Midwest	7	35
West Coast	3	15
Description		
Homosexual behavior	10	50
Homosexuality	4	20
Nonspecific	6	30
Amorous same-sex relationships	1	5
Category of violation		
Sexual misconduct	2	10
Inappropriate dating/affection	1	5
Sexual immorality	5	25
Sexual promiscuity	2	10
Character/integrity	2	10
Disciplinary action		
Expulsion/dismissal	15	75
Probation	14	70
Restrictions	10	50
Suspension	12	60
Counseling	4	20
Student Population^		
Range	534–6,400	
Mean	2,629	
Standard deviation	1,322	

N = 20.
= includes combined undergraduate and graduate.

including attempts to form GLBT alumni and student groups, attempts to present "gay-affirming" data and perspectives within campus venues, appropriate responses to employees and students who disclose their sexual identity, negative backlash from accrediting agencies in response to anti-GLB policies, and disclosure of employment policies to public outlets. In response, the report

encouraged CCCU member institutions to address the following issues: (1) theological principles and interpretations of Scripture (e.g., the role of moral law in today's understanding of sexuality), (2) "corporate identities as higher education institutions" (e.g., how views on GLBT issues affect the public perception of the school), (3) pastoral care for students who struggle with these issues, and (4) sociopolitical challenges (e.g., stances on civil rights issues) (CCCU, 2001, p. 9). The report also makes specific (and overdue) recommendations that CCCU member institutions remove prohibitory language referring to "homosexuality" (i.e., *sexual orientation*) and replace with specific language referring to acting upon one's same-sex attractions (i.e., *sexual behavior*).

We applaud the CCCU task force for making such an important distinction and raising awareness of SMY issues on campus. However, the report fails to address crucial psychiatric, social, and other educational concerns related to GLBT stigma and internalized homophobias that are likely heightened in religious institutions with negative policies toward SMY. Furthermore, the report provides a woefully insufficient list of "suggested resources," which include only conservative leaning readings and ministries (e.g., Exodus International), ignoring resources from mainstream professional organizations (e.g., APA) and gay-affirming ministries (e.g., Soulforce). Questions must also be raised as to the extent of the implementation of these recommendations, given that we found four schools (20% of our sample) that still use the term *homosexuality* to describe the offense. Finally, this issue must also be considered in light of new research given the nearly decade-long span since its release.

Consequences of Discrimination

Consequences of discrimination vary across several domains, including threats/harm, mental health symptoms, academic implications, and health risk associations. A summary of these risk factors is provided in Table 2, which includes study data from 1998–2010.

Threats, Harassment, and Harm

Bullying is defined as the "specific type of aggressive behavior that is unprovoked and intended to cause harm or disturb" in which

TABLE 2 Risk Factors Associated With Discrimination Toward GLBT Adolescents and Young Adults

Author(s)	APA, 2008; 2009	Almeida et al., 2009	Berlan et al., 2010	D'Augelli et al., 1998	Garofalo et al., 1998	Hatzenbuehler et al., 2010	Swim et al., 2009	Wright & Perry, 2006	Ryan et al., 2009
Sample size	various	1,032	7,559	194	4,159	3,4653	69	156	224
Study design	Literature review	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Cross-sectional survey	Longitudinal random sample	Longitudinal, self-report diaries	Cross-sectional survey	Cross-sectional interview & survey
Fear of going to school					**				
Threats/bullying	*		*		**				
Harassment			*		**				
Assault/violence	*			*	**				
Depression		**				*	*		*
Anger							*		
Low self-esteem							*	*	
Negative view GLBT							*		
Somatic illness	*								
Internalized conflict	*							*	
Anxiety						*	**		
Suicide ideation		*		*					*
Suicide attempts	*	*		**	**			*	*
Social isolation	*								
High-risk sexual behavior	*				**			*	*
Alcohol use	*					*		*	
Substance abuse	*				**	*		*	*
Employment discrimination	*								
Family rejection				**					*
Peer rejection				**					
Religious group rejection	*								

* = results significant at the $p < .05$ level.
** = results significant at the $p < .01$ level.

a power imbalance exists (Berlan et al., 2010, p. 367). Every day across America, SMY experience bullying, verbal harassment, and physical harm as a result of their sexual orientation. In a study of youth risk behaviors by Garofalo and Wolf (1998), the authors identified over 30 behaviors and risk factors that SMY students are more likely to have faced than their heterosexual peers. In fact, SMY are significantly more likely than their heterosexual peers to have missed school because of fear, to have been threatened with a weapon at school, to have had property damaged at school, and to have been forced to have sexual contact against their will. While bullying and harassment are serious concerns regardless of the victim, SMY may feel especially isolated and unable to seek help. Van Wormer and McKinney (2003) note that SMY who are "taunted the most generally lack the protection of family members, teachers, and religious leaders, the people to whom youth usually turn to for support" (p. 410). Furthermore, even when students do report their experiences, school officials may be hesitant to pursue action against such perpetrators on the grounds that homosexual behavior is immoral and that protecting SMY would condone their behavior.

Even in the absence of direct bullying or verbal harassment, most sexual minorities are likely to encounter more subtle forms of attack, including "comments or behaviors that reflect or communicate hostile, denigrating, or stigmatizing attitudes and beliefs about lesbians, gay men, or bisexuals that are embedded in people's everyday lives" (Swim, Johnston, & Pearson, 2009, p. 598) such as gay jokes made amongst peers, reactions of disgust to affection between males (and between females to a lesser degree), or portrayals of gays and lesbians in stereotypical, negative manners. Others have demonstrated further concerns that SMY who experienced bullying are in turn more likely to perpetuate bullying behaviors in response (Berlan et al., 2010).

Mental Health Consequences

"Keeping secrets, feeling defective, not fitting in, knowing that your parents are uneasy about you at best and threatened and afraid of you at worst create a fertile breeding ground for despair, loneliness, and self-hatred," is the experience of a young lesbian (Kasl, 1989, p. 212).

Pinel (1999) documented the highly negative impacts of *stigma consciousness* or a belief that one could be stereotyped on the basis of membership in a minority group. Others have documented the results of living with the daily stressors related to being a member of the GLBT community, otherwise called *gay-related stress*. Gay-related stress has been significantly correlated with depression and anxiety disorders, which may be characterized as guilt, self-loathing, shame, poor self-esteem, and various other harmful self-perceptions (APA, 2009; Lewis, Derlega, Griffin, & Krowinski, 2003; Ryan, Huebner, Diaz, & Sanchez, 2009; Wright & Perry, 2006). Internalized homophobia, defined as negative self-perception secondary to one's homosexual orientation, has also been associated with internalization of negative societal attitudes, psychological strain from hiding one's identity, and internal conflict as a result of religious beliefs (DiPlacido, 1998). Symptoms are significantly more severe for gay males, especially among males of color (Almeida, Johnson, Corliss, Molnar, & Azrael, 2009; Ryan et al., 2009). Studies also suggest that gay males are especially at risk for rejection and being discriminated against in the presence of various factors, including strict masculine norms and gender roles (Almeida et al., 2009; Ryan et al., 2009). Older youth who have not resolved sexual identity conflicts are likely to be significantly more distressed than younger peers (Wright & Perry, 2006), which also suggests that college-aged students may be at particular risk.

A particularly alarming and well-established trend is the increased risk for suicidal ideation and suicide attempts among SMY and young adults. A recent study among 224 sexual minority young adults ranging from 21 to 25 years of age revealed that family rejection of one's sexual identity during adolescence was related to a suicide attempt rate *8.4 times higher* than that of the normative youth population (Ryan et al., 2009). Previous studies have estimated that SMY constitute 30% of all youth suicides per year (Gibson, 1989). Furthermore, a Washington, D.C.-based youth study revealed that 40% of SMY felt sad or hopeless in the last two weeks, as opposed to 26% of their heterosexual peers (District of Columbia public schools, 2007). Other studies have documented suicide attempt rates as high as 50% among SMY who had felt rejected by peers or family members (D'Augelli, Hershberger, & Pilkington, 1998).

Sexual minority youth individuals also report significantly less social support and less satisfaction with their support systems than their heterosexual peers (Safren & Pantalone, 2006). Many face rejection from peers, families, and religious communities after disclosing their sexual orientation or identity (D'Augelli et al., 1998; Ryan et al., 2009). In a study of 104 self-identified GLB youth aged 14–21, 48% had lost friends as a result of coming out while 26% had experienced rejection from fathers, 10% from mothers, and 15% from siblings (D'Augelli et al., 1998). In conjunction, the realities of gay-related stress combined with a lack of social support can be exceptionally detrimental to SMY. Numerous studies have documented that SMY experience significant relief and easing of psychological burden after meeting other sexual minorities, often in a coming-out process (Pimental-Habib, 1999; Wright & Perry, 2006). Yet, in settings that cast negative attitudes toward GLBT issues, youth are less likely to seek out peer support with others who identify. Furthermore, these youth are more likely to internalize the attitudes of their communities, and in turn evaluate GLBT individuals more negatively (Swim et al., 2009).

Implications for Success in Higher Education

Even without negative institutional policies and religious teachings, sexual minority students are still at increased risk for mental health problems and poor academic performance at institutions that have more tolerant attitudes yet may still have negative social and environmental climates. According to Pachankis and Goldfried (2006), up to 75% of gay male college students may change their behavior to avoid being identified as gay. The documented effects of hiding one's sexual orientation include low self-esteem, cognitive preoccupation, and emotional distress (Pachankis, 2007; Smart & Wegner, 1999). As a result, SMY students are alarmingly *2.6 times more likely* to attempt suicide than their heterosexual peers in college environments (Kisch, Leino, & Silverman, 2005).

In light of the above risk factors for SMY, one must consider their implications on students' academic performance and success. The American College Health Association (2006), in a sample of more than 23,000 students, found that students' perceived stress (34%) was the single largest barrier to academic

success, with other barriers including sleep difficulties (25%), relationship difficulties (16%), anxiety/depressive disorders (15%), and alcohol use (7%). Furthermore, students also reported physical/somatic symptoms that may be heavily influenced by stress. Empirical studies have highlighted the above contributions to poor academic performance in other, non-GLBT minority groups. For example, in a study where Black students were compared to a White control group, researchers found that Black students who perceived greater rejection from a predominantly White college environment were more likely to experience greater distress when starting college, have less trust in the university for support, and have greater relative declines in academic performance over their first 2–3 years of school (Mendoza-Denton, Downey, Purdie, Davis, & Pietrzak, 2002). However, students who had positive experiences as a result of their race and felt more accepted were likely to fare better in school performance and social well-being. Though further research is needed in this area to ascertain the effects of stigma and discrimination amongst SMY in higher education, it is clear that the stressors experienced by SMY are likely to impact their academic success in a variety of highly negative ways.

Health Risk Behaviors

Adolescence is a particularly confusing time for teens as their bodies begin to change and sexuality emerges. Youth experiencing sexual identity confusion or same-sex attractions are likely to be especially confused, scared, and reluctant to discuss healthy sexuality with peers, teachers, health care providers, and parents. Amid this sea of confusion, some studies have indicated that SMY are more likely to initiate sexual intercourse at a younger age, to have had more sexual partners, and to have used alcohol or drugs during their last sexual experience (Garofalo, Wolf, Kessel, Palfrey, & DuRant, 1998). Another highly concerning trend is the association between perceived rejection from communities and HIV/AIDS infection rates among gay males. Studies have demonstrated that young men who feel stigmatized and perceive negative attitudes toward homosexuality are more likely to engage in high-risk sexual behaviors (Garofalo et al., 1998; Ryan et al., 2009).

Though the exact mechanisms that lead SMY to initiate earlier and higher-risk sexual contact are unknown, several hypotheses have been proposed. One must consider the disadvantages that SMY experience in schools, churches, homes, medical centers, and communities that provide education and resources for heterosexual youth, but often ignore SMY issues or provide little information. For example, a survey of pediatric physicians across disciplines reported that many doctors do not ask teens and young adult patients about sexual orientation issues and do not feel prepared to address such concerns (Kitts, 2010). As a result, youth may be implicitly taught that their sexuality falls outside of the normal boundaries and that they cannot ask questions, which encourages them to seek out risky behaviors and unhealthy relationships. Youth who are not able to turn to their communities for support in developing healthy same-sex relationships and sexuality are likely to look to other sources to educate them. Hence, SMY may be especially vulnerable to media exposures that portray gays, lesbians, and bisexuals as promiscuous and overly sexual, and rarely see same-sex relationships portrayed as loving, committed, monogamous, stable, and long-term.

Additionally, SMY who feel pressured to keep their struggles secret from their communities are more likely to seek out social and romantic relationships through discreet, accessible venues such as GLBT bars, clubs, cruising areas, and Web sites (Wright & Perry, 2006). Some of these venues are certainly less-than-ideal settings, in which SMY may be exposed to negative GLBT role models or behaviors that do not accurately define what it means to be GLBT. Furthermore, studies have demonstrated that SMY in states that have constitutional amendments against same-sex unions are more likely to experience depressive symptoms and generalized anxiety (Hatzenbuehler, McLaughlin, Keyes, & Hasin, 2010). As a result of political ads that portray negative images of sexual minorities, hostile interactions with friends and families, and institutional support against same-sex unions from churches and other organizations, the authors suggest that GLBT individuals may experience internalized shame, which reinforces notions that long-term same-sex relationships are less valuable than those of their heterosexual peers. Finally, as documented above, internalized shame among SMY may make them more likely to settle

for less-than-ideal partners and to give in to sexual pressures more easily than their peers. In fact, numerous studies have linked internalized shame and homophobia with health status and health-risk behaviors, both in direct and indirect ways (Meyer & Dean, 1998; Wright & Perry, 2006).

SMY who experience social isolation and internalized homophobia are also at greater risk for substance and alcohol use/abuse. In fact, in a study of the implications of negative reactions to disclosure of sexual orientation (i.e., "coming out"), Rosario, Schrimshaw, and Hunter (2009) found that negative reactions were associated with cigarette, alcohol, and marijuana use. Numerous other studies have documented similar trends, with implications for higher risks among GLBT youth and young adults who perceive their communities and support systems as rejecting (Garofalo et al., 1998; Ryan et al., 2009). Other studies have suggested that SMY who are more socially isolated are more likely to have used alcohol or drugs (Wright & Perry, 2006). Some have suggested that such high-risk substance use behaviors are often a passive suicide attempt by SMY due to inner shame (van Wormer & McKinney, 2003). After all, one is less likely to self-protect from harmful substances and behaviors when one feels devalued and second-class in comparison to heterosexual peers.

For some Christians, the above mental and public health risks are simply evidence that those who choose a homosexual lifestyle are deviant or that being GLBT is in and of itself the cause of such symptoms. However, these claims have been strongly dismissed by leading mental health organizations, including the American Psychological Association, the American Psychiatric Association, and other reputable medical organizations such as the American Academy of Pediatrics [AAP] (AAP, 2010; APA, 2008, 2000). Without question, the detrimental symptoms documented above are empirically and clinically linked to experienced prejudices, discrimination, and second-class citizen treatment that far too many SMY must endure. It is incomprehensible that one would ignore such a large body of literature by making the faulty assumption that these ailments are the result of a lifestyle or a choice. Furthermore, it is reprehensible to blame the members of a community for the ill effects caused by the hatred and discrimination perpetuated from within one's own community. Though the Christian

community is not (by any means) solely responsible for the mistreatment of the GLBT community, it is also, certainly, far from blameless.

Discussion

> "Frankly, if it were up to me, I wouldn't be making any kind of public statement at all. But there are people I care about within the church community who would seek to throw me out simply because of who I've chosen to spend my life with," stated contemporary Christian singer Jennifer Knapp, explaining why she chose to publicly come out about her same-sex relationship (in Moring, 2010).

In light of the above history and overwhelmingly large amount of evidence regarding the psychiatric, health, and educational discrepancies and ongoing discrimination toward sexual minority individuals, it is no wonder they continue to feel alone, inferior, and rejected by their peers, families, schools, and religious communities. Hence, it is even less surprising that SMY in religious environments may be at *greatest risk* for mental health problems and social isolation (APA, 2009). Perhaps even more alarming, in light of such human rights atrocities committed by the religious right, is the reality that so many religious institutions continue to reject sexual minority students from admission, discipline them for identifying as gay, lesbian, or bisexual, and equate *all* forms of homosexual behavior with sexual promiscuity, immorality, and misconduct. These policies are harmful and unethical, and they foster environments of intolerance toward an incredibly vulnerable group of today's youth.

Implications for Practice: Fostering a Campus Climate of Grace

Though the main purpose of this article has been to educate the Christian community regarding the vulnerability of the SMY on their campuses and the part they themselves have played in contributing to the distress of these individuals, it is also important to begin to make the necessary changes that will foster a campus climate of grace and compassion for our GLBT brothers and sisters. There are a host of opportunities for Christian institutions of higher education to begin to offer love and support to the SMY

who live or desire to live in their communities. Briefly, we will describe four ways in which administrators can begin to foster a campus climate of grace: (a) eliminate discriminatory admission and disciplinary policies; (b) provide protective policies; (c) provide safe social support networks; and (d) provide safe and adequate health care.

Eliminate Discriminatory Admission and Disciplinary Policies

Admission and disciplinary policies that explicitly target SMY immediately notify any individual attending that institution that their academic success, membership in the university community and possibly their career, are all in jeopardy should anyone become aware of their sexual orientation (or identification). Though the initial thought may be to keep GLBT individuals out of the community (a troubling thought in and of itself), the real impact is upon students who may begin to realize their same-sex attractions while attending the institution. These students may feel trapped, isolated, and helpless without a means for support or guidance. These feelings only increase the likelihood that they may encounter the problems mentioned above.

If it is truly a desire to limit behavior and not a desire to exclude all SMY that motivates such policies, then community standards that limit sexual experiences outside of marriage are sufficient for SMY and their heterosexual peers, as is the case for six policies (30%) we reviewed. There is no need to single out "homosexual behavior" (or other terms referenced above), nor is there any reason why SMY should face disciplinary actions that are not imposed on their peers. Forcing students into therapy or counseling as a punishment (and students do see this as a punishment, no matter how helpful staff may feel they are being), suspending and expelling them from school, or isolating them by means of campus and dorm restrictions, is not only unethical, it is also unfair and, ultimately, ineffective. Furthermore, these policies only heighten the probability of incurring gay-related stress and other negative social and mental health problems. Additionally, making reference to behaviors such as "inappropriate same-sex affection" is vague; it creates undue confusion for heterosexual students and further reinforces negative gender stereotyping (e.g., heterosexual

males showing each other public affection may avoid doing so because people might think they are gay).

Provide Protective Policies

It is not enough to simply eliminate discriminatory policies; Christian institutions must take action and assume responsibility in protecting SMY on their campuses. This group of individuals has been so negatively affected by the prejudice and discrimination they have faced that they need a community that overtly places value on them by offering institutional protection. Policies that limit overt expressions of hate on campus (many of which already exist on the basis of race, age, and disability) may be helpful. One step might be to include SMY in community standards that limit acts of violence, vandalism, or derogatory (hate) speech toward other members of the community. Not only will having these types of standards in place send a message of hope to SMY, but enforcement of such policies would give these students the freedom to truly know and express who they are in a Christian community—where they can experience the love of God and continue to deepen their faith.

Provide Safe Social Support Networks

SMY who attend religious universities with negative institutional policies may be especially hesitant to share concerns with others, leaving them in an especially vulnerable place. Institutional policies with disciplinary actions and limits of confidentiality may further penalize students who do have the courage to speak openly about their struggles to faculty members, peers, residence halls staff, and mental health counselors. Additionally, these youth may be less likely to encounter positive sexual minority role models. Christian institutions can foster a climate of grace for SMY by providing safe social support networks, or designated spaces, for SMY that will allow them to freely discuss their thoughts, feelings, and questions outside of a therapeutic or change-oriented context. Unconditional and nonjudgmental social support may be the only thing that keeps a SMY from joining the overwhelming number of GLBT youth who take their lives every year. A campus concerned

with the welfare of their most vulnerable students needs to provide a safe place for SMY.

Provide Safe and Adequate Health Care

Finally, many of the health risks mentioned above can be averted not only by removing institutional bans aimed at SMY, but by providing training to the mental and medical health providers that service their campuses. The issues faced by SMY differ from concerns experienced by their heterosexual peers. Training staff to be able to educate and treat GLBT students is a necessary step in beginning to heal some of the physical and psychological damage caused by oppression and discrimination.

Future Directions and Limitations

The recommendations and literature reviewed above are by no means exhaustive. Hence, further discussion and review are needed regarding the theological implications of such a debate, clinical implications for university counseling centers, and implications for academic performance. Additionally, empirical research is needed to better understand the experiences of SMY who attend religious universities.

References

Almeida, J., Johnson, R., Corliss, H., Molnar, B., & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth & Adolescence, 38*, 1001–1014.

American Academy of Pediatrics. (2010). *Gay and lesbian teens.* Retrieved from http://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Gay-and-Lesbian-Teens.aspx

American College Health Association. (2006). *National College Health Assessment, Fall 2006.* Retrieved from http://www.achancha.org/data_highlights.html

American Psychiatric Association. (2000). *Fact sheet on pedophilia and homosexuality.* Retrieved July 6, 2010, from http://www.aglp.org/pages/cfactsheets.html#Anchor-47857

American Psychological Association. (2008). *Answers to your questions about sexual orientation and homosexuality.* Washington, DC: APA. [Brochure] Retrieved from http://www.apa.org/topics/sexuality/sorientation.pdf

American Psychological Association. (2009). *Report of the APA Task Force on appropriate therapeutic responses to sexual orientation.* Washington, DC: Author.

Beemyn, B. (2003). The silence is broken: A history of the first lesbian, gay, and bisexual college student groups. *Journal of the History of Sexuality, 12*, 205–223.

Berlan, E., Corliss, H., Field, A., Goodman, E., & Austin, S. B. (2010). Sexual orientation and bullying among adolescents in the Growing Up Today study. *Journal of Adolescent Health, 46*, 366–371.

Brooke, H. L. (2005). "Gays, ex-gays, and ex-ex-gays: Examining key religious, ethical, and diverstiy issues." A follow-up interview with Douglas Haldeman, Ariel Shidlo, Warren Throckmorton, and Mark Yarhouse. *Journal of Psychology and Christianity, 24*, 343–351.

Council for Christian Colleges and Universities. (2001). *Report of the ad hoc task force on human sexuality*. Retrieved from http://www.cccu.org/resources/humansexuality.htm

Cianciatto, J., & Cahill, S. (2006). *Youth caught in the crosshairs: The third wave of ex-gay activism*. New York, NY: National Gay and Lesbian Task Force Policy Institute.

Cowan, R. (Producer/Director). (2010). *8: The Mormon Proposition*. [Motion Picture]. USA: David v. Goliath Films.

D'Augelli, A., Hershberger, S., & Pilkington, N. (1998). Lesbian, gay, bisexual youths and their families: Disclosure of sexual orientation and its consequences. *American Journal of Orthopsychiatry, 68*, 361–372.

DiPlacido, J. (1998). Minority stress among lesbians, gay men, and bisexuals: A consequence of heterosexism, homophobia, and stigmatization. In G. Herek (Ed.), *Stigma and sexual orientation* (pp. 138–159). Newbury Park, CA: Sage.

District of Columbia Public Schools. (2007). Youth risk behavior survey sexual minority fact sheet: Senior high school YRBS 2007 baseline findings for GLBQ items. Washington, DC: District of Columbia Public Schools, HIV/AIDS Education Program.

Dobson, J. (2008). *Letter from 2012 in Obama's America*. Colorado Springs, CO: Focus on the Family. Retrieved from http://www.wnd.com/files/Focusletter.pdf

Garofalo, R., Wolf, R. C., Kessel, S., Palfrey, J., & DuRant, R. (1998). The association between health risk and sexual orientation among a school-based sample of adolescents. *Pediatrics, 101*, 895–902.

Gibson, R. (1989). *Report of the Secretary's Task Force on youth suicide: Prevention and intervention in youth suicide*. Rockville, MD: U.S. Dept. of Health & Human Services.

Hatzenbuehler, M., McLaughlin, K., Keyes, K., & Hasin, D. (2010). The impact of institutional discrimination on psychiatric disorders in lesbian, gay, and bisexual populations: A prospective study. *American Journal of Public Health, 100*, 452–459.

Kasl, C. (1989). *Women, sex, and addiction: A search for love and power*. New York, NY: Harper & Row.

Kisch, J., Leino, V. D., & Silverman, M. (2005). Aspects of suicidal behavior, depression, and treatment in college students: Results from the spring 2000 National College Health Assessment Survey. *Suicide and Life-Threatening Behavior, 35*, 3–13.

Kitts, R. L. (2010). Barriers to optimal care between physicians and lesbian, gay, bisexual, transgender, and questioning adolescent patients. *Journal of Homosexuality*, *57*, 730–747.

Lewis, R., Derlega, V., Griffin, J., & Krowinski, A. (2003). Stressors for gay men and lesbians: Life stress, gay-related stress, stigma consciousness, and depressive symptoms. *Journal of Social and Clinical Psychology*, *22*, 716–729.

Mendoza-Denton, R., Downey, G., Purdie, V., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: Implications for African-American students' college experiences. *Journal of Personality & Social Psychology*, *83*, 896–918.

Meyer, I., & Dean, L. (1998). Internalized homophobia, intimacy, and sexual behavior among gay and bisexual men. In G. Herek (Ed.), *Stigma and sexual orientation* (pp. 160–186). Newbury Park, CA: Sage.

Moring, M. (2010, April 13). Jennifer Knapp comes out. *Christianity Today*. Retrieved from http://www.christianitytoday.com/ct/music/interviews/2010/jenniferknapp-apr10.html

Myers, D., & Scanzoni, L. D. (2005). *What God has joined together? A Christian case for gay marriage*. San Francisco, CA: Harper Collins.

Pachankis, J. (2007). The psychological implications of concealing a stigma: A cognitive-affective-behavioral model. *Psychological Bulletin*, *133*, 328–345.

Pachankis, J., & Goldfried, M. (2006). Social anxiety in young gay men. *Journal of Anxiety Disorders*, *20*, 996–1015.

Pimental-Habib, R. L. (1999). *Empowering the tribe: A positive guide to gay and lesbian self-esteem*. New York, NY: Kensington.

Pinel, E. (1999). Stigma consciousness: The psychological legacy of social stereotypes. *Journal of Personality and Social Psychology*, *76*, 114–128.

Press, B. (2007). The sad legacy of Jerry Falwell. *The Milford Daily News*. Retrieved from http://www.milforddailynews.com/opinion/x1987843539

ProtectMarriage.com. (2008). It's already happened. *Video archive*. Retrieved from http://www.protectmarriage.com/video

Rimmerman, C. (2002). *From identity to politics: The lesbian and gay movements in the United States*. Philadelphia, PA: Temple University.

Rosario, M., Schrimshaw, E., & Hunter, J. (2009). Disclosure of sexual orientation and subsequent substance use and abuse among lesbian, gay, and bisexual youths: Critical role of disclosure reactions. *Psychology of Addictive Behaviors*, *23*, 175–184.

Ryan, C., Huebner, D., Diaz, R., & Sanchez, J. (2009). Family rejection as a predictor of negative health outcomes in White and Latino lesbian, gay, and bisexual young adults. *Pediatrics*, *123*, 346–352.

Safren, S. A., & Pantalone, D. (2006). Social anxiety and barriers to resilience in lesbian, gay, and bisexual adolescents. In A. Omoto & H. Kurtzman (Eds.), *Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people* (pp. 55–71). Washington, DC: American Psychological Association.

Smart, L., & Wegner, D. (1999). Covering up what can't be seen: Concealable stigma and mental control. *Journal of Personality and Social Psychology*, *77*, 474–486.

Soulforce. (2010). *The equality ride*. Retrieved from http://www.soulforce.org/equalityride

Stockton-San Joaquin County Public Library. (n.d.). *Ballot Propositions June 1978–June 1998*. Retrieved from http://www.stockton.lib.ca.us/prophist.htm#NOV78

Swim, J., Johnston, K., & Pearson, N. (2009). Daily experiences with heterosexism: Relations between heterosexist hassles and psychological well-being. *Journal of Social and Clinical Psychology, 28*, 597–629.

van Wormer, K., & McKinney, R. (2003). What schools can do to help gay/lesbian/bisexual youth: A harm reduction approach. *Adolescence, 38*, 409–420.

Williams, A. (2005, July 17). Gay teenager stirs a storm. *The New York Times*. Retrieved from http://www.nytimes.com/2005/07/17/fashion/sundaystyles/17ZACH.html?pagewanted=1&_r=1&sq=gay%zoteenager%20storm&st=cse&scp=1

Wright, E., & Perry, B. (2006). Sexual identity distress, social support, and the health of gay, lesbian, and bisexual youth. *Journal of Homosexuality, 51*, 81–110.

Psychology of Sexual Orientation and Gender Diversity
2016, Vol. 3, No. 2, 201–212

2329-0382/16/$12.00 http://dx.doi.org/10.1037/sgd0000162

Sexual Minority Students in Non-Affirming Religious Higher Education: Mental Health, Outness, and Identity

Joshua R. Wolff
Adler University

Heather L. Himes
Independent Practice, New York, New York

Sabrina D. Soares
Rhode Island College

Ellen Miller Kwon
Independent Practice, Pasadena, California

Sexual minority (SM) students are vulnerable to increased rates of psychological distress and harassment as a result of stigma and other forms of marginalization in the college environment. However, little research has been conducted on the experiences and psychological functioning among SMs who attend nonaffirming religiously affiliated universities (NARAUs) that enforce restrictive admission and conduct policies toward SM students, and/or view same-sex romantic expressions and identities as sinful. SM students ($N = 213$) attending NARAUs completed the Counseling Center Assessment of Psychological Symptoms (CCAPS), the Outness Inventory (OI), and the Lesbian, Gay and Bisexual Identity Scale (LGBIS). Results indicate that SM students who attend Mormon, Evangelical, and Nondenominational Christian NARAUs had more difficultly coming to terms with their sexual orientation than those in Catholic or Mainline Protestant schools. Furthermore, Mormon students reported significantly more incongruence between their sexual orientation and religious beliefs than other religious groups. Students who were involved with a Gay–Straight Alliance (GSA) had significantly less difficultly with their sexual orientation, less negative identities, and less religious incongruence than those students not involved with a GSA. More than 1 third (37%) reported being bullied or harassed at school because of their sexual orientation. Almost 1 in 5 (17%) reported a mental health professional had attempted to change their sexual orientation. Implications and recommendations for NARAU campus communities and counseling centers are discussed.

Keywords: gay, higher education, lesbian, religion, sexual minority

Sexual minorities[1] (SM; a term that encompasses lesbian, gay, bisexual, and queer/questioning [LGBQ] persons) can encounter unique challenges in the college environment, including verbal and sexual harassment, threats, and physical assaults (Rankin, Weber, Blumenfeld, & Frazer, 2010). More subtle forms of marginalization are often overlooked, including anti-LGBQ jokes or slurs, incivility and social rejection, limited access to SM role models, lack of inclusion of LGBQ topics in curriculum, insufficient support services, and poor overall campus climate (Meyer, Oullette, Haile, & McFarlane, 2011; Swim, Pearson, & Johnston, 2007; Woodford, Han, Craig, Lim, & Matney, 2014). Students who have multiple minority identities (e.g., a Black lesbian female) report even higher rates of victimization and marginalization than both SM and non-SM students (Rankin, 2005; Rankin et al., 2010).

SM students who feel marginalized on their campuses are more likely to conceal their identity to avoid harassment, intimidation, and/or being identified as a SM (Pachankis & Goldfried, 2006; Rankin, 2005). Concealment, harassment, and stigma are associated with feeling of isolation, emotional distress, cognitive preoccupation, negative self-esteem, disengagement from academic responsibilities, and lower GPA among SM college students (Pachankis, 2007; Smart & Wegner, 1999; Woodford & Kulick, 2015). Further, SM students are more likely to seek college counseling services, and report significantly higher amounts of depressive symptoms, social anxiety, and eating concerns than their heterosexual peers, particularly among SMs who are questioning

This article was published Online First February 22, 2016.

Joshua R. Wolff, Department of Psychology, Adler University; Heather L. Himes, Independent Practice, New York, New York; Sabrina D. Soares, Department of Psychology, Rhode Island College; Ellen Miller Kwon, Independent Practice, Pasadena, California.

The authors are grateful to the participants and individuals who helped advertise this study. We thank Janet Peters, Jennifer Losardo, and Ashley Fish for their help with study development, recruitment and advertising. We thank Maryka Biaggio for thoughtful comments on the preliminary phases of study development, and Lyuba Bobova for statistical consultation. We gratefully acknowledge the Rhode Island College Alumni Association and the Rhode Island College Association for grant funding of this project.

Correspondence concerning this article should be addressed to Joshua R. Wolff, Adler University, 17 North Dearborn Street, Chicago, IL 60602. E-mail: jwolff@adler.edu

[1] We did not include gender minorities (e.g., transgender, genderqueer persons) in most of this article because a majority of the studies reviewed and measures used (see Method section) were only standardized on sexual minority populations. Data on gender minority students were collected in a separate follow-up study.

their sexual orientation (Center for Collegiate Mental Health [CCMH], 2015a; Effrig, Maloch, McAleavey, Locke, & Bieschke, 2014; Maloch, Bieschke, McAleavey, & Locke, 2013; McAleavey, Castonguay, & Locke, 2011; Woodford et al., 2014). Given these disparities, it is unsurprising that past data indicate that SM students are up to 2.6 times more likely to attempt suicide than heterosexual peers (Kisch, Leino, & Silverman, 2005). Recent data suggest that perceived burdensomeness of sexual orientation may be a factor that mediates this increased risk among cisgender SM individuals (Silva, Chu, Monahan, & Joiner, 2015).

These challenges may influence SM students in disproportional ways than heterosexual peers, even at college campuses that promote inclusive and LGBQ-affirming environments (Rankin et al., 2010; Woodford et al., 2014). However, many unanswered questions remain about campus environments that are explicitly nonaffirming or rejecting toward SM students. In particular, almost no data exist on the experiences of SM students who attend nonaffirming religiously affiliated universities (NARAUs). *Affirming* describes religious communities and beliefs that fully welcome SM individuals to all levels of participation (e.g., church membership) and view nonheterosexual identities and relationships as normative (Barnes & Meyer, 2012; Lee, 2012). In contrast, *nonaffirming* religious perspectives and communities maintain that only heteronormative roles and relationships are morally acceptable. As such, the majority of same-sex romantic behaviors and gender nonconforming expressions are viewed as sinful and/or psychologically disordered (Barnes & Meyer, 2012; Lee, 2012). These faith communities often do not allow SM persons to become members, hold positions of leadership or employment, or participate in sacred traditions (e.g., communion; Hatzenbuehler, Pachankis, & Wolff, 2012). As a result, the purpose of this study is to examine the experiences, psychological functioning, sexual identity, and overall outness of SM students who attend NARAUs.

Religion and Spirituality Among SM Individuals

Religion and spirituality play an important role in identity development and disclosure among SMs. In a sample of strongly religious Christian SM students at three religiously affiliated Evangelical universities, participants reported both positive and negative experiences following initial awareness of same-sex attraction including shame, guilt, fear about their families reaction, or being part of "[God's] diverse Kingdom" (Yarhouse, Stratton, Dean, & Brooke, 2009, p. 100). Only a small proportion had disclosed their sexual identities to family members, a youth pastor, or a teacher, yet more than half had disclosed to a friend. Furthermore, only 14% of the SM sample identified as "gay," and those who did not identify as gay reported greater confusion about their sexual identity. Other findings suggest that greater involvement in nonaffirming religious communities is associated with higher *internalized homophobia*—the extent that a person absorbs negative social and community sentiments toward LGB persons—among SMs (Barnes & Meyer, 2012).

Religion and religious community involvement can be important sources of social and emotional support that can be associated with positive health benefits and decreased psychiatric morbidity (Galek, Flannelly, Ellison, Silton, & Jankowski, 2015; Hamblin & Gross, 2014). Other benefits can include a sense of connection with a higher power to help resolve identity concerns, connection to others who share similar values, and a general sense of love, hope, grace, forgiveness, support, encouragement, strength, and acceptance (Yarhouse et al., 2009). Additionally, those who experience dissonance with their sexual orientation may also see religion as a means of healing or correcting perceived sinful identities and/or sexual/romantic attractions (Yarhouse et al., 2009). Despite the potential benefits of religious involvement for SM individuals, significantly fewer LGB adults identify as religious when compared to heterosexual adults (Pew Research Center, 2015a).

Evidence remains mixed as to whether benefits associated with religion exist for SM individuals (Rodriguez, 2009; Rosario, Yali, Hunter, & Gwadz, 2006). To examine the ecological impact of religion on LGB youth, Hatzenbuehler, Pachankis, and Wolff (2012) conducted a population-based study of LGB youth in Oregon to assess whether denominational positions on homosexuality and gay rights were predictive of alcohol abuse and sexually transmitted infection (STI) risks (assessed via number of sexual partners). The authors found that LGB youth living in counties that had higher concentrations of nonaffirming faith communities had increased rates of alcohol abuse and more sexual partners than LGB youth who lived in counties with more affirming faith communities. The results remained significant even when controlling for other community factors (e.g., number of gay-straight-alliances in school) and were stronger among LGB youth when compared with a heterosexual control group. Among LGB adults, Meyer, Teylan, and Schwartz (2015) found that seeking treatment from a religious or spiritual advisor was associated with increased odds of attempting suicide, even when controlling for previous mental health diagnoses and multiple suicide attempts. Furthermore, individuals who experience dissonance between their religious beliefs and sexual orientation are often inclined to seek out sexual orientation change efforts (SOCE), such as reparative ("reorientation") therapies (Bradshaw, Dehlin, Crowell, Galliher, & Bradshaw, 2015; Jones & Yarhouse, 2011). Thus, seeking help from a religious resource may worsen health outcomes for many SMs.

A likely moderator that could explain the discrepancies found in the data could be whether faith communities are affirming or nonaffirming. Nonaffirming views are largely (though not always) consistent with official doctrine of faith communities that most Americans belong to: Evangelical Protestants (25.4% of all Americans), Catholics (20.8%), Mainline Protestants (14.7%), Jews (1.9%), and Mormon/LDS (1.6%; Pew Research Center, 2015a). Past studies are helpful to distinguish group differences, noting that Protestants and Catholic LGB adults report more conflict about their sexual orientation than those who are Jewish, atheist, or agnostic (Schuck & Liddle, 2001). A potentially important nuance is that some faiths and religious individuals emphasize same-sex behavior as sinful as opposed to sexual orientation or attraction alone (Rosik, Griffith, & Cruz, 2007). Of note, many SM individuals who perceive rejection from nonaffirming religious communities often leave their religious faith entirely, become spiritual but no longer religious, or reinterpret religious teaching and their own personal theology (Schuck & Liddle, 2001). Further, attending a nonaffirming church is associated with symptoms of anxiety in lesbian and gay adults (Hamblin & Gross, 2013). Nonaffirming communities may also contribute to the perception that one must be less open about their sexual orientation. In a study of Mormon

adults who experienced same-sex attraction, participants who felt stigmatized by the Church of Jesus Christ of Latter-day Saints (LDS) reported greater concealment of their sexual orientation, which was positively associated with symptoms of anxiety and depression (Grigoriou, 2014).

SM Student Experiences in Non-Affirming Religious Higher Education

NARAUs include colleges, universities, and seminaries that have a rich and important history of providing students with liberal arts education while also nurturing faith and spiritual development through theological integration, community worship, and a range of other religious activities on campus. Though lacking in recent data, previous estimates indicate that there are over 200 NARAUs in the United States that actively bar admission of openly SM students, maintain behavioral codes that prohibit same-sex romantic expression, and/or limit and prohibit student organizations that affirm SM identities (Soulforce, 2008). Many NARAU's do not hold behavioral policies on campus, yet adhere to teachings that reject SM identities or relationships (e.g., marriage should only be between one man and one woman). Among religious institutions and communities, there is a wide range of beliefs and practices regarding gender and sexuality issues. Further, many faith-leaders and individuals have called for greater compassion and grace toward members of the SM community (e.g., Donadio, 2013) or advocated for civil rights such as legalization of same-sex marriage (Jones, 2015), though such remarks are not always synonymous with full affirmation of SM identities or relationships.

To understand sexual identity and developmental milestones of SM students who attend NARAUs, Stratton, Dean, Yarhouse, and Lastoria (2013) sampled 247 SM students from 19 NARAUs. The authors operationalized SMs as individuals who experienced "same-sex attraction" (SSA), on the grounds that "persons in Christian colleges and universities who experience SSA but would not self-identify as gay, lesbian, bisexual" because of religious conflict with these terms (Yarhouse et al., 2009, p. 99). Results indicated that students who experienced moderate levels of SSA experienced significantly more confusion about their sexual identity than those with a high degree of SSA. Furthermore, the attitude toward one's sexual orientation was moderated by level of SSA, such that students with high amounts of SSA and low amounts of "opposite sex attraction" were less likely to view same-sex relationships and attractions as negative. Another important finding was that among students who reported SSA, an overwhelming majority (79%) still identified as heterosexual. The authors concluded that the decision to identify as heterosexual "may be associated with the influence of the campus culture, religious conviction, or personal choice, but it may also reflect a distinctive of those seeking to develop an identity that engages both the religious and the sexual" (Stratton et al., p. 19).

Data have also explored policies and behavioral standards that restrict LGBQ expressions and carry potential consequences at NARAUs. In a random sample of written student codes of conduct at 20 member institutions of the Council for Christian Colleges and Universities (primarily Evangelical schools), Wolff and Himes (2010) found the following consequences for LGBQ "behavior" (e.g., holding hands, kissing, or any other form of sexual expression): academic probation, mandatory psychological counseling, on-campus restrictions/limitations of privileges, suspension, and dismissal/expulsion. Further, a flurry of recent media reports show that many NARAUs deny the use of campus space to LGBQ affirming student organizations or clubs, maintain hostile classroom and campus environments for SM students, and endorse SOCE (Eckholm, 2011; Hinch, 2013; Jaschik, 2013; Sieczkowski, 2014). A qualitative study at a Roman Catholic university provided concrete examples of hostilities and harassment on campus, noting that SM students received death threats, saw hate speech (e.g., "God Hates Fags") written on dorm room doors and bathrooms, and encountered other difficulties (Getz & Kirkley, 2006). A recent study at a Roman Catholic college in the Northeast found that half of SM and gender minority undergraduate students reported being harassed or bullied on campus, and that up to 16% experienced violence (Lockhart, 2013). However, students rarely report these incidents because of fears of not being taken seriously and/or treated with disrespect, having to out themselves in an unsupportive environment, and the perception that reporting will only make the situation worse (Lockhart). A majority of these students reported that they regretted coming out while attending that college and made considerable effort to conceal their sexual or gender identity on campus.

Such policies and campus climates create potential difficulties for students wishing to form LGBQ-affirming spaces. McEntarfer (2011) examined the approaches used and subsequent experiences of SM students attempting to create an affirming student group (e.g., Gay-Straight Alliance) at three NARAUs, and found four major strategies used: (a) collaborative (i.e., finding common ground with school administrators); (b) conciliatory (i.e., accepting restrictions of what can be done); (c) assertive (e.g., public, nonviolent protests and rejection of campus policies); and (d) underground/subversive (i.e., promoting change and advocacy via nonidentified students). Regardless of approach, students and allied faculty made diversity a core focus of their efforts, which required significant time and energy (often being stressful). Though some NARAU faculty and staff were visibly supportive of SM students in McEntarfer's study, other research portrays situations in which affirming faculty and staff are much less visible due to fears of job loss, career repercussions, or lack of training (Estanek, 1998; Getz & Kirkley, 2006).

An important limitation of the above research is that much of the current data do not capture more recent student experiences. Social attitudes toward LGBQ individuals and rights are rapidly shifting toward greater acceptance (Pew Research Center, 2015b). Evidence of increasing social acceptance of LGBQ individuals can even be found in traditionally nonaffirming faith communities, though to a much lesser extent (Pew Research Center, 2015c). Given the swiftly changing social trends toward LGBQ rights and the prevalence of nonaffirming faith communities in the United States, current research on the experiences of SM individuals who take part in religious higher education is needed.

Current Study

No study to date (to the best of our knowledge) has attempted a quantitative investigation of the mental health and psychological functioning of SM students who attend NARAUs. Given the unique environment and potential challenges that SM students can experience in NARAUs, as well as increased media attention and

student activism, this is an important and timely topic for further study. Our first aim was to assess the role of campus climate in regard to sexual identity, outness, and mental health (Rankin et al., 2010). SM individuals from nonaffirming faith communities may be more likely to experience rejection and harassment/bullying, and have difficulty forming a Gay–Straight Alliance (GSA) on campus (Lockhart, 2013; McEntarfer, 2011). As a result, we hypothesized:

> *Hypothesis 1:* Sexual minority students who are not involved with a GSA and/or have been bullied at school will be less open about their sexual orientation, have more negative views about their sexual orientation, experience more difficulty coming to terms with their sexual orientation, and experience greater psychological distress.

Data suggest that SM students are more likely to seek mental health services and experience significantly higher amounts of depressive symptoms, social anxiety, and eating concerns than heterosexual peers (Effrig et al., 2014; McAleavey, Castonguay, & Locke, 2011). Other studies indicate greater associations between SM status and general psychopathology and academic concerns (e.g., Woodford & Kulick, 2015). Hence, we hypothesized:

> *Hypothesis 2:* Sexual minority students who attend NARAUs will report psychological distress as evidenced by clinically elevated (high) symptoms of depression, social anxiety, and eating concerns, as well as moderately elevated symptoms of substance abuse, hostility, academic distress, and generalized anxiety.

Belonging to a nonaffirming religious faith may be a predictor of mental health symptoms for SMs who experience dissonance between their orientation/identity and religious beliefs, particularly for Mormons (Grigoriou, 2014). Further, explicit evidence exists that Evangelical NARAUs enforce consequences for SM relationships and expression (Wolff & Himes, 2010). Furthermore, many SM students at NARAUs choose not to disclose their SM status or outwardly identify as heterosexual (Stratton et al., 2013). However, no study to date (to the best of our knowledge) has investigated whether differences are found across different types of religious schools. As a result:

> *Hypothesis 3:* Sexual minority students who identify as Christian or Mormon, or attend an Evangelical or Mormon NARAU will have the most psychological distress, negative views about their sexual orientation, difficulty coming to terms with their sexual orientation, and be the least open about their sexual orientation.

Method

Participants

The sample consisted of 213 SM students currently enrolled in various NARAUs. Eligibility criteria were as follows: (a) currently attends a religious college, university, or seminary that holds a nonaffirming view of LGBQ topics and/or does not admit openly LGBQ students and/or prohibits expression of LGBQ identity; (b) identifies as LGBQ and/or is questioning sexual orientation; (c) is 18 years of age or older; and (d) lives in the United States. The exact number of NARAUs represented is unknown because the specific college attended was an optional question in the hope that participants would feel safer (and therefore be more honest) when answering questions. Participants attended NARAUs from all parts of the U.S. The majority of participants identified as White (83%), Christian (62%), undergraduates (78%), and identified as gay/lesbian (56%). The mean age of the sample was 22.5 years (SD = 4.5). The Other Non-Christian (12%) category of personal religion included non-Christian faiths with less than 10 respondents (e.g., Muslim, Jewish, Bahai'i). Mainline Protestant schools (14%) included Lutheran, Presbyterian and Methodist. Other Christian schools (16%) included those that participants did not endorse any of the nominal categories we provided, wrote in their own responses, and had fewer than 10 responses (e.g., Church of Christ, Mennonite, and Quaker). We intentionally allowed individuals who were questioning (n = 11) their sexual orientation to participate even if they did not identify as LGBQ, given that not all SMs use or feel comfortable with LGBQ labels (Yarhouse et al., 2009). We also decided to keep heterosexual-identified (n = 7) students in our analyses in light of data that some highly religious SMs still identify as heterosexual because of potential stigma or congruence with religious beliefs (Stratton et al., 2013), an inherent limitation in SM research (Hamblin & Gross, 2014). Demographics are reported in Table 1.

Table 1
Sample Demographics (N = 213)

Characteristic	*n* (%)
Gender	
Male	91 (43)
Female	109 (51)
Transgender/other	12 (6)
Ethnicity	
Latino/a	18 (8)
Caucasian	177 (83)
Black	7 (3)
Asian/Pacific Islander	1 (.5)
Other	11 (.5)
Current religion	
Christian	133 (62)
Agnostic	27 (13)
Atheist	14 (7)
Mormon (LDS)	14 (7)
Other non-Christian	26 (12)
Class standing	
Undergraduate	155 (72)
Grad Student	59 (28)
School religious affiliation	
Catholic	60 (28)
Mainline Protestant	30 (14)
Evangelical	28 (13)
Non-denominational	43 (20)
Mormon (LDS)	16 (8)
Other Christian	35 (16)
Sexual orientation	
Gay or lesbian	119 (56)
Heterosexual	7 (3)
Bisexual	51 (24)
Questioning	11 (5)
Other	26 (12)

Procedures

Data were collected online using a secure platform. Participants were recruited through nonrandom purposive sampling techniques via paid social media and newspaper advertisements, e-mailing SM and religious organizations, professional list-serves and colleagues, and contacting SM student groups at religious colleges. This sampling method was similar to other studies that have recruited often difficult to access SM individuals in nonaffirming environments (Grigoriou, 2014). We questioned whether or not to approach NARAU administrators or staff directly to help with recruitment, but were skeptical that we would receive their support given the potential for the results to portray NARAUs negatively, or whether SM students would answer as openly knowing their school had approved the study. Recruitment messages also stated the opportunity to be entered into a drawing to win one of four small gift cards to increase participation. Participants completed the measures described below.

Measures

Lesbian, Gay and Bisexual Identity Scale (LGBIS). The LGBIS measures both internalized and externalized homonegativity, and how these constructs affect LGB individuals' sexual identity formation (Mohr & Fassinger, 2000). Using a 7-point Likert scale, participants respond to questions about various LGB identity experiences by selecting from 1 (*disagree strongly*) to 7 (*agree strongly*). The LGBIS consists of several subscales (e.g., Identity Confusion, Difficult Process, Need for Acceptance) and one composite score, "Negative Identity." Participants completed the entire LGBIS. However, we only included the Difficult Process subscale (e.g., "admitting to myself that I'm an LGB person has been a very painful process") and composite score in the results as these most pertained to our research hypotheses. For additional analysis, we created a "Religious Incongruence" subscale that included two items ("I'll never be fully accepted by God if I'm in a same-sex relationship," and "I can't be true to my faith and be in a same-sex relationship at the same time"). The subscale demonstrated a modest relationship with the Negative Identity composite scale, $r = .420$, $p < .01$, suggesting concurrent validity yet also distinctness. The interitem correlation was moderate, $r = .565$, $p < .001$, and demonstrated acceptable internal consistency (Cronbach's alpha = .722). This subscale was not included in the composite score.

Outness Inventory (OI). The OI focuses on degree of openness ("outness") regarding one's sexual orientation to family, religious community (e.g., rabbi, priest), and employers (Mohr & Fassinger, 2000). The OI is based on the theoretical assumption that LGB individuals will determine their level of outness depending on how accepting they perceive others in their life to be regarding sexual orientation topics. Using a 7-point Likert scale, participants select their response from options ranging from 1 (*the person definitely does NOT know about your sexual orientation status*) to 7 (*the person definitely knows about your sexual orientation status, and it is OPENLY talked about*). The OI contains an "Overall Outness" composite score. For additional analysis, we created an "Out to College" subscale that included items relevant to roommate, professor/faculty, and classmate disclosure. The subscale demonstrated a modest relationship with the Overall Outness scale, $r = .671$, $p < .001$, suggesting concurrent validity yet also distinctness. Interitem correlations on the Out to College subscale were all moderately positive, $r = .335–.585$, $p < .001$, and demonstrated acceptable internal consistency (Cronbach's alpha = .732). The college subscale was not included in the Overall Outness composite score.

Counseling Center Assessment of Psychological Symptoms (CCAPS). The CCAPS is standardized 62-item instrument that assesses mental health symptoms in college students (CCMH, 2015b). The instrument is widely used among students who are obtaining services at college counseling centers (CCMH, 2015b; McAleavey et al., 2012). The CCAPS has been widely validated, has a large standardization sample, and shows moderate to strong concurrent validity with related measures: Beck Depression Inventory & CCAPS Depression subscale, $r = .82$, Eating Attitudes Test-26 & Eating Concerns subscale, $r = .58$, Social Phobia Diagnostic Questionnaire & Social Anxiety subscale, $r = .75$ (McAleavey et al., 2012). Participants indicate how well various statements describe them during the past two weeks on a 0–4 Likert scale (e.g., 0 = *not at all like me* to 4 = *extremely like me*). The CCAPS consists of several subscales that maintain strong internal consistencies: (a) Depression ($\alpha = .91$), (b) Social Anxiety ($\alpha = .84$), and (c) Eating Concerns ($\alpha = .90$), among others. These three subscales appear to be the most relevant to SM students (Effrig et al., 2014; McAleavey, Castonguay, & Locke, 2011). The CCAPS also contains a composite Distress Index, but this was not included due to strong overlap with the Depression subscale in our sample ($r = .93$).

The CCAPS provides numeric "cut points" which are helpful in determining symptom severity (low, moderate, & high) and also provide an estimate of whether individuals are most likely to resemble a clinical (i.e., in treatment) or a nonclinical level of psychological distress (CCMH, 2015b, p. 14). Cut points were validated by comparing college students in treatment, not in treatment, and those in treatment who also met *DSM–IV–TR* diagnostic criteria for more severe psychopathology (McAleavey et al., 2012). Hence, individuals who surpass the cut points (whether moderate or high) are more likely to be experiencing symptoms that are "potentially problematic" (p. 14).

Experiential and demographic questions. We also collected data on a range of campus-related experiences and involvement with a gay-straight alliance (GSA). Participants were asked to check whether each of the experiences listed had happened to them or not, and to indicate GSA involvement (yes/no). These items are presented in Table 2.

Statistical Analyses

To test the first hypotheses about campus experiences and climate, GSA involvement and bullying because of sexual orien-

Table 2
Student Experiences and Campus Climate (N = 213)

Experience	*n* (%)
Involved with a Gay–Straight Alliance that is part of the school	95 (45)
Bullied or harassed at school because of sexual orientation	78 (37)
Mental health professional attempted to change sexual orientation	36 (17)
Mental health professional affirmed LGB sexual orientation	101 (47)

tation were used as categorical (independent) variables, with dependent variables consisting of subscales on the OI (Out to College, Overall Outness), LGBIS (Negative Identity, Difficult Process, Religious Incongruence), and the CCAPS (Depression, Social Anxiety, Eating Concerns). Differences were analyzed using Factorial MANCOVA to control Type I error rates. We used age of participant as a covariate on the first hypothesis only, because older participants may have had more time to acquire campus experiences (bullying, involvement with GSA). Means and standard deviations for all of the CCAPS subscales were calculated and compared with clinical cut points provided by the CCAPS manual to test the second hypothesis using a descriptive comparison. To test the third hypothesis, categorical differences in the dependent variables (Overall Outness, Out to College, Negative Identity, Religious Incongruence, Depression, Social Anxiety, and Eating Concerns) were analyzed using one-way MANOVA with LSD post hoc comparison for each of the independent variables (School Affiliation and Participant Religion). We ran two separate one-way MANOVAs, rather than one Factorial MANOVA, because of inadequate sample sizes in some categories needed to test for interactions.

Results

To test the first hypothesis, categorical differences on the CCAPS, LGBIS, and OI scales were analyzed by campus climate variables (involvement with a GSA and bullying because of sexual orientation), while controlling for age as a covariate. Box's Test of Equality was significant, Box's $M = 149.16$, $p < .05$, hence unequal variance was assumed using Pillai's trace. Factorial MANCOVA results revealed significant main effects for age, trace = .127, $F(8, 179) = 3.261$, $\eta^2 = .127$, $p < .01$, involvement with a GSA, trace = .142, $F(8, 179) = 3.711$, $\eta^2 = .142$, $p < .001$, and bullying, trace = .138, $F(8, 179) = 3.587$, $\eta^2 = .138$, $p < .01$. An interaction was not significant for bullying × GSA involvement, trace = .039, $F(8, 179) = .914$, $\eta^2 = .039$, $p > .05$. Between-subjects ANCOVAs were calculated as follow-up to the MANCOVA model. Marginal means, standard errors, F values, and effect sizes are presented in Table 3. The age covariate was significant for Out to College, $F(1, 191) = 19.392$, $\eta^2 = .094$, $p < .001$, and Overall Outness, $F(1, 191) = 7.457$, $\eta^2 = .039$, $p < .01$, suggesting that group differences are attributable to age on these scales. Main effects in GSA involvement were found for the Difficult Process, Negative Identity, and Religious Incongruence subscales, indicating that students involved with a GSA had less negative identities, less difficulty with their sexual orientation, and less religious incongruence. A main effect for bullying was found on the Depression subscale, such that students who were bullied because of their sexual orientation at school reported higher levels of depressive symptoms.

To test the second hypothesis, sample means and standard deviations were compared with clinical "cut points" established by the CCAPS manual (CCMH, 2015b). All of the means surpassed the cut point for "moderate" criteria, suggesting that our sample demonstrated a greater likelihood of potential clinical concerns. None of the means surpassed the cut points for "high" clinical concerns. Results are summarized in Table 4.

Regarding the third hypothesis, categorical differences on the Depression, Social Anxiety, Eating Concerns, Negative Identity, Difficult Process, Religious Incongruence, Overall Outness, and

Table 3
Campus Variables: MANCOVA Model Results (Age as Covariate)

Measure	*LGBIS*			*OI*		*CCAPS*		
Composite or subscale	Difficult process	Negative identity	Religious incongruence[a]	Overall outness	Out to college[a]	Depression	Social anxiety	Eating concerns
Involved with GSA at school	$F(\eta^2) = 18.03\ (.09)^{***}$	$F(\eta^2) = 21.43\ (.10)^{***}$	$F(\eta^2) = 5.05\ (.03)^{*}$	$F(\eta^2) = 4.04\ (.02)$	$F(\eta^2) = 11.34\ (.06)$	$F(\eta^2) = 3.25\ (.02)$	$F(\eta^2) = 1.51\ (.01)$	$F(\eta^2) = 2.92\ (.02)$
Yes, *M* (*SE*)	4.07 (.17)	3.52 (.12)	2.23 (.21)	4.05 (.17)	4.81 (.21)	1.35 (.11)	1.78 (.12)	1.10 (.11)
No, *M* (*SE*)	5.00 (.14)	4.27 (.10)	2.85 (.17)	3.59 (.14)	3.89 (.17)	1.62 (.09)	1.97 (.10)	1.36 (.10)
Bullied or harassed at school due to sexual orientation	$F(\eta^2) = .67\ (.00)$	$F(\eta^2) = .73\ (.00)$	$F(\eta^2) = .35\ (.00)$	$F(\eta^2) = 12.96\ (.07)$	$F(\eta^2) = 8.54\ (.04)$	$F(\eta^2) = 4.23\ (.02)^{*}$	$F(\eta^2) = .10\ (.00)$	$F(\eta^2) = .15\ (.00)$
Yes, *M* (*SE*)	4.45 (.17)	3.83 (.13)	2.46 (.21)	4.21 (.18)	4.74 (.21)	1.63 (.11)	1.90 (.12)	1.20 (.12)
No, *M* (*SE*)	4.62 (.13)	3.97 (.09)	2.62 (.16)	3.42 (.13)	3.96 (.16)	1.34 (.08)	1.85 (.09)	1.26 (.09)

Note. Higher scores on the LGBIS indicate a more negative view of one's sexual identity. Higher scores on the OI indicate greater amount of openness about sexual orientation. Higher scores on the CCAPS indicate greater levels of psychological distress.
[a] Experimental subscales. Not included in the composite variables.
$^{*}p < .05$. $^{***}p < .001$.

Table 4
CCAPS Risk & Severity Indicators

Subscale	*M* (*SD*)	Cut point classification	Clinical interpretation
Depression	1.48 (.93)	Moderate	Potentially problematic
Substance use	.77 (.86)	Moderate	Potentially problematic
Generalized anxiety	1.67 (1.00)	Moderate	Potentially problematic
Social anxiety	1.88 (.95)	Moderate	Potentially problematic
Eating concerns	1.26 (.95)	Moderate	Potentially problematic
Academic distress	1.54 (.97)	Moderate	Potentially problematic
Hostility	1.07 (.95)	Moderate	Potentially problematic
Family distress	1.62 (.99)	Moderate	Potentially problematic
Distress index	1.60 (.89)	Moderate	Potentially problematic

Note. Means classified as Low, Moderate, or High per clinical cutoffs. Scores in the Moderate or High category can be "potentially problematic" (CCMH, 2015b).

Out to College scales were analyzed by school religious affiliation and participant religion. The independent variables were analyzed separately because we did not have sufficient sample sizes to test for interactions. Box's Test of Equality was significant, Box's $M = 253.74$, $p < .05$, hence unequal variance was assumed using Pillai's trace for school affiliation. Box's Test of Equality was not significant, Box's $M = 181.47$, $p = .44$, hence equal variance was assumed using Wilk's Λ criteria for participant religion. MANOVA results revealed significant main effects for both participant religion, Wilk's $\Lambda = .646$, $F(32, 680) = 2.669$, $\eta^2 = .103$, $p < .001$ and school religious affiliation, trace = .422, $F(40, 930) = 2.142$, $\eta^2 = .084$, $p < .001$.

Between-subjects ANOVAs were calculated as follow-up to the MANOVA model. Marginal means, standard errors, *F* values, and effect sizes are presented in Table 5.

For the School Affiliation variable, differences were significant for Difficult Process, Negative Identity, Religious Incongruence, Depression, and Social Anxiety, but not for Overall Outness, Outness to College, or Eating Concerns. Post hoc analyses revealed that SM students who attend Nondenominational, Evangelical, and Mormon NARAUs had significantly more difficult sexual identity processes than students in Catholic and Mainline Protestant schools. SM students attending Other Christian schools also had more difficult processes than those in Catholic NARAUs. SM students in Nondenominational and Mormon NARAUs reported more negative sexual identities than students in Catholic NARAUs. SM students who attend Mormon NARAUs endorsed significantly higher levels of religious incongruence about their sexual orientation than students who attended all other types of NARAUs. Students who attended Other Christian programs reported significantly fewer symptoms of depression and social anxiety than students at Catholic, Mainline Protestant, and Mormon NARAUs.

For the Participant Religion variable, between-subjects ANOVA revealed that differences were significant for the Difficult Process, Negative Identity, and Religious Incongruence scales, but not the other variables. Post hoc analyses revealed that Mormon students reported a more difficult process and negative sexual identity than students who identified as Atheist, Agnostic, or Other Non-Christian. Likewise, Christian students reported a more difficult process and negative sexual identity than Agnostic and Other

Table 5
Religion Variables: MANOVA Model Results

Measure	*LGBIS*			*OI*		*CCAPS*		
Composite or subscale	Difficult process	Negative identity	Religious incongruence[a]	Overall outness	Out to college[a]	Depression	Social anxiety	Eating concerns
Participant religion	$F(\eta^2) = 6.52$ (.12)***	$F(\eta^2) = 5.26$ (.10)***	$F(\eta^2) = 8.15$ (.15)***	$F(\eta^2) = 1.62$ (.03)	$F(\eta^2) = 1.49$ (.03)	$F(\eta^2) = .38$ (.01)	$F(\eta^2) = .83$ (.02)	$F(\eta^2) = .56$ (.01)
Christian, *M* (*SE*)	4.86 (.12)	4.15 (.09)	2.39 (.15)	3.59 (.14)	4.14 (.16)	1.44 (.09)	1.82 (.09)	1.29 (.09)
Agnostic, *M* (*SE*)	4.22 (.28)	3.59 (.21)	2.89 (.34)	3.42 (.31)	4.05 (.38)	1.40 (.20)	2.08 (.20)	1.31 (.20)
Atheist, *M* (*SE*)	4.29 (.38)	3.66 (.28)	2.50 (.45)	4.38 (.41)	4.39 (.51)	1.47 (.26)	1.97 (.26)	.88 (.27)
Mormon (LDS), *M* (*SE*)	5.46 (.36)	4.60 (.27)	4.89 (.43)	3.33 (.39)	3.43 (.49)	1.65 (.25)	2.19 (.26)	1.24 (.26)
Other non-Christian, *M* (*SE*)	3.56 (.28)	3.37 (.21)	2.13 (.39)	4.07 (.31)	4.86 (.38)	1.60 (.20)	1.79 (.20)	1.27 (.20)
School affiliation	$F(\eta^2) = 5.14$ (.12)***	$F(\eta^2) = 3.09$ (.08)*	$F(\eta^2) = 6.75$ (.15)***	$F(\eta^2) = .74$ (.02)	$F(\eta^2) = 1.12$ (.03)	$F(\eta^2) = 2.36$ (.06)*	$F(\eta^2) = 2.35$ (.06)*	$F(\eta^2) = 1.54$ (.04)
Catholic, *M* (*SE*)	4.03 (.19)	3.59 (.14)	2.19 (.22)	3.76 (.20)	4.49 (.25)	1.58 (.13)	1.91 (.13)	1.35 (.13)
Mainline Protestant, *M* (*SE*)	4.26 (.25)	4.01 (.19)	2.66 (.30)	3.61 (.28)	4.20 (.34)	1.74 (.17)	2.18 (.17)	1.54 (.18)
Evangelical, *M* (*SE*)	5.06 (.26)	4.06 (.20)	2.23 (.31)	3.93 (.28)	4.39 (.35)	1.34 (.18)	1.72 (.18)	1.01 (.18)
Non-denominational, *M* (*SE*)	5.22 (.23)	4.35 (.18)	2.71 (.27)	3.28 (.25)	3.66 (.31)	1.42 (.15)	1.87 (.16)	1.28 (.16)
Mormon (LDS), *M* (*SE*)	5.28 (.34)	4.45 (.26)	4.75 (.41)	3.58 (.37)	3.80 (.46)	1.75 (.23)	2.23 (.23)	1.31 (.24)
Other Christian, *M* (*SE*)	4.64 (.24)	3.92 (.18)	2.36 (.29)	3.74 (.26)	4.20 (.32)	1.06 (.16)	1.49 (.16)	.98 (.17)

Note. Higher scores on the LGBIS indicate a more negative view of one's sexual identity. Higher scores on the OI indicate greater amount of openness about sexual orientation. Higher scores on the CCAPS indicate greater levels of psychological distress.
[a] Experimental subscales. Not included in the composite variables.
* $p < .05$. *** $p < .001$.

Non-Christians. Finally, Mormon SM students endorsed significantly higher levels of religious incongruence about their sexual orientation than all of the other groups.

Supplementary frequency data was collected on the experimental OI "Out to College" subscale. 54% of SM students reported that they have talked about their sexual orientation with a professor or faculty member at least once, 51% have talked about their sexual orientation with a classmate or peer at least one time, and 69% of students who have a roommate have talked about their sexual orientation with their roommate at least once (more than half report that they talk about it openly with their roommate).

Discussion

Our findings present a complex picture of SM student experiences, sexual identity, outness, and psychological functioning at NARAUs in the United States. We stress that NARAUs are a very diverse group of institutions, and therefore conclusions and results may not apply to all NARAUs.

Our first hypothesis was partially supported in that SM student involvement with a GSA on campus was associated with a more positive view of their sexual identity, less religious incongruence, and less difficulty with their sexual orientation than students not involved with a GSA. This finding is not surprising considering students who know other SM students would have less stigma or shame about their sexual orientation if they know they are not alone, have a place to discuss concerns, and form peer relationships. Another consideration is that NARAUs who allowed a GSA to form on campus may already be more welcoming (or at least less restrictive) campuses to SMs, hence these results may be explained by the campus climate rather than the involvement with a GSA. A possible limitation is selection bias, in which students who join GSA's may already be more socially adept, have less stigma about their sexual orientation, and perhaps have greater baseline wellbeing.

With regard to bullying, our hypothesis was again partially supported in that students who were bullied at school because of their sexual orientation reported more symptoms of depression. Contrary to our expectations, no differences were found on the other variables (social anxiety, negative identity, and outness). Rankin et al.'s 2010 national survey of LGBTQ college students found that 23% of LGBTQ students experienced bullying or harassment on campus, whereas this was even higher among our sample (37%). A possible explanation is that stigma associated with reporting sexual orientation harassment, as well as lack of clear protections for SM students, contribute to this discrepancy at NARAUs, a finding consistent with another study at a Catholic NARAU (Lockhart, 2013). As a result, it is likely that more harassment and bullying of SM students occur at NARAUs, a finding which warrants both concern and further study.

Our second hypothesis aimed to understand whether our SM sample demonstrated potential clinical concerns on a range of mental health indicators; this portion of the hypothesis was supported. All of the subscales on the CCAPS were above the "moderate" cut point, suggesting that SM students in our sample who attend NARAUs are at-risk for potentially significant concerns that could become the focus of clinical attention. However, our hypothesis that students would have elevated ("high") scores on the Depression, Social Anxiety, and Eating Concerns subscales was not supported. This is not to say that these subscales could not be a clinically significant concern. Yet for our sample as a whole, these symptoms did not rise to the diagnostic threshold for serious psychiatric pathology. We did not assess for whether participants were currently in counseling services, though it would not be surprising if many were because there is evidence that SMs seek out counseling services at higher rates than their heterosexual peers (McAleavey, Castonguay, & Locke, 2011). A *self-selection* bias could have existed in that SM adults experiencing distress may have been more interested and willing to participate in a study that asked them about those experiences that are associated with distress (Grasser, 2014).

With regard to mental health symptoms, our third hypotheses was partially supported for Mormons, but not Evangelicals. Students who attended Other Christian schools reported significantly fewer symptoms of depression and social anxiety than students at Catholic, Mainline Protestant, and Mormon NARAUs. We did not find any significant differences for personal religion on any of the CCAPS subscales. This is a difficult finding to interpret, given the range of Other Christian affiliations reported (e.g., Mennonite, Quaker, and Church of God). A possible explanation for why Evangelical students did not report more depressive symptoms and social anxiety than those in other schools could be that students who find nonaffirming theological positions and environments congruent with their religious beliefs would likely not be distressed by them (e.g., a student who believes being gay is sinful would not be distressed by a school code of conduct that supports this position). Also, religion may offer a substantial amount of comfort and source of community to many SM individuals who find incongruence with their sexual orientation and their faith (Yarhouse et al., 2009).

With regard to sexual identity and religious incongruence, our hypothesis was largely supported for Mormons, but only partially for Evangelicals. Results indicated that SM students who attend Nondenominational, Evangelical, and Mormon NARAUs had significantly more difficult sexual identity processes than students in Catholic and Mainline Protestant schools, and that SM students attending Other Christian schools had more difficult processes than those in Catholic NARAUs. SM students in Nondenominational and Mormon NARAUs reported more negative sexual identities than students in Catholic NARAUs. Though we did not ascertain the exact theological positions of all of the nondenominational schools, it is likely that many of these programs strongly resemble Evangelical Christian programs. For example, three of the most well-known Evangelical colleges in the U.S. (Wheaton College, Biola University, & Regent University) could be considered nondenominational because they are not affiliated with a specific church. Parallel results indicated that both Mormon and Christian students reported a more difficult process and negative sexual identity than students who identified as Agnostic or Other Non-Christian. These results are consistent with past research in that Protestants (including Evangelicals) and Catholic LGB adults report more conflict about their sexual orientation than those who are Jewish, Atheist, or Agnostic (Schuck & Liddle, 2001).

Our results appear to cast Catholic schools in a different light in comparison with most of the other schools with regard to SM identities and difficulty with one's sexual orientation. We theorize that Catholic schools are different from many of the other NARAUs we assessed because, although Church doctrine may officially condemn LGB relationships, we did not find evidence that they explicitly ban

SM students from forming same-sex relationships or attending their schools, unlike many Evangelical, Nondenominational, and Mormon schools (Biaggio, 2014; Lyon, 2007; Wolff & Himes, 2010). Furthermore, without such a ban in place, more Catholic schools may allow GSAs and other SM-themed activities on campus than more restrictive NARAUs. However, data about the exact policies at each school were not collected. Further, a selection bias is again possible in that SM students may choose to attend a school that is less restrictive, hence potentially inflating baseline wellbeing or openness.

A somewhat surprising result was that students who identified as Mormon/LDS or attend Mormon schools were more likely to report incongruence between their sexual orientation and religious faith than all of the other groups. Hence, Mormon students and college environments appear to be unique. This finding may be important to understand in terms of the LDS church's stance on SM issues. For instance, sexual activity between members of the same-sex is grounds for excommunication within the LDS church, a serious consequence (Grigoriou, 2014). Excommunication involves no longer having church membership, ostracism from loved ones, and the belief that the excommunicated individual will be separated from God and family members for eternity (Public Broadcasting System, April, 2007). As such, Mormon students may hold to nonaffirming religious beliefs in especially strong ways in light of severe consequences for violating strict heteronormative rules. Our findings should be interpreted with caution as we did not have many Mormon participants ($n = 16$). However, a much larger study of 634 Mormons supports these conclusions; recent data indicate that sexual identity confusion is correlated with symptoms of depression for SM Mormons, and greater involvement with the LDS church is associated with increased minority stress for SMs (Crowell, Galliher, Dehlin, & Bradshaw, 2015).

Contrary to our third hypothesis, we did not find any differences in students' outness about their sexual orientation across participants' religion or school affiliations. We question whether an individual's perception of openness may be meditated by the presence of having a few individuals they could talk to openly about their orientation regardless of the actual campus environment. This may be supported by our frequency data; more than half of our sample reported having talked to a faculty member or classmate about their sexual orientation, whereas more than two thirds have talked to a roommate. Given the stigma surrounding LGBQ topics on many campuses, it seems reasonable to assume that SM students would not disclose such information unless they felt comfortable sharing it, hence pointing to the likelihood of supportive faculty members, peers, and roommates. However, we did not assess the individual's reactions to their disclosures, and the possibility exists that such disclosures may have been more harmful than helpful if the person reacted in a negative or rejecting manner.

Helping Sexual Minority Students on Religious Campuses

Our results indicate that involvement with a school GSA was associated with less negative perceptions of sexual identity, less difficulty with one's sexual orientation, and less religious incongruence. As such, allowing students to form GSAs would appear to have potential benefits. However, this could have potential drawbacks in NARAUs as well, given that school administrators may wish to control or monitor content, membership, and so forth. Furthermore, more than a third of students reported being bullied because of their sexual orientation at school. Rankin and colleagues' 2010 Campus Pride report lays a comprehensive framework for best practices to improve campus climate for SM students, which could in turn reduce bullying and harassment on campus. Steps include: (a) developing LGBTQ inclusive policies; (b) demonstrating institutional commitment to LGBTQ diversity; (c) integrating LGBTQ topics and concerns into curricular and cocurricular education; (d) responding appropriately to anti-LGBTQ harassment, violence, and other incidents; (e) creating "brave spaces" for student dialogue on-campus, especially in dormitories (p. 16); (f) offering comprehensive, culturally appropriate medical and mental health services; and (g) improving recruitment and retention efforts of LGBTQ students. We recognize that several of these recommendations are more difficult to implement than others, though this does not excuse lack of effort to safeguard SM students.

Wolff and Himes (2010) note that NARAUs can improve campus climate for SM students in manners that are consistent with their institutional religious values. For example, most NARAUs have mission statements that strive for virtues such as love, grace, or compassion (e.g., "love thy neighbor"). Furthermore, many NARAUs pride themselves on creating campus climates that allow for spiritual growth through fellowship and community with others. This is a unique and important strength NARAUs possess that could be further enhanced to support SM students who wish to openly discuss their sexual orientation with others. Of note, some Evangelical NARAUs campuses have taken small but important strides to better support this kind of dialogue. For example, Biola University (2014) held an event featuring a gay speaker whose views did not align with the university's official theological position. Given that our results point to higher religious incongruence and difficult processes among Mormon students, similar dialogue could be helpful at Mormon/LDS schools if it were to feature differing perspectives of LGBQ Mormons.

Some NARAUs have made other systemic changes to make campus environments much more welcoming to SM students. Steps include adding sexual orientation as a protected class to antiharassment policies, starting focus groups on campus, and providing administrative support for educational programs and staff training on LGBTQ topics (Getz & Kirkley, 2006). Limited outcome data exist on the benefits of such programming, but suggest increased awareness of social and cultural identity for all students, improved confidence among faculty/staff/students to be resources for SM students, and greater sensitivity and compassion toward SM individuals across the campus community (Getz & Kirkley, 2006). Also, a study of primarily heterosexual Evangelical Christian college students found that when students know someone who is LGB, they have significantly less negative attitudes toward LGB persons (Wolff, Himes, Miller Kwon, & Bollinger, 2012). Therefore, having open, nonjudgmental, and nonpunitive dialogue on campus is likely to have many benefits to students, faculty, staff, and positively affect campus climates. Findings from Eisenberg (2002) on condom use among LGB students on college campuses may have useful parallels to these implications. The study found that the more LGB resources on campus (e.g., having a LGB student group, staff who were implementing LGB diversity, etc.), the more likely sexually active LGB students were to use condoms. Such results are important in that improving campus climate for SM students as a whole may have many other benefits in addition to mental health.

Implications for College Counseling Centers

Findings revealed that nearly a fifth of students (17%) have had a mental health professional attempt to change their sexual orientation, a process referred to as reparative/conversion therapy or sexual orientation change efforts (SOCEs). Of note, we did not assess whether SOCEs occurred on-campus or with an outside provider. However, it seems reasonable to infer that a sizable portion of these respondents have received such services at a university/college counseling center given their ease of access and affordability, or been referred off-campus if these services were not available on-campus.

These findings raise significant concerns. In 2009, a task force of the American Psychological Association concluded that "efforts to change sexual orientation are unlikely to be successful and involve some risk of harm" and are most likely to be sought out by those who are "strongly religious" (American Psychological Association Task Force on Appropriate Therapeutic Responses to Sexual Orientation, 2009, p. v). Furthermore, the American Psychiatric Association declared that SOCEs "represent a significant risk of harm by subjecting individuals to forms of treatment which have not been scientifically validated and by undermining self-esteem when sexual orientation fails to change" (American Psychological Association, 2013). Some SM students, particularly those who experience strong dissonance between their sexual orientation and religious beliefs, may come to counseling with the stated desire for SOCE. As a result, significant staff training is needed in models of psychotherapy which are exceptionally focused on encouraging self-determination, sensitive to religion/spirituality, embrace a developmental view of sexual and gender identity, and have safeguards to protect students from therapist bias and potentially harmful practices.

Limitations & Future Directions

External validity may be limited by the nonrandom purposive sampling approach and relatively small sample, though a range of NARAUs were included. Another limitation of this study was the small number of racial/ethnic minority participants, as well as those from non-Christian religious traditions. However, NARAUs are overwhelmingly Christian in the United States. We used standardized inventories and questions focused on sexual minorities. As such, our results cannot be generalized to gender minority students. Another limitation is that we relied solely on participant responses and perceptions, and did not collect parallel objective campus climate data (e.g., reviewing the school's nondiscrimination policy). Hence, we were not able to analyze the potential impact of community-level determinants on mental health independently. Also, we did not collect a representative sample of heterosexual NARAU students or SMs who attend nonreligious schools, which could have served as a comparison group. A qualitative study would likely provide very rich, valuable data to supplement this study's quantitative results.

Conclusion

Religiously affiliated colleges, universities, and seminaries are an important, unique part of the American higher education system. Such institutions also maintain strong traditions and practices central to their campus identity and mission. Efforts aimed at helping SM students who attend such institutions are no easy task. Greater dialogue about sexual orientation issues and development, sensitivity toward diverse populations, compassion and care for SM students, and the use of data to guide interventions may be important steps in promoting campus climates that can be welcoming to SM students at NARAUs.

References

American Psychiatric Association. (2013). *Position statement on issues related to homosexuality*. Washington, DC: Author.

American Psychological Association Task Force on Appropriate Therapeutic Responses to Sexual Orientation. (2009). *Report of the Task Force on Appropriate Therapeutic Responses to Sexual Orientation*. Washington, DC: American Psychological Association.

Barnes, D. M., & Meyer, I. H. (2012). Religious affiliation, internalized homophobia, and mental health in lesbians, gay men, and bisexuals. *American Journal of Orthopsychiatry, 82,* 505–515. http://dx.doi.org/10.1111/j.1939-0025.2012.01185.x

Biaggio, M. (2014). Do some APA-accredited programs undermine training to serve clients of diverse sexual orientations? *Psychology of Sexual Orientation and Gender Diversity, 1,* 93–95. http://dx.doi.org/10.1037/sgd0000027

Biola University. (2014). *Biola events: How do we love? A thoughtful dialogue on sexual differences*. Retrieved February 5, 2015, from http://now.biola.edu/events/2014/Oct/07/how-do-we-love-thoughtful-dialogue-sexual-differen/

Bradshaw, K., Dehlin, J. P., Crowell, K. A., Galliher, R. V., & Bradshaw, W. S. (2015). Sexual orientation change efforts through psychotherapy for LGBQ individuals affiliated with the Church of Jesus Christ of Latter-day Saints. *Journal of Sex & Marital Therapy, 41,* 391–412. http://dx.doi.org/10.1080/0092623X.2014.915907

Center for Collegiate Mental Health [CCMH]. (2015a). *2014 annual report*. University Park, PA: Author.

Center for Collegiate Mental Health [CCMH]. (2015b). *CCAPS user manual*. University Park, PA: Author.

Crowell, K. A., Galliher, R. V., Dehlin, J., & Bradshaw, W. S. (2015). Specific aspects of minority stress associated with depression among LDS affiliated non-heterosexual adults. *Journal of Homosexuality, 62,* 242–267. http://dx.doi.org/10.1080/00918369.2014.969611

Donadio, R. (2013, July 29). On gay priests, Pope Francis Asks, 'Who am I to judge?' *The New York Times*. Retrieved April 24, 2014, from http://www.nytimes.com/2013/07/30/world/europe/pope-francis-gay-priests.html?pagewanted=all

Eckholm, E. (2011, April 18). Even on religious campuses, students fight for gay identity. *The New York Times*. Retrieved April 24, 2014, from http://www.nytimes.com/2011/04/19/us/19gays.html

Effrig, J. C., Maloch, J. K., McAleavey, A., Locke, B. D., & Bieschke, K. J. (2014). Change in depressive symptoms among treatment-seeking college students who are sexual minorities. *Journal of College Counseling, 17,* 271–285. http://dx.doi.org/10.1002/j.2161-1882.2014.00063.x

Eisenberg, M. E. (2002). The association of campus resources for gay, lesbian, and bisexual students with college students' condom use. *Journal of American College Health, 51,* 109–116. http://dx.doi.org/10.1080/07448480209596338

Estanek, S. M. (1998). Working with gay and lesbian students at Catholic colleges and universities: A student affairs perspective. *Catholic Education: A Journal of Inquiry and Practice, 2,* 151–158.

Galek, K., Flannelly, K. J., Ellison, C. G., Silton, N. R., & Jankowski, K. B. (2015). Religion, meaning and purpose, and mental health. *Psychology of Religion and Spirituality, 7,* 1–12. http://dx.doi.org/10.1037/a0037887

Getz, C., & Kirkley, E. (2006). Shaking up the status quo: Challenging intolerance of the lesbian, gay and bisexual community at a private Roman Catholic university. *College Student Journal, 40,* 857–869.

Grasser, M. W. (2014). *Research methods: Concepts and connections*. New York, NY: Worth.

Grigoriou, J. A. (2014). Minority stress factors for same-sex attracted Mormon adults. *Psychology of Sexual Orientation and Gender Diversity, 1,* 471–479. http://dx.doi.org/10.1037/sgd0000078

Hamblin, R., & Gross, A. M. (2013). Role of religious attendance and identity conflict in psychological well-being. *Journal of Religion and Health, 52,* 817–827. http://dx.doi.org/10.1007/s10943-011-9514-4

Hamblin, R. J., & Gross, A. M. (2014). Religious faith, homosexuality, and psychological well-being: A theoretical and empirical review. *Journal of Gay & Lesbian Mental Health, 18,* 67–82. http://dx.doi.org/10.1080/19359705.2013.804898

Hatzenbuehler, M. L., Pachankis, J. E., & Wolff, J. (2012). Religious climate and health risk behaviors in sexual minority youths: A population-based study. *American Journal of Public Health, 102,* 657–663. http://dx.doi.org/10.2105/AJPH.2011.300517

Hinch, J. (2013, June 28). Gay students speaking out at Christian schools. *The Orange County Register*. Retrieved April 24, 2014, from http://www.ocregister.com/articles/biola-514884-students-gay.html?p.=1

Jaschik, S. (2013, October 28). Gay Rights and Religious Colleges. *Inside Higher Education*. Retrieved April 24, 2014, from http://www.insidehighered.com/news/2013/10/28/tensions-over-gay-rights-two-religious-colleges

Jones, R. P. (2015, April 28). Religious Americans support gay marriage. *Public Religion Research Institute*. Retrieved May 22, 2015, from http://publicreligion.org/2015/04/in-the-atlantic-religious-americans-support-gay-marriage-2/#.VV-gV0_BzGd

Jones, S. L., & Yarhouse, M. A. (2011). A longitudinal study of attempted religiously mediated sexual orientation change. *Journal of Sex & Marital Therapy, 37,* 404–427. http://dx.doi.org/10.1080/0092623X.2011.607052

Kisch, J., Leino, E. V., & Silverman, M. M. (2005). Aspects of suicidal behavior, depression, and treatment in college students: Results from the spring 2000 national college health assessment survey. *Suicide and Life-Threatening Behavior, 35,* 3–13. http://dx.doi.org/10.1521/suli.35.1.3.59263

Lee, J. (2012). *Torn: Rescuing the Gospel from the gays-vs.-Christians debate*. New York, NY: Jericho.

Lockhart, J. (April 17, 2013). *Sexual & gender minority students speak out: A campus climate survey*. Presentation at the Fordham University Undergraduate Research Symposium.

Lyon, J. (April 17, 2007). BYU changes honor code text about gay students. *The Salt Lake Tribune*. Retrieved July 23, 2015, from http://www.sltrib.com/news/ci_5684555.

Maloch, J. K., Bieschke, K. J., McAleavey, A. A., & Locke, B. D. (2013). Eating concerns in college women across sexual orientation identities. *Journal of College Counseling, 16,* 275–288. http://dx.doi.org/10.1002/j.2161-1882.2013.00042.x

McAleavey, A. A., Castonguay, L. G., & Locke, B. D. (2011). Sexual orientation minorities in college counseling: Prevalence, distress, and symptom profiles. *Journal of College Counseling, 14,* 127–142. http://dx.doi.org/10.1002/j.2161-1882.2011.tb00268.x

McAleavey, A. A., Nordberg, S. S., Hayes, J. A., Castonguay, L. G., Locke, B. D., & Lockard, A. J. (2012). Clinical validity of the counseling center assessment of psychological symptoms-62 (CCAPS-62): Further evaluation and clinical applications. *Journal of Counseling Psychology, 59,* 575–590. http://dx.doi.org/10.1037/a0029855

McEntarfer, H. K. (2011). "Not going away": Approaches used by students, faculty, and staff members to create Gay-Straight Alliances at three religiously affiliated universities. *Journal of LGBT Youth, 8,* 309–331. http://dx.doi.org/10.1080/19361653.2011.607623

Meyer, I. H., Ouellette, S. C., Haile, R., & McFarlane, T. A. (2011). "We'd be free": Narratives of life without homophobia, racism, or sexism. *Sexuality Research & Social Policy, 8,* 204–214. http://dx.doi.org/10.1007/s13178-011-0063-0

Meyer, I. H., Teylan, M., & Schwartz, S. (2015). The role of help-seeking in preventing suicide attempts among lesbians, gay men, and bisexuals. *Suicide and Life-Threatening Behavior, 45,* 25–36.

Mohr, J. J., & Fassinger, R. E. (2000). Measuring dimensions of lesbian and gay male experience. *Measurement and Evaluation in Counseling and Development, 33,* 66–90.

Pachankis, J. E. (2007). The psychological implications of concealing a stigma: A cognitive-affective-behavioral model. *Psychological Bulletin, 133,* 328–345. http://dx.doi.org/10.1037/0033-2909.133.2.328

Pachankis, J. E., & Goldfried, M. R. (2006). Social anxiety in young gay men. *Journal of Anxiety Disorders, 20,* 996–1015. http://dx.doi.org/10.1016/j.janxdis.2006.01.001

Pew Research Center. (2015a). *America's changing religious landscape*. Washington, DC: Author. Retrieved May 22, 2015, from http://www.pewforum.org/files/2015/05/RLS-05-08-full-report.pdf

Pew Research Center. (2015b). *Changing attitudes on gay marriage*. Washington, DC: Author. Retrieved July 15, 2015, from http://www.pewforum.org/2015/06/08/graphics-slideshow-changing-attitudes-on-gay-marriage/

Pew Research Center. (2015c). *Support for same-sex marriage at record high, but key segments remain opposed*. Washington, DC: Author. Retrieved July 15, 2015, from http://www.people-press.org/2015/06/08/support-for-same-sex-marriage-at-record-high-but-key-segments-remain-opposed/

Public Broadcasting System. (April, 2007). The Mormons: FAQs. Retrieved August 28, 2015, from http://www.pbs.org/mormons/faqs/controversies.html

Rankin, S. R. (2005). Campus climate for sexual minorities. *New Directions for Student Services, 2005,* 17–23. http://dx.doi.org/10.1002/ss.170

Rankin, S. R., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *2010 state of higher education for lesbian, gay, bisexual, and transgender people*. Charlotte, NC: Campus Pride.

Rodriguez, E. M. (2009). At the intersection of church and gay: A review of the psychological research on gay and lesbian Christians. *Journal of Homosexuality, 57,* 5–38. http://dx.doi.org/10.1080/00918360903445806

Rosario, M., Yali, A. M., Hunter, J., & Gwadz, M. V. (2006). Religion and health among lesbian, gay, and bisexual youths: An empirical investigation and theoretical explanation. In A. M. Omoto & H. S. Kurtzman (Eds.), *Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people*. Washington, DC: APA. http://dx.doi.org/10.1037/11261-006

Rosik, C. H., Griffith, L. K., & Cruz, Z. (2007). Homophobia and conservative religion: Toward a more nuanced understanding. *American Journal of Orthopsychiatry, 77,* 10–19. http://dx.doi.org/10.1037/0002-9432.77.1.10

Schuck, K. D., & Liddle, B. J. (2001). Religious conflicts experienced by lesbian, gay, and bisexual individuals. *Journal of Gay & Lesbian Psychotherapy, 5,* 63–83. http://dx.doi.org/10.1300/J236v05n02_07

Sieczkowski, C. (2014, March 21). Gay student says he was rejected from college after coming out. *The Huffington Post*. Retrieved April 24, 2014, from http://www.huffingtonpost.com/2014/03/21/gay-student-baptist-college_n_5008203.html

Silva, C., Chu, C., Monahan, K. R., & Joiner, T. E. (2015). Suicide risk among Sexual Minority college students: A mediated moderation model of sex and perceived burdensomeness. *Psychology of Sexual Orientation and Gender Diversity, 2,* 22–33. http://dx.doi.org/10.1037/sgd0000086

Smart, L., & Wegner, D. M. (1999). Covering up what can't be seen: Concealable stigma and mental control. *Journal of Personality and Social Psychology, 77,* 474–486. http://dx.doi.org/10.1037/0022-3514.77.3.474

Soulforce. (September, 2008). Soulforce releases route for 2008 equality ride. Retrieved May 22, 2015, from http://www.archives.soulforce.org/2008/09/09/soulforce-releases-route-for-2008-equality-ride/

Stratton, S. P., Dean, J., Yarhouse, M., & Lastoria, M. (2013). Sexual minorities in faith-based higher education: A national survey of attitudes, milestones, identity, and religiosity. *Journal of Psychology and Theology, 41,* 3–23.

Swim, J. K., Pearson, N. B., & Johnston, K. E. (2007). Daily encounters with heterosexism: A week in the life of lesbian, gay, and bisexual individuals. *Journal of Homosexuality, 53,* 31–48. http://dx.doi.org/10.1080/00918360802101179

Wolff, J. R., & Himes, H. L. (2010). The purposeful exclusion of sexual minority youth in religious higher education: The implications of discrimination. *Christian Higher Education, 9,* 439–460. http://dx.doi.org/10.1080/15363759.2010.513630

Wolff, J. R., Himes, H. L., Miller Kwon, E., & Bollinger, R. (2012). Evangelical Christian college students and attitudes toward gay rights: A California university sample. *Journal of LGBT Youth, 9,* 200–224. http://dx.doi.org/10.1080/19361653.2012.652892

Woodford, M. R., Han, Y., Craig, S., Lim, C., & Matney, M. M. (2014). Discrimination and mental health among sexual minority college students: The type and form of discrimination does matter. *Journal of Gay & Lesbian Mental Health, 18,* 142–163. http://dx.doi.org/10.1080/19359705.2013.833882

Woodford, M. R., & Kulick, A. (2015). Academic and social integration on campus among sexual minority students: The impacts of psychological and experiential campus climate. *American Journal of Community Psychology, 55,* 13–24. http://dx.doi.org/10.1007/s10464-014-9683-x

Yarhouse, M. A., Stratton, S. P., Dean, J. B., & Brooke, H. L. (2009). Listening to sexual minorities on Christian college campuses. *Journal of Psychology and Theology, 37,* 96–113.

Received August 31, 2015
Revision received December 29, 2015
Accepted January 6, 2016 ■

Article

International Sociology
2019, Vol. 34(4) 435–454

DOI: 10.1177/0268580919851429
journals.sagepub.com/home/iss
SAGE

A retrospective of LGBT issues on US college campuses: 1990–2020

Susan Rankin
Rankin & Associates Consulting, USA

Jason C Garvey
University of Vermont, USA

Antonio Duran
Auburn University, USA

Abstract

In this brief retrospective of LGBT issues on US College Campuses: 1990–2020, the authors first review the extensive changes in the language used to 'define' people within these communities. Given the fluid and evolving language used in sexual and gender minority communities, it is crucial to examine how community members are named and who is centered as a result of this naming. The authors use the terms queer-spectrum and trans-spectrum to honor how individuals choose to identify themselves as opposed to placing them into socially constructed, fixed categories of sexuality and gender. Next, they explore how the climate has changed in higher education to support queer-spectrum and trans-spectrum students. Finally, the authors examine the research on how queer-spectrum and trans-spectrum students experience their campuses and the climate's influence on specific outcomes. This retrospective contends that higher education scholars must continue to examine outcomes that will facilitate success for queer- and trans-spectrum student populations.

Keywords

Higher education, homosexuality, sexuality, social justice

Corresponding author:
Susan Rankin, Rankin & Associates Consulting, PO Box 576, Howard, PA 16841, USA.
Email: sue@rankin-consulting.com

The birth of the gay rights movement in the United States is often attributed to the Stonewall Riots in the summer of 1969. However, even before the events at the Stonewall Inn, gay students at several colleges and universities (e.g., Columbia, Cornell) were forming underground societies (Beemyn, 2003a; Graves, 2018). The covert nature of these student groups was due, in part, to campus climates that were less than welcoming. For example, in 1920, a 'secret court' of five administrators was appointed to investigate charges of homosexual activity among students (Wright, 2005). During the 1940s, at least three public universities expelled students and fired faculty who were, or, were presumed to be, homosexual (Nash and Silverman, 2015). A climate of fear, due to campus administrations covertly searching for 'homosexual' faculty, staff, and students, sent queer-spectrum and trans-spectrum people underground. Although little is known about these early activists, the documentation offered by historians is 'white' and 'gay/lesbian' and does not include the narratives or struggles of transgender, nonbinary, bisexual, pansexual, asexual, intersex, aromantic, demisexual people, nor those in the community identifying outside of a white racial identity (see Graves, 2018). The history suggests, as one young activist offers, a 'tension between the assimilationists, who wanted to merely become a part of the heteronormative world, and the revolutionaries who wanted to shake off heteronormativity, and create a world not defined by arbitrary and oppressive systems' (Turner, 2015: para. 4).

Fueled by an arguably more accepting national culture, the last three decades have allowed queer-spectrum and trans-spectrum students, faculty, and staff to be more visible on US college and university campuses. As evidenced by the implementation of inclusive policies (e.g., gender identity and sexual identity included in institutional nondiscrimination policies, gender-inclusive housing) and specific programs to support queer-spectrum and trans-spectrum students (e.g., gender and sexuality centers, Lavender graduation), colleges and universities are working towards creating more welcoming campuses (Marine, 2011). Yet, it is not evident if changes happening in collegiate settings have resulted in more positive outcomes for queer- and trans-spectrum individuals.

There are considerable difficulties in conducting outcome-based research among queer-spectrum and trans-spectrum students, including lack of institutional data (Rankin and Garvey, 2015) and the dearth of sexual identity and gender identity data in national higher education survey instruments (Garvey, 2014). Rankin and Garvey (2015: 9) succinctly captured the conundrum of these two challenges, observing, '[a]s a scholarly community, we find ourselves in a catch-22, whereby certain social identities are underresearched, yet survey developers do not include these demographic questions because of a lack of empirical research on these populations.' These authors noted that, while a select number of national datasets have provided a strong foundation for innovative empirical analyses, they have yet to incorporate items measuring sexual identity and gender identity. More recently, several US national student surveys have incorporated sexual and gender identity questions (2017 National Survey of Student Engagement, 2017 Undergraduate Student Experience at the Research University Survey, 2016 American College Health Association-National College Health Assessment, 2016 Higher Education Research Institute surveys). The survey results provide not only prevalence data, but also offer some insights into health and academic outcomes for queer-spectrum and trans-spectrum students.

In this brief retrospective of LGBT issues on US college campuses from 1990 to 2020, we first review the extensive changes in the language used to 'define' people within these communities. Given the fluid and evolving language used in sexual and gender minority communities, we feel it is crucial to examine how community members are named and who is centered as a result of this naming. In our work, we use the terms queer-spectrum and trans-spectrum to honor how individuals choose to identify themselves as opposed to placing them into socially constructed, fixed categories of sexuality and gender. Next, we explore how the climate has changed in higher education focusing on campus environments to support queer-spectrum and trans-spectrum students. Finally, we examine the research on how queer-spectrum and trans-spectrum students experience their campuses and the climate's influence on specific outcomes. This retrospective contends that higher education scholars must continue to examine outcomes that will facilitate success for queer- and trans-spectrum student populations.

Who are queer- and trans-spectrum students?

The ways that researchers have named and studied queer- and trans-spectrum communities in higher education has shifted drastically since the 1990s. In reviewing the scholarship on queer- and trans-spectrum students in higher education over the past three decades, clear connections exist between how researchers name populations and who is centered in the disciplinary discourse. As Graves (2018) noted, the research on queer- and trans-spectrum individuals oftentimes mirrors the movements occurring in LGBTQ history broadly. What this signifies is that an increased visibility of diverse identities in society and LGBTQ communities over time has resulted in scholarship exploring the wide range of groups that identify as queer- and trans-spectrum. For example, whereas literature on queer- and trans-spectrum people initially centered the experiences of those who identified as gay and lesbian (see Tierney and Dilley [1998] for an early account of gay and lesbian issues in education), studies gradually expanded to include an attention to diverse sexualities and genders (Renn, 2010). In recent years, researchers have also sought to understand the multiple identities queer- and trans-spectrum students hold that influence their realities. To show the evolution in how scholars have labeled and examined this community's experiences, the following sections will describe these trends in greater detail.

Expanding research on varying sexualities and genders

In the early 1990s, much of the literature on queer- and trans-spectrum individuals involved published personal accounts from gay and lesbian people (Graves, 2018), together with research that similarly investigated the experiences of these groups (Renn, 2010). As the 1990s continued, empirical studies completed at collegiate institutions started to research bisexual students under the umbrella of LGB, especially in the late 1990s (e.g., Love, 1998; Rhoads, 1997). Moving from homosexual and gay/lesbian to lesbian, gay, and bisexual represented a paradigmatic shift away from thinking of queer-spectrum collegians as a monolithic group, striving to comprehend the nuances that come with various sexualities (Rhoads, 1997).

The beginning of the 21st century then signaled another substantial change in how researchers conceptualized queer- and trans-spectrum student experiences. Specifically, a growing amount of literature in the early 2000s attended to the lives of trans-spectrum individuals on college campuses (e.g., Beemyn, 2003b; Bilodeau, 2005; McKinney, 2005). Although some scholars utilized samples exclusively comprised of trans-spectrum students, others grouped this population alongside sexual minorities, leading to the rise of research on LGBT students (e.g., Brown et al., 2004; Ivory, 2005). Yet, researchers warned against seeing queer- and trans-spectrum experiences as homogeneous, arguing that substantial differences exist between how people negotiate their gender identity and sexuality in college (Dilley, 2003).

The period between 2000 and 2010 also represented a time when scholars in higher education began to utilize the term 'queer' as a way to depict the fluidity of sexuality and gender, as well to describe an identity category. Using influences from queer theory allowed researchers to destabilize static understandings of sexuality and gender, leading to new ways of comprehending queer- and trans-spectrum individuals in colleges and universities (e.g., Abes and Kasch, 2007; Dilley, 2002). For example, Dilley (2002) used queer theory to describe the ways that sexual identity was fluid for non-heterosexual men navigating college campuses and other environments. This interest in seeing identity as more expansive led to the more regular inclusion of 'Q' in the abbreviation LGBTQ (though at times, the 'Q' refers to 'questioning'). Nevertheless, as Garvey (2017) argued, a tension exists in using 'queer' as an identity category in itself, especially in quantitative studies, because it may resist the very fluidity that queerness hopes to communicate. While some apply LGBTQ as an umbrella term, others opt for 'queer' as a label that describes people who contest normalized heterosexual and gender categories (Marine, 2011). As ideas about sexuality and gender continued to develop, researchers in higher education progressively shined a light on previously under-researched populations on the queer- and trans-spectrum.

In Renn's (2010) manuscript on the state of LGBT and queer research, she argued that certain demographics remained understudied in higher education. In essence, much of the scholarship prior to 2010 pertained to the LGBTQ abbreviation, and more often than not, those who were LGBQ. Yet, in this past decade, scholars have taken a particular interest in understanding the experiences of those who identify with identities outside of the LGB umbrella. For example, researchers have steadily included pansexual students in qualitative (King, 2011; Vaccaro and Newman, 2017) and quantitative studies (Garvey et al., 2018c). Furthermore, researchers have sought to comprehend how asexual collegians navigate experiences during college (Mollet and Lackman, 2018). In particular, Mollet and Lackman (2018) revealed how asexual students may feel as though they do not belong under the umbrella of the LGBTQ community with some participants stating that the abbreviation should read 'LGBTQA' ('A' standing for asexuality and not ally). This body of research ultimately showcases the political nature that naming holds in literature on queer- and trans-spectrum communities in higher education, especially as it pertains to who has the privilege of being included.

Another example of a previously under-researched population concerned the experiences of trans-spectrum students. Though research on these collegians slowly appeared between 2000 and 2010, Renn (2010) contended that a lack of scholarship still existed

about this population of students. After the publication of Renn's (2010) manuscript, researchers such as Catalano (2015, 2017), Jourian (2017, 2018), and Nicolazzo (2016, 2017) largely contributed to this gap in the literature. Significantly, these scholars added complex understandings of trans-spectrum people in higher education by taking a pointed focus on trans men (Catalano, 2015, 2017), trans*masculine individuals (Jourian, 2017, 2018), and those who identify as nonbinary (Nicolazzo, 2016). Rather than investigate transgender student experiences broadly, these scholars examined specific sub-demographics along the trans-spectrum. What these studies reveal is that over the last 30 years, a shift has occurred away from binary categories towards scholarship that explores the different identities that exist on the queer- and trans-spectrum. Yet, it is important to note that literature in higher education has increasingly discussed how sexuality and gender intersect with other social identities, providing additional nuance to how professionals understand this population.

Within-group differences in queer- and trans-spectrum communities

As research in higher education has progressively evolved, scholars have revealed the within-group differences that exist in queer- and trans-spectrum groups. The majority of this scholarship emerged in the 21st century, though some exceptions do exist (e.g., Dumas, 1998; Wall and Washington, 1991). What this area of research communicates is that queer- and trans-students hold other identities that substantially shape their lives as gender and sexual minorities. Importantly, these intersecting identities may lead to students feeling a disconnection from larger queer- and trans-spectrum communities that frequently uphold norms relating to whiteness, able-bodiedness, and class privilege. This literature has most prominently illuminated the interconnections between queer- and trans-spectrum identities and race (Duran, 2018; Johnson and Javier, 2017), spirituality (e.g., Gold and Stewart, 2011; Love et al., 2005; Means, 2017), and ability (e.g., Miller, 2018).

Studies on queer-spectrum students of color began to grow after the 2000s. Rather than grouping these individuals with queer-spectrum individuals as a whole, scholars argued that a need existed to examine the racialized experiences of sexual minorities (Duran, 2018). Initially, the research focused on Black gay men (Henry et al., 2011; Mitchell and Means, 2014). More recent scholarship broadened the 'people of color' demographic to include the experiences of queer-spectrum Latinx/a/o and Asian/Asian American people (Duran, 2018). Regardless of their specific racial identity, the results of these studies suggest queer-spectrum students of color are less likely to adopt the labels of gay or lesbian as these are white social constructs (Goode-Cross and Good, 2008; Patton, 2011). These findings underscore the limitations that come with how students are named in the scholarship, as well as how they are engaged in research and practice in higher education.

At the time of this retrospective, few studies were found that specifically examined the experiences of trans-spectrum students of color (e.g., Garvey et al., 2019; Jourian, 2017; Nicolazzo, 2016). The paucity of research on trans-spectrum students overall, and more specifically, trans-spectrum students of color in higher education leads to a lack of understanding of these students' challenges in navigating higher education. Similarly,

Duran (2018) noted that scholars have yet to substantially study the lives of Native queer and two-spirit people on college campuses. Though exceptions do exist (see Martin, 2013), the experiences of those who identify as Indigenous and within queer- and trans-spectrum communities is another area rich for exploration.

In addition to race, recent studies have illuminated the interconnections between spirituality and queer-spectrum communities (e.g., Gold and Stewart, 2011; Love et al., 2005; Means, 2017). A large portion of this scholarship articulated how having a spiritual background may lead to increased tension in reconciling one's sexual minority identity. Additionally, recent work considered how race, spirituality, and queer-spectrum identities collectively affect a student's connection to their sexuality (e.g., Means, 2017). Finally, another intersection that has begun emerging in the past decade concerns the relationship between ability status and queer-spectrum identities. Specifically, research such as Miller (2018) illuminated the varying ways that queer-spectrum students with disabilities perceive their multiple marginalized identities. Though some collegians saw their identities as intersectional or interactive, others believed that their identities were incompatible or that the compounding effect of having a disability and identifying as sexual minorities meant they could not relate to other queer-spectrum individuals. Yet, in looking at the research pertaining to spirituality and ability, few prominent studies interrogate the relationship between these identities and trans-spectrum individuals. Recognizing that spirituality and ability status can influence how connected trans-spectrum students feel to the larger queer- and trans-spectrum community signifies a need for additional research on this topic. Not only have researchers expanded the view of who queer and trans-spectrum people are since the 1990s, they have also investigated the role that collegiate environments play in the lives of this population.

Queer- and trans-spectrum students in collegiate environments

In addition to focusing inwardly on the identities and experiences of queer- and trans-spectrum students, higher education scholars have focused outwardly on the ways in which these students interact with college and university environments. However, summarizing the influence of collegiate environments on queer- and trans-spectrum student experiences is daunting in its scope for several reasons. First, postsecondary institutions are dynamic systems with nested ecological structures. Renn and Arnold (2003) posited that students' experiences are a result of the interaction between unique environmental systems in which they live and interact, emphasizing peer culture and student environments. These environments are conceptualized in terms of nested systems, and include microsystems (i.e., influential groups in which students belong), mesosystems (i.e., interactions of students' microsystems), exosystems (i.e., laws, policies, and structures), macrosystems (i.e., pervasive cultural norms and systems), and the chronosystem (i.e., historical conditions and events). Such an ecological approach enables researchers and policymakers to examine queer and trans student experiences in higher education sociologically, examining the interrelatedness of individual and interpersonal narratives, policies and resources for queer- and trans-spectrum students in higher education (e.g., student services, all-gender housing), and state and federal laws (e.g., Title IX, nondiscrimination laws).

Second, the historical exclusion of sexuality and trans identities in federal and state government data collection, higher education datasets from research centers, and institutional data from colleges and universities has hindered the development of studies about queer- and trans-spectrum students. For example, Garvey (2014) conducted a study to explore highly-used higher education and student affairs survey instruments from 2010 to 2012 and found that of the 10 most widely used survey instruments, only four asked about sexual identity and two included transgender identity. Without national data, higher education researchers have had difficulty examining the influence of college environments on queer- and trans-spectrum student experiences, which has drastic consequences for institutional advocacy, policy reform, and resource allocation (Rankin and Garvey, 2015).

In the following sections, we overview campus climate as an influential concept that has shaped scholars' understanding of queer- and trans-spectrum students' experiences within campus environments. We first introduce campus climate conceptually and theoretically, followed by a closer examination of campus climate perceptions among queer- and trans-spectrum students. This section closes with an overview of two environmental influences among queer- and trans-spectrum students that have been heavily studied among higher education scholars: housing accommodation and academic environments.

Campus climate

In her historical overview of existing literature addressing LGBTQ issues in higher education, Renn (2010) identified that since the 1980s, a large body of scholarship has focused on campus climate experiences and perceptions. Campus climate describes 'the cumulative attitudes, behaviors, and standards of employees and students concerning access for, inclusion of, and level of respect for individual and group needs, abilities, and potential' (Rankin, 2005: 17). Campus climate is an integral component of undergraduate student experiences because of its strong relationship with student success and persistence (Mayhew et al., 2016). Campus climate has been used conceptually to explore experiences with discrimination across roles (e.g., students, faculty, staff) and through individual and multiple social identities, including queer- and trans-spectrum people in higher education.

Queer- and trans-spectrum campus climate

As noted earlier, before 2005, data availability and the complexity of studying college environments limited national studies about queer- and trans-student experiences. Within the past 15 years, several large-scale survey designs have paved a recent trajectory for research examining queer- and trans-spectrum student success within curricular and co-curricular environments. In 2003, Rankin developed a national campus LGBT climate study in partnership with the National Gay and Lesbian Task Force. Her study examined the experiences of LGBT people, their perceptions of campus climate, and perceptions of institutional responses to LGBT issues and concerns. The respondent sample included 1669 LGBT student respondents across 14 colleges and universities in the USA, and was the largest sampling completed at the time. Rankin et al. (2010) continued the earlier

work of Rankin (2003) with the *State of Higher Education for LGBT People*, which was the most comprehensive national research study of its kind and included over 5000 LGBTQ students, faculty, staff, and administrators. The expansion of experiences across institutional positions and a heightened focus on the intersections of racial, sexual, and gender identity provided richer understandings of climate among queer- and trans-spectrum individuals in higher education.

Two other queer- and trans-specific national studies have also contributed to the depth of utilized concurrent, mixed methods. *The National Study of LGBTQ+ Student Success* (Pitcher et al., 2018) examined personal and environmental factors that contribute to academic, social, and personal success for LGBTQ college and university students in the USA. Participant recruitment occurred at the 2013 Midwest Bisexual Lesbian Gay Transgender Ally College Conference as well as from online LGBTQ networks, and included 952 respondents for the survey and 60 for individual interviews. *The National LGBTQ Alumnx Survey* was administered in 2014 and enabled respondents to provide quantitative and narrative insights regarding their experiences as LGBTQ undergraduate students and graduates (Garvey, 2016). The survey focused on five interrelated topics: demographic information, undergraduate student experiences, alumnx experiences, and philanthropy/giving. The total response for the survey was 3121 and included participants from all 50 states and Puerto Rico.

What has also contributed to the recent emergence of national studies about queer- and trans-spectrum students within college environments is the addition of sexuality and trans demographic questions in national higher education surveys. Pascarella and Terenzini (2005) noted the importance of national surveys in higher education research, writing that '[A] number of national [American] data sets, which produce a substantial portion of the evidence on the impact of college on students, have become targets of opportunity for large numbers of social scientists' (p. 15). Notably, the *National Survey of Student Engagement*, administered by the Center for Postsecondary Research at Indiana University, added sexuality and trans demographic questions in 2014 (Indiana University School of Education, n.d.). The 2015 *Freshman*[1] *Survey* administered by the Higher Education Research Institute allowed students to identify their sexual orientation and/or trans identity for the first time in the survey's history (Eagan et al., 2016). Both surveys opened ample opportunities for higher education scholars to have large-scale nationally representative samples to explore the role of campus environments in queer- and trans-student experiences and outcomes.

Queer- and trans-spectrum students in US college/university environments

Particularly in regard to the experience of queer- and trans-spectrum students, current campus climate research discourse presents a grand narrative of progressive change, greater access to resources, increased programming, and growing multicultural competence (Fine, 2012; Marine, 2011; Rankin et al., 2015). Garvey et al. (2017) examined campus climate perceptions from alumnx across 3121 LGBTQ undergraduate students who graduated from 1944 through 2013 and found differences in LGBTQ student

campus climate perceptions across generations. Their results highlighted key academic experiences, co-curricular experiences, and institutional environments as influential to LGBTQ student climate perceptions, and empirical evidence that demonstrated generational progress and improved perceptions of campus climate for LGBTQ students.

Studies about queer- and trans-student campus climate perceptions have continued to center on three areas: perceptions and experiences of LGBTQ people, perceptions about LGBTQ people and their experiences, and the status of policies and programs designed to serve LGBTQ collegians (Renn, 2010). Consistent with Rankin and Reason's (2008) transformational tapestry model, there are two key environmental influences that have been heavily studied among higher education scholars examining queer- and trans-spectrum students: university policy/services and curriculum/pedagogy. Below are examples of relevant variables within both key environmental influences, including housing accommodations and academic disciplines.

Regarding university policies and services, a substantial body of scholarship has focused on housing accommodation and a restrictive binary structure for students living on campus (Fanucce and Taub, 2010; Kortegast, 2017). The oppressive gendered contexts of housing have negative implications for queer- and trans-spectrum students because these individuals encounter discrimination within residence life (Kortegast, 2017). Specifically, trans-spectrum students suffer heterogendered housing practices and policies that force them to either live by themselves or leave campus (Bilodeau, 2009; Nicolazzo and Marine, 2015; Pryor et al., 2016). Encouraging queer- and trans-spectrum students to move off-campus is an ineffective solution to serving these individuals because among all students, those who live off-campus experience more social isolation and less access to campus resources (Mayhew et al., 2016). In recent years, scholars have begun exploring gender-inclusive housing as an intentional – rather than promising – strategy (Nicolazzo et al., 2018) to promote more welcoming environments for trans- and queer-spectrum collegians (Garvey et al., 2018b).

Numerous scholars have documented the negative experiences of LGBTQ college students in academic environments (Billimoria and Stewart, 2009; Gortmaker and Brown, 2006; Linley and Nguyen, 2015; Patridge et al., 2014; Sevecke et al., 2015). Academic disciplines have great influence on queer- and trans-spectrum student outcomes because they are a critical microclimate of students' college environments (Vaccaro, 2012). On the one hand, certain disciplines may be chilly and uninviting for queer- and trans-spectrum students, including science, technology, engineering, and math (STEM) majors (Patridge et al., 2014). On the other hand, other disciplines like the social sciences and humanities are typically more welcoming of LGBTQ people (Brown et al., 2004). Negative academic experiences may lead queer- and trans-spectrum students to feel silenced and detached from classroom dynamics (Renn, 2010). These students may feel invisible as they do not see their experiences or identities represented in curricula (Gortmaker and Brown, 2006; Linley and Nguyen, 2015; Patridge et al., 2014; Renn, 2010). Negative experiences and unfair treatment by faculty then impact queer- and trans-spectrum students' perceptions of climate and likelihood of leaving campus (Tetreault et al., 2013). Conversely, validating practices inside and outside the classroom (e.g., introducing inclusive language, creating community standards) also contribute to

student involvement and, ultimately, student persistence (BrckaLorenz et al., 2017; Garvey and Inkelas, 2012; Garvey et al., 2018a, 2018d).

Academic and health outcomes

As noted earlier, the research examining the experiences and perceptions of queer-spectrum and trans-spectrum students in US higher education has increased significantly in the last three decades. From 1990 to 2004, scholarship focused exclusively on the 'number' of queer-spectrum students and the 'prevalence' of harassment and discrimination that they faced on campus (Rankin, 2003). The years between 2005 and 2010 brought increased visibility of sexual and gender minorities and the emergence of research examining the experiences of trans-spectrum students and literature examining intersecting identities (e.g., racial identity, spiritual identity, disability status; see Marine [2011] for a comprehensive review). Despite increased visibility and growth in the amount of research, very few queer-spectrum and trans-spectrum focused studies found their way into top-tiered higher education journals. In 2010, Renn offered that the available research was based on prevalence and that future research should focus on how the climate on college campuses influenced specific outcomes. The research focused on students' experiences and needs (e.g., Cegler, 2012; Rankin et al., 2010; Strayhorn et al., 2008), yet little was known about the consequences of campus climate on student outcomes, including persistence to remain at an institution.

More recently (2012–2018), there is a growing body of work that examines queer-spectrum students' health outcomes relative to their experiences (e.g., Silverschanz et al., 2008; Woodford et al., 2012) and academic outcomes (Garvey et al., 2018d). Trans-spectrum students' experiences and relationships to academic (Woodford et al., 2017) and health outcomes (Woodford et al., 2018) are also now being explored, though substantially less than their queer-spectrum counterparts.

Currently, the US national landscape is shifting, as leading higher education research centers have begun to incorporate sexual identity and gender identity demographic variables into their respective instruments. In 2017, the Tyler Clementi Center partnered with the Center for Postsecondary Research at Indiana University, the Higher Education Research Institute at UCLA, the SERU-AAU Consortium led by UC-Berkeley and U-MN, the American College Health Association, and Rankin and Associates on a study of queer-spectrum and trans-spectrum student experiences in higher education.

The study examined queer-spectrum and trans-spectrum student responses on the National Survey of Student Engagement [NSSE] (2017), the Undergraduate Student Experience at the Research University Survey (Center for Studies in Higher Education [CSHE], 2017), the American College Health Association-National College Health Assessment (ACHA, 2016), and the four surveys conducted by the Higher Education Research Institute (2016), including The Freshman Survey, the Your First College Year Survey, the Diverse Learning Environments Survey, and the College Senior Survey. Combined, these analyses included the responses of 66,208 queer-spectrum students and 6607 trans-spectrum students at 918 unique four-year institutions across the USA – the largest study of this population ever undertaken (Greathouse et al., 2018).

Based upon the analysis conducted across these seven national survey instruments, it is clear that queer-spectrum and trans-spectrum student experiences are different than those of heterosexual and cisgender students across climate, health, and academic engagement. Of particular concern are findings relevant to self-assessed mental health, rates of depression and suicidal ideation, perceptions of respect for variance in sexual orientation or gender identity on each student's respective campus, frequency of exposure to harassment and discrimination, choice of major, and the differences in academic disengagement despite the engagement of integrative and reflective learning behaviors. Following is a summary of the campus climate, academic outcomes, and health outcomes across the seven surveys.

Academic outcomes

Although not directly measured, queer-spectrum students (29%) and trans-spectrum students (53%) were more likely to take a 'break of at least one term' because they felt they did not fit in on campus. In contrast, 23% of heterosexual students and 34% of cisgender students felt similarly. Twenty-nine percent of queer-spectrum students and 40% of trans-spectrum students indicated that they had considered dropping out of school. Half (50%) of queer-spectrum students and 63% of trans-spectrum students turned in coursework late compared to 37% of heterosexual students and 39% of cisgender students. Interestingly, reported GPAs (grade point averages) were very similar between groups.

Health outcomes

The significant differences in health outcomes among queer-spectrum and trans-spectrum students were alarming (Figures 1 and 2). Thirty-nine percent of queer-spectrum first-year students and 52% of trans-spectrum first-year students rated their emotional health as 'below average' compared to 12% of heterosexual first-year students and 14% of first-year cisgender students. Twenty-five percent of queer-spectrum students compared to 15% of heterosexual students reported feeling isolated on campus. Similarly, trans-spectrum students (32%) felt more isolated than their cisgender peers. Four out of five queer-spectrum students felt 'very sad' in the last 12 months and three out of five reported that they were so depressed that it was difficult to function. Among trans-spectrum students, three out of four felt 'very sad' in the last 12 months and one out of two reported that they were so depressed that it was difficult to function. Alarmingly, queer-spectrum students engaged in self-injury in the previous year at three times the rate (17%) of their heterosexual peers (5%). Trans-spectrum students engaged in self-injury in the previous year at over three times the rate (20%) of their cisgender peers (6%). One in five queer-spectrum students (22%) and one in four trans-spectrum students (26%) had seriously considered suicide in the past year. Comparatively, 8.2% of heterosexual students, and 8.5% of cisgender students had seriously considered suicide in the past year.

With only one exception, queer-spectrum students reported higher rates of alcohol, tobacco, and other drug use than their heterosexual peers. In the case of both marijuana and tobacco products, 50% more queer-spectrum students than straight students reported

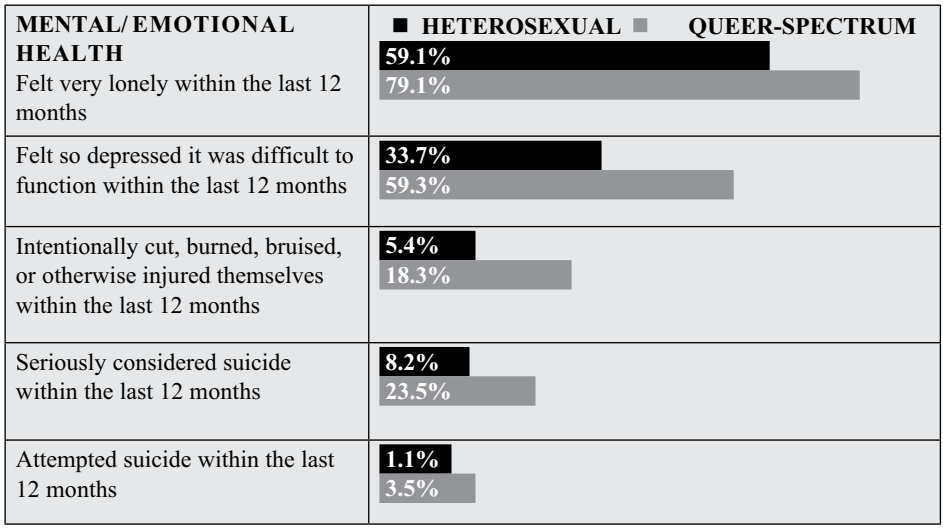


Figure 1. Comparison of mental/emotional health and self-injurious behaviors of straight/heterosexual and queer-spectrum students (2017).

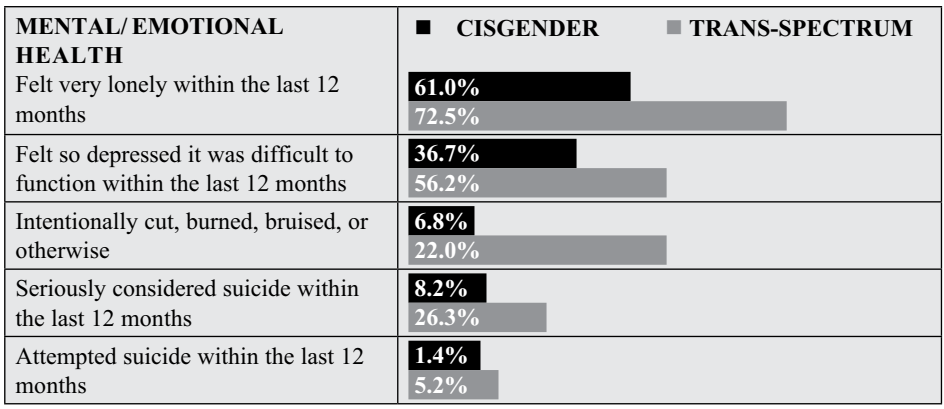


Figure 2. Comparison of mental/emotional health and self-injurious behaviors of cisgender and trans-spectrum students (2017).

using in the last 30 days. Though the overall proportion of students using ecstasy, methamphetamine, opioids, and the misuse of prescription medication is relatively low in general, the differences between queer-spectrum students and their heterosexual peers are concerning. The rate of ecstasy and other club drug use in the last 30 days was twice as high for queer-spectrum students, and the rates of methamphetamine and other amphetamine use in the last 30 days was more than twice as high for queer-spectrum students. The use of prescription opioids coupled with sedative use increases the risk of

Table 1. Comparison of academic impediments of straight/heterosexual and queer-spectrum students (2017).

Academic impediments	Straight/Heterosexual	Queer-spectrum
Anxiety	22.1%	39.1%
Depression	14.0%	31.8%
Discrimination	0.9%	4.2%
Drug use	1.6%	3.8%
Eating disorder/problem	1.2%	3.0%
Finances	6.6%	10.8%
Roommate difficulties	5.8%	9.2%
Stress	32.0%	45.3%

an opioid overdose. The rates of queer-spectrum students reporting the misuse of both prescription opioids and prescription sedatives within the last 12 months was double that of their heterosexual peers. Mirroring many of the findings among queer-spectrum students, trans-spectrum students reported higher rates of alcohol, tobacco, and other drug use than their cisgender peers. The one exception is that a slightly smaller proportion of trans-spectrum students reported using alcohol in the last 30 days than did their cisgender peers. Although the overall proportion of students using ecstasy, methamphetamine, opioids, and the misuse of prescription medication is low, the differences between trans-spectrum students and their cisgender peers are of similar concern as findings for queer-spectrum peers and their straight counterparts. The rates of ecstasy and other club drug use in the last 30 days was twice as high for trans-spectrum students, and the rates of methamphetamine and other amphetamine use in the last 30 days was more than twice as high for trans-spectrum students. The use of prescription opioids coupled with sedative use increases the risk of an opioid overdose. The rates of trans-spectrum students reporting the misuse of both prescription opioids and prescription stimulants within the last 12 months was double that of their cisgender peers.

Students were asked about several things that might negatively impact their academic performance. Queer-spectrum students reported that anxiety and stress negatively impacted their academics at higher rates than their heterosexual peers. The differences were even greater for financial problems and roommate difficulties (nearly twice the rate), depression (twice the rate), drug use (more than twice the rate), eating disorders (two and a half times the rate), and discrimination (more than four times the rate) for queer-spectrum students than for their heterosexual peers (see Table 1).

Trans-spectrum students reported that anxiety and stress negatively influenced their academics at higher rates than their cisgender peers. The differences were even greater for financial problems and roommate difficulties (nearly twice the rate), depression (over twice the rate), drug use (twice the rate), eating disorders (nearly three times the rate), and discrimination (six times the rate) for trans-spectrum students than for their cisgender peers. Trans-spectrum students also reported discrimination as an academic impediment at higher rates than their queer-spectrum counterparts (see Table 2).

Table 2. Comparison of academic impediments of cisgender trans-spectrum students (2017).

Academic impediments	Cisgender	Trans-spectrum
Anxiety	23.8%	39.5%
Depression	15.5%	33.7%
Discrimination	1.2%	7.3%
Drug use	1.8%	3.9%
Eating disorder/problem	1.4%	4.1%
Finances	7.1%	13.1%
Roommate difficulties	6.1%	11.1%
Stress	33.4%	44.3%

Conclusion

The past 30 years represent a significant growth in scholarship focusing on queer-spectrum and trans-spectrum students in higher education. As offered in this US retrospective, researchers have progressively shed light on different populations within queer- and trans-spectrum communities, and have increasingly examined how these individuals perceive their collegiate environments. Despite this rise in scholarship, recent literature on academic and health outcomes reveals that US higher education institutions continue to fall short on their promise to accept and nurture queer- and trans-spectrum students. For example, based upon the analyses conducted by Greathouse et al. (2018), across seven US national survey instruments, it is clear that queer-spectrum and trans-spectrum students' experiences continue to be disparate to those of their heterosexual and cisgender peers across health and academic engagement.

The overt climate of fear that existed on US college campuses prior to the 1990s still lingers today and thus negatively shapes the experiences of queer- and trans-spectrum students (Beemyn, 2003a; Graves, 2018; Marine, 2011; Renn, 2010). Additionally, this retrospective underscores the reality that mere visibility will not address the oppressive settings present for queer-spectrum and trans-spectrum communities in higher education settings. Institutions of higher education must continue to examine outcomes beyond grade point average, retention, and graduation rates to measure student success. When only 75% of queer-spectrum students and 65% of trans-spectrum students report feeling a sense of belonging on campus, higher education is obligated to take notice. We encourage higher education leaders to review policies and programs at their respective institutions, speak with queer-spectrum and trans-spectrum students about their experience on campus, and engage all members of the campus community in the creation and maintenance of an affirming and nurturing campus climate for all.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Note

1. *Freshman* is not a gender inclusive term and is subject to criticism regarding genderism (Bilodeau, 2009).

ORCID iD

Susan Rankin https://orcid.org/0000-0003-4783-7556

References

Abes ES and Kasch D (2007) Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development* 48(6): 619–636.

American College Health Association (ACHA) (2016) *National College Health Assessment, spring 2016*. Unpublished raw data. Hanover, MD: American College Health Association.

Beemyn B (2003a) The silence is broken: A history of the first lesbian, gay, and bisexual college student groups. *Journal of the History of Sexuality* 12(2): 205–223.

Beemyn B (2003b) Serving the needs of transgender college students. *Journal of Gay and Lesbian Issues in Education* 3(1): 33–49.

Billimoria D and Stewart AJ (2009) 'Don't ask, don't tell': The academic climate for lesbian, gay, bisexual, and transgender faculty in science and engineering. *NWSA Journal* 21(2): 85–99.

Bilodeau BL (2005) Beyond the gender binary: A case study of two transgender college students at a Midwestern research university. *Journal of Gay and Lesbian Issues in Education* 3(1): 29–44.

Bilodeau B (2009) *Genderism: Transgender Students, Binary Systems and Higher Education*. Saarbrüken: VDM Verlag Dr. Müller Aktiengesellschaft & Co. KG.

BrckaLorenz A, Garvey JC, Hurtado SS and Latopolski KS (2017) High-impact practices and student-faculty interactions for gender variant students. *Journal of Diversity in Higher Education* 10(4): 350–365.

Brown RD, Clarke B, Gortmaker V and Robinson-Keilig R (2004) Assessing the campus climate for gay, lesbian, bisexual, and transgender (GLBT) students using a multiple perspectives approach. *Journal of College Student Development* 45(1): 8–26.

Catalano DC (2015) 'Trans enough?': The pressures trans men negotiate in higher education. *TSQ: Transgender Studies Quarterly* 2(3): 411–430.

Catalano DCJ (2017) Resisting coherence: Trans men's experience and the use of grounded theory methods. *International Journal of Qualitative Studies in Education* 30(3): 234–244.

Cegler TD (2012) Targeted recruitment of GLBT students by colleges and universities. *Journal of College Admission* 215: 18–23.

CSHE (Center for Studies in Higher Education) (2017) *2016 Undergraduate Student Experience in the Research University Survey*. Berkeley: University of California Berkeley.

Dilley P (2002) *Queer Man on Campus: A History of Non-heterosexual College Men, 1945–2000*. New York: Routledge.

Dilley P (2003) LGBTQ research in higher education: A review of journal articles, 2000–2003. *Journal of Gay and Lesbian Issues in Education* 2(2): 105–116.

Dumas MJ (1998) Coming out/coming home: Black gay men on campus. In: Sanlo RL (ed.) *Working with Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators*. Westport, CT: Greenwood Press, pp. 79–88.

Duran A (2018) Queer *and* of color: A systematic literature review on queer students of color in higher education scholarship. *Journal of Diversity in Higher Education*. Epub ahead of print. DOI: 10.1037/dhe0000084

Eagan K, Stolzenberg EB, Bates AK et al. (2016) *The American Freshman: National Norms: Fall 2015*. Los Angeles: University of California, Los Angeles, Higher Education Research Institute.

Fanucce ML and Taub DJ (2010) The relationship of homonegativity to LGBT students' and non-LGBT students' perceptions of residence hall climate. *The Journal of College and University Student Housing* 36(2): 25–41.

Fine LE (2012) The context of creating space: Assessing the likelihood of college LGBT center presence. *Journal of College Student Development* 53(2): 285–299.

Garvey JC (2014) Demographic information collection in higher education and student affairs survey instruments: Developing a national landscape for intersectionality. In: Mitchell D Jr, Simmons C and Greyerbiehl L (eds) *Intersectionality and Higher Education: Research, Theory, and Praxis*. New York, NY: Peter Lang, pp. 20–216.

Garvey JC (2016) Conceptualization and validation of factors for LGBTQ alumni philanthropy. *Journal of College Student Development* 57(6): 748–754.

Garvey JC (2017) Considerations for queer as a sexual identity classification in education survey research. *Journal of College Student Development* 58(7): 1113–1118.

Garvey JC and Inkelas KK (2012) Exploring relationships between sexual orientation and satisfaction with faculty and staff interactions. *Journal of Homosexuality* 59(8): 116–1190.

Garvey JC, Sanders LA and Flint MA (2017) Generational perceptions of campus climate among LGBTQ undergraduates. *Journal of College Student Development* 58(6): 795–817.

Garvey JC, BrckaLorenz A, Latopolski KS and Hurtado SS (2018a) High-impact practices and student-faculty interactions for students across sexual orientations. *Journal of College Student Development* 59(2): 210–226.

Garvey JC, Chang SH, Nicolazzo Z and Jackson RL (eds) (2018b) *Trans* Policies and Experiences in Housing and Residence Life*. Sterling, VA: Stylus.

Garvey JC, Matsumura JL, Silvis JA et al. (2018c) Sexual borderlands: Exploring outness among bisexual, pansexual, and sexually fluid undergraduate students. *Journal of College Student Development* 59(6): 666–680.

Garvey JC, Squire DD, Stachler B and Rankin SR (2018d) The impact of campus climate on queer-spectrum student academic success. *Journal of LGBT Youth* 15(2): 89–105.

Garvey JC, Mobley SD Jr, Summerville KS and Moore GT (2019) Queer and trans* students of color: Navigating identity disclosure and college contexts. *The Journal of Higher Education* 90(1): 150–178.

Gold SP and Stewart DL (2011) Lesbian, gay, and bisexual students coming out at the intersection of spirituality and sexual identity. *Journal of LGBT Issues in Counseling* 5(3/4): 237–258.

Goode-Cross DT and Good GE (2008) African American men who have sex with men: Creating safe spaces through relationships. *Psychology of Men and Masculinity* 9(4): 221–234.

Gortmaker VJ and Brown RD (2006) Out of the college closet: Differences in perceptions and experiences among out and closeted lesbian and gay students. *College Student Journal* 40(3): 606–619.

Graves K (2018) The history of lesbian, gay, bisexual, transgender, queer issues in higher education. In: Paulsen MB (ed.) *Higher Education: Handbook of Theory and Research*, Vol. 33. New York: Springer, pp. 127–173.

Greathouse M, Brckalorenz A, Hoban M et al. (2018) *A Meta-analysis of Queer-spectrum and Trans-spectrum Student Experiences at US Research Universities: Opportunities for Diversity and Inclusion*. Available at: https://clementicenter.rutgers.edu/news/2018-white-paper/

Henry WJ, Richards EM and Fuerth KM (2011) Black and gay in college: A review of the experiences of students in double jeopardy. *College Student Affairs Journal* 30(1): 63–74.

Higher Education Research Institute (HERI) (2016) *Cooperative Institutional Research Program*. Los Angeles: Higher Education Research Institute at the University of California.

Indiana University School of Education (n.d.) Updated demographic items for NSSE 2014. Available at: http://nsse.indiana.edu/html/updated_demographic_items.cfm

Ivory BT (2005) LGBT students in community college: Characteristics, challenges, and recommendations. In: Sanlo RL (ed.) *Gender Identity and Sexual Orientation: Research, Policy,*

and Personal Perspectives. New Directions for Student Services, No. 111. San Francisco: Jossey-Bass, pp. 61–69.

Johnson JM and Javier G (eds) (2017) *Queer People of Color in Higher Education*. Charlotte, NC: Information Age Publishing.

Jourian TJ (2017) 'Fun and carefree like my polka dot bowtie': Disidentifications of trans*masculine students of color. In: Johnson JM and Javier GC (eds) *Queer People of Color in Higher Education*. Charlotte, NC: Information Age, pp. 123–142.

Jourian TJ (2018) Sexua-romanticised pathways of transmasculine college students in the USA. *Sex Education* 18(4): 360–375.

King AR (2011) Environmental influences on the development of female college students who identify as multiracial/ biracial-bisexual/pansexual. *Journal of College Student Development* 52(4): 440–455.

Kortegast CA (2017) 'But it's not the space that I would need': Narrative of LGBTQ students' experiences in campus housing. *Journal of College and University Housing* 43(2): 58–71.

Linley JL and Nguyen DJ (2015) LGBTQ experiences in curricular contexts. In: Stewart D-L, Renn KA and Brazelton GB (eds) *Gender and Sexual Diversity in U.S. Higher Education: Context and Opportunities for LGBTQ College Students*. New Directions for Student Services, No. 152. San Francisco: Jossey-Bass, pp. 4–53.

Love PG (1998) Cultural barriers facing lesbian, gay, and bisexual students at a Catholic college. *The Journal of Higher Education* 69(3): 298–323.

Love P, Bock M, Jannarone A and Richardson P (2005) Identity interaction: Exploring the spiritual experiences of lesbian and gay college students. *Journal of College Student Development* 46(2): 193–209.

McKinney JS (2005) On the margins: A study of the experiences of transgender college students. *Journal of Gay and Lesbian Issues in Education* 3(1): 63–76.

Marine SB (2011) *Stonewall's Legacy: Bisexual, Gay, Lesbian, and Transgender Students in Higher Education*. ASHE Higher Education Report, Vol. 37. Hoboken, NJ: John Wiley.

Martin C (2013) *The influences of negative educational experiences on health behaviors of gender nonconforming American Indian and Alaska Native people*. Doctoral dissertation, ProQuest Dissertations and Thesis.

Mayhew MJ, Rockenbach AN, Bowman NA et al. (2016) *How College Affects Students: 21st Century Evidence that Higher Education Works*. San Francisco: Jossey-Bass.

Means DR (2017) 'Quaring' spirituality: The spiritual counterstories and spaces of Black gay and bisexual male college students. *Journal of College Student Development* 58(2): 229–246.

Miller RA (2018) Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. *Journal of College Student Development* 59(3): 327–346.

Mitchell D Jr and Means DR (2014) 'Quadruple consciousness': A literature review and new theoretical consideration for understanding the experiences of Black gay and bisexual college men at predominantly White institutions. *Journal of African American Males in Education* 5(1): 23–25.

Mollet AL and Lackman BR (2018) Asexual borderlands: Asexual collegians' reflections on inclusion under the LGBTQ umbrella. *Journal of College Student Development* 59(5): 623–628.

Nash MA and Silverman AR (2015) 'An indelible mark': Gay purges in higher education in the 1940s. *History of Education Quarterly* 55(4): 441–459.

National Survey of Student Engagement (NSSE) (2017) *National Survey of Student Engagement*. Bloomington, IN: Indiana.

Nicolazzo Z (2016) 'It's a hard line to walk': Black non-binary trans* collegians' perspectives on passing, realness, and trans*-normativity. *International Journal of Qualitative Studies in Education* 29(9): 1173–1188.

Nicolazzo Z (2017) *Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion*. Sterling, VA: Stylus.

Nicolazzo Z and Marine SB (2015) 'It will change if people keep talking': Trans* students in college and university housing. *Journal of College and University Student Housing* 42(1): 160–177.

Nicolazzo Z, Marine S and Wagner R (2018) From best to intentional practices: Reimagining implementation of gender-inclusive housing. *Journal of Student Affairs Research and Practice* 55(2): 225–236.

Pascarella ET and Terenzini PT (2005) *How College Affects Students: A Third Decade of Research*, Vol. 2. San Francisco: Jossey-Bass.

Patton LD (2011) Perspectives on identity, disclosure, and the campus environment among African American gay and bisexual men at one historically Black college. *Journal of College Student Development* 52(1): 77–100.

Patridge EV, Barthelemy RS and Rankin SR (2014) Factors impacting the academic climate for LGBQ STEM faculty. *Journal of Women and Minorities in Science and Engineering* 20(1): 75–98.

Pitcher EN, Camacho TP, Renn KA and Woodford MR (2018) Affirming policies, programs, and supportive services: Using an organizational perspective to understand LGBTQ+ college student success. *Journal of Diversity in Higher Education* 11(2): 117–132.

Pryor JT, Ta D and Hart J (2016) Searching for home: Transgender students and experiences with residential housing. *College Student Affairs Journal* 34(2): 43–60.

Rankin S (2003) *Campus Climate for LGBT People: A National Perspective*. New York: National Gay and Lesbian Task Force Policy Institute.

Rankin SR (2005) Campus climates for sexual minorities. In: Sanlo RL (ed.) *Gender Identity and Sexual Orientation: Research, Policy, and Personal*. New Directions for Student Services, No. 111. San Francisco: Jossey-Bass, pp. 17–23.

Rankin S and Garvey JC (2015) Identifying, quantifying, and operationalizing queer spectrum and trans-spectrum students: Assessment and research in student affairs. In: Stewart D, Renn KA and Brazelton GB (eds) *Gender and Sexual Diversity in U.S. Higher Education: Contexts and Opportunities for LGBTQ College Students*. New Directions for Student Services, No. 152. San Francisco: Jossey-Bass, pp. 73–84.

Rankin S and Reason R (2008) Transformational tapestry model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education* 1(4): 262–274.

Rankin SR, Weber G, Blumenfeld W and Frazer S (2010) *2010 State of Higher Education for Lesbian, Gay, Bisexual, and Transgender People*. Charlotte, NC: Campus Pride.

Rankin S, Weber G and Garvey J (2015) LGBTQIAA: From invisibility to visibility: Queer-spectrum and trans-spectrum college students. In: Sasso PA and DeVitis JL (eds) *Today's College Students: A Reader*. New York: Peter Lang, pp. 165–182.

Renn KA (2010) LGBT and queer research in higher education: The state and status of the field. *Educational Researcher* 39(2): 132–141.

Renn KA and Arnold KD (2003) Reconceptualizing research on college student peer culture. *Journal of Higher Education* 74(3): 261–291.

Rhoads RA (1997) A subcultural study of gay and bisexual college males: Resisting developmental inclinations. *Journal of Higher Education* 68(4): 460–482.

Sevecke JR, Rhymer KN, Almazan EP and Jacob S (2015) Effects of interaction experiences and undergraduate coursework on attitudes toward gay and lesbian issues. *Journal of Homosexuality* 62(6): 821–840.

Silverschanz P, Cortina L, Konik J and Magley V (2008) Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. *Sex Roles* 58(3–4): 179–191.

Strayhorn TL, Blakewood AM and DeVita JM (2008) Factors affecting the college choice of African American gay male undergraduates: Implications for retention. *NASPA Journal* 11(1): 88–108.

Tetreault PA, Fette R, Meidlinger PC and Hope D (2013) Perceptions of campus climate by sexual minorities. *Journal of Homosexuality* 60(7): 947–964.

Tierney WG and Dilley P (1998) Constructing knowledge: Educational research and gay and lesbian studies. In: Pinar WF (ed.) *Queer Theory in Education*. New York: Routledge, pp. 49–72.

Turner AM (2015) History is written by the victors: Why the LGBTQ movement needs a nuanced history. *Campus Pride*, 26 October. Available at: www.campuspride.org/history-is-written-by-the-victors-why-the-lgbtq-movement-needs-a-more-nuanced-history/

Vaccaro A (2012) Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. *Journal of Student Affairs Research and Practice* 49(4): 429–446.

Vaccaro A and Newman BM (2017) A sense of belonging through the eyes of first-year LGBPQ students. *Journal of Student Affairs Research and Practice* 54(2): 137–149.

Wall VA and Washington J (1991) Understanding gay and lesbian students of color. In: Evans NJ and Wall VA (eds) *Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus*. Alexandria, VA: American College Personnel Association, pp. 67–78.

Woodford MR, Krentzman AR and Gattis MN (2012) Alcohol and drug use among sexual minority college students and their heterosexual counterparts: The effects of experiencing and witnessing incivility and hostility on campus. *Substance Abuse and Rehabilitation* 3: 11–23.

Woodford MR, Joslin JY, Pitcher EN and Renn KA (2017) A mixed-methods inquiry into trans* environmental microaggressions on college campuses: Experiences and outcomes. *Journal of Ethnic and Cultural Diversity in Social Work* 26(1–2): 95–11.

Woodford MR, Weber G, Nicolazzo Z et al. (2018) Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus. *Journal of College Student Development* 59(4): 421–438.

Wright W (2005) *Harvard's Secret Court: The Savage 1920 Purge of Campus Homosexuals*. New York: St Martin's Press.

Author biographies

Susan Rankin retired from the Pennsylvania State University in 2013 where she served as an Associate Professor of Education and Associate in the Center for the Study of Higher Education. Dr Rankin has presented and published widely on the intersections of identities and the impact of sexism, genderism, racism and heterosexism in the academy and in intercollegiate athletics.

Jason C Garvey is an Associate Professor of Higher Education and Student Affairs Administration at the University of Vermont. His research examines student affairs and college classroom contexts primarily using quantitative methods, with particular attention to queer and trans collegians.

Antonio Duran is an Assistant Professor of Administration of Higher Education at Auburn University. Shaped by his own identities as a queer Latino man, Antonio's research interests focus on the experiences of queer and transgender students of color on college campuses.

Résumé

A Retrospective of LGBT issues on U.S. College Campuses: 1990-2020 (IS-19-0012)

Dans cette brève rétrospective relative aux questions LGBT sur les campus des universités américaines entre 1990 et 2020, nous passons d'abord en revue les profonds changements intervenus dans le langage utilisé pour « définir » les personnes au sein de ces communautés. Étant donné le caractère fluide et évolutif du langage employé dans les communautés sexuelles et de genre minoritaires, il apparaît fondamental d'examiner comment les membres de ces communautés sont désignés, et qui se retrouve par là-même en position centrale. Nous employons les expressions *queer-spectrum* (« spectre *queer* ») et *trans-spectrum* (« spectre *trans* ») pour respecter la façon dont chaque personne choisit de s'identifier plutôt que de les placer dans des catégories fixes et socialement construites de sexualité et de genre. Puis nous étudions comment la conjoncture a évolué dans l'enseignement supérieur afin de soutenir les étudiants qui se situent sur le spectre *queer* et *trans*. Enfin, nous nous intéressons à la recherche portant sur le vécu de ces étudiants sur leur campus et l'influence de la conjoncture sur des résultats spécifiques. À travers cette rétrospective, il apparaît nécessaire que les chercheurs qui s'intéressent à l'enseignement supérieur continuent d'étudier les résultats qui faciliteront la réussite des populations étudiantes qui se situent sur le spectre *queer* et *trans*.

Mots-clés

Enseignement supérieur, homosexualité, justice sociale, sexualité

Resumen

A Retrospective of LGBT issues on U.S. College Campuses: 1990-2020

En esta breve retrospectiva de temas LGBT en los campus universitarios de EE. UU. entre 1990 y 2020, primero se revisan los profundos cambios en el lenguaje utilizado para "definir" a las personas dentro de estas comunidades. Teniendo en cuenta el carácter fluido y evolutivo del lenguaje que se utiliza en las comunidades de minorías sexuales y de género, es crucial examinar cómo se nombra a los miembros de estas comunidades y quiénes se encuentran en la posición central como consecuencia de ese etiquetaje. Se usan los términos *queer-spectrum* (espectro *queer*) y *trans-spectrum* (espectro *trans*) para reconocer cómo los individuos eligen identificarse a sí mismos en lugar de ubicarlos en categorías fijas de sexualidad y género socialmente establecidas. A continuación, se explora cómo ha cambiado el clima en la educación superior para apoyar a los estudiantes de espectro *queer* y *trans*. Finalmente, se examina la investigación sobre cómo los estudiantes de espectro *queer* y *trans* viven su experiencia en los campus y la influencia del clima en algunos resultados específicos. Esta retrospectiva sostiene que los estudiosos de la educación superior deben continuar examinando los resultados que facilitan el éxito para las poblaciones de estudiantes de espectro *queer* y *trans*.

Palabras clave

Educación superior, homosexualidad, justicia social, sexualidad

UNION
UNIVERSITY

Campus Life Handbook

2020-21

Union University
1050 Union University Dr.
Jackson, Tennessee 38305
731.668.1818

TABLE OF CONTENTS

Dear Union Family:

I am so glad that you have chosen to be part of the Union community! The Student Life Team at Union invites you into an engaging and intentional educational atmosphere where you will have the opportunity to encounter God, experience community and engage culture. Whether you are a new or returning student, we look forward to getting to know you better, to hear your stories, and to encourage you in this journey.

My goals for you this year are threefold: First and foremost, that you would continue to develop an authentic, life-altering relationship with Jesus Christ; second, that you would thrive academically and get excited about your courses and about how God is preparing you for service to His Kingdom; and third, that you actively partner with us to create a Bonhoeffer-type community in this place where we do "life together" very well. Each of these goals requires us to be genuine, to have fortitude, and to give sacrificially of ourselves.

The aim of my office is to create a seamless learning environment in which both curricular and co-curricular learning prepares Union students to become Excellence-Driven, Christ-Centered, People-Focused and Future-Directed. To this end, please know that my office is eager to provide you with helpful opportunities and resources, accurate information, and innovative solutions. On behalf of the entire Student Life team at Union University, we look forward to serving you this year!

Dr. Bryan Carrier
Vice President for Student Life & Dean of Students

Ayo Bulldogs!

It is my privilege to welcome you to a new year at Union University! Thank you for giving me the opportunity to serve as your 2020 Student Government Association President. I, along with the Executive Branch of SGA, look forward to another great semester at Union University.

Since its founding in 1823, Union has impacted the lives of its students through its vibrant campus life, unique traditions, and institutional leadership dedicated to providing Christian higher education. As students here, we have the opportunity to make a difference through our service to Church and society while building up Union University's great name and reputation. I believe that Union is truly a treasure in higher education, and we get the privilege of serving at this great institution.

The Student Government Association at Union exists solely to serve you, the student body. Without the students, Union University would not exist. Therefore, it is our desire to present your concerns to the University administration, faculty, and staff. We want your voice to be heard! Through Student Senate and Class Councils, real change can be implemented across our campus. There have been countless changes enacted on campus as a result of Student Government and we want to continue this tradition of improving our beloved campus. We also put on student-wide events throughout the semester. It is our goal that every student knows they are represented and that their voice is heard and valued within Student Government. Stop by our SGA Office located in the Barefoot Student Union building (SUB), talk to a class officer, or reach out to any SGA member if you have any recommendations or concerns regarding campus or student life.
Union University has truly impacted me in ways that I never could have imagined. This past summer has given me time to reflect on the impact that Union has had on my life. This school is truly a special place, and I cannot be more thankful for it. Besides challenging me academically, this place has allowed me to grow spiritually in ways that I cannot imagine. My prayer is that just as Union has

blessed my life, I hope you will experience the same. May God continue to bless you in all that you do! If you ever need anything, please don't hesitate to reach out to me.

Raymond Chahyadi
SGA Executive President 2020

UNION UNIVERSITY PROFILE

OUR IDENTITY

Union University is an academic community, affiliated with the Tennessee Baptist Convention, equipping persons to think Christianly and serve faithfully in ways consistent with its core values of being Excellence-Driven, Christ-Centered, People-Focused, and Future-Directed. These values shape its identity as an institution which prioritizes liberal arts based undergraduate education enhanced by professional and graduate programs. The academic community is composed of quality faculty, staff, and students working together in a caring, grace-filled environment conducive to the development of character, servant leadership, and cultural engagement.

OUR MISSION

Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.

OUR CORE VALUES

- Excellence-Driven: We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involved in everything we do. We will not be satisfied with mediocrity, but will pursue excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of daily life. Thus we will pursue excellence, without arrogance.

- Christ-Centered: A cohering core value of our guiding vision is a call to faith, a call to be Christ-centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity's place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a firm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God's truth and that there is no contradiction between God's truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.

- People-Focused: A third pillar on which we will build our common commitments is the core value of being people-focused. At the heart of our commitment to being people-focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person's success. We therefore jointly commit ourselves to the success of Union University.

- Future-Directed: We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God's grace, be maximized to fulfill our common mission. A commitment to being future directed means we want to have a short-term focus and a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

OUR STATEMENT OF FAITH

1. The Scriptures. The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain, and authoritative rule of all saving knowledge, faith, and obedience.

2. God. There is but one God, the Maker, Preserver, and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence, and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence, or being. God as Father reigns with providential care over all things that come to pass, and perpetually upholds, directs, and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.

3. Jesus Christ. The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest, and King of the Church, and Sovereign of the universe.

4. Holy Spirit. The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.

5. Humankind. God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.

6. Salvation. Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.

7. The Church. The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.

8. Last Things. The bodies of humans after death return to dust, but their spirits return immediately to God-the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be

raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

This Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. With respect to faith, doctrine, practice, policy, and discipline, the Board of Trustees is the final arbiter on the Bible's meaning and application for the purposes of the University.

RESPONSIBILITIES AND EXPECTATIONS FOR COMMUNITY LIFE AT UNION UNIVERSITY

INTRODUCTION

Students possess the privileges, responsibilities, and rights of several citizenships, including those of state, federal and municipal governments. Enrollment in Union University presents privileges beyond those available to all citizens at the partial expense of the Tennessee Baptist Convention. These additional privileges come with additional responsibilities.

The Union campus life handbook serves as the main university handbook. All other handbooks (e.g. handbooks specific to a school, college, academic discipline) serve as handbook supplements to this main handbook. Where there may be conflicting policies, the policies listed in this campus life handbook will take precedent.

The campus life handbook is not a contract. However, students are bound by the policies and community values listed in this student handbook. The most recent handbook supersedes previous versions. Union reserves the right to revise and amend this handbook. Any changes to this handbook after publishing will be sent to students via email and also included as an addendum at www.uu.edu/studentlife/handbook/.

COMMUNITY RESPONSIBILITY AND ACCOUNTABILITY

At Union University all members of the University community have a responsibility to the values of the University and to one another. The commitment to these values is expected at any time a student is enrolled, whether or not school is in session. When in the presence of a values violation, the individual has the responsibility to 1) intervene and confront the violation so the behavior stops; and/or 2) immediately leave the area where the violation is occurring and contact appropriate Union University employee so the violation can be addressed. If members of the community willingly remain in the presence of a values violation without either confronting the violation, or leaving the area immediately and contacting appropriate University staff members, they may be perceived as supporting the values violation and may be subject to sanctions as well. Such support of violations undermines the purpose of the community as an atmosphere conducive to academic and personal growth for its members, and thus the individual present may be subject to sanctions.

AUTHORITY FOR COMMUNITY EXPECTATIONS

Union University seeks three sources of authority in light of the University mission for the community expectations it places on students.

1. Scripture (What does the Bible say to us about community expectations?)

2. Legal Authority (Local, State and Federal Laws)

3. Baptist Life and Christian Heritage (The life-style issues, roots, and values of evangelical Christians who find their authority in God's word and have stressed the need for a personal, redemptive faith in Jesus Christ.)

It is from these three sources that the five Community Values of Union University are based. As is the case with all communities, reasonable expectations are identified which contribute to the common good of the community. Being a contributing member of a community requires that selfish individualism must give way to what is best for a caring, orderly, and just community.

To this end, five Community Values have been identified that affirm a peaceful, purposeful, and biblical community founded on the moral and ethical integrity of students and faculty. As a community we are committed to the Christian values on which Union University was founded.

THE FIVE UNION COMMUNITY VALUES

I. Worth of the individual (Luke 12:7)

II. Self-discipline (Galatians 5:22-26)

III. Academic and personal integrity (Proverbs 12:22)

IV. Respect for property and the environment (Psalm 24:1, Genesis 2:15, I Cor. 4:2, Exodus 20:15)

V. Respect for community authority (Romans 13:1, 2)

UNIVERSITY COMMUNITY VALUES STATEMENTS

I. WORTH OF THE INDIVIDUAL

We value the intrinsic worth of every individual. Our respect for other individuals includes an appreciation of cultural backgrounds different from our own, an understanding of different attitudes and opinions, and an awareness of the consequences of our actions on the broader community. (Luke 12:7 *"Why, even the hairs of your head are all numbered. Fear not; you are of more value than many sparrows."*; Galatians 6:1-2 *"Brothers, if anyone is caught in any transgression, you who are spiritual should restore him in a spirit of gentleness. Keep watch on yourself, lest you too be tempted. Bear one another's burdens, and so fulfill the law of Christ." ESV*))

A. PERSONAL ABUSE. Personal abuse is defined as any behavior that results in bullying, harassment, coercion, threat, disrespect and/or intimidation of another person, or any unwanted sexual attention towards another person. This action may include any action or statements that cause damage or threaten the personal and/or psychological wellbeing of a person. Inappropriate narrative or cyber-bullying on social media (e.g. Twitter, Facebook, Instagram, blog, texting, Snapchat, etc.) may be considered personal abuse.

Minimum Sanction: University Warning

B. HAZING. Hazing in any form is prohibited by Union University and Tennessee Law. This regulation also governs off-campus initiation activities. Hazing is to be interpreted as any activity that endangers the physical safety of a person, produces mental

or physical discomfort, causes embarrassment, fright, humiliation or ridicule, or degrades the individual—whether it is intentional or unintentional. It is defined as doing any act or coercing another to do any act of initiation of a student into an organization that causes or creates a substantial risk bringing mental, emotional, or physical harm to a person. Hazing is also any act that injures, degrades, harasses, or disgraces any person. It is understood as any forced or required intentional or negligent action, situation, or activity that recklessly places any person at risk of physical injury, mental distress or personal indignity. All initiation activities are subject to the approval of the Dean of Students. Violators will also be subject to state fines and/or imprisonment.

Minimum Sanction: Due to the complexity of most situations involving hazing, minimum sanctions will be determined on a case-by-case basis. If the hazing activities are associated with a specific organization, the organization may face sanctions as well.

C. SEXUALLY IMPURE RELATIONSHIPS. Sexually impure relationships include but are not limited to participation in or appearance of engaging in premarital sex, extramarital sex, homosexual activities, or cohabitation. Union affirms that sexual relationships are designed by God to be expressed solely within a marriage between a man and a woman. The Bible condemns all sexual relationships outside of marriage (Matt. 5:27-29; Gal. 5:19). The promotion, advocacy, defense or ongoing practice of a homosexual lifestyle (including same-sex dating behaviors) is also contrary to our community values. Homosexual behaviors, even in the context of a marriage, remain outside Union's community values. We seek to help students who face all types of sexual temptation, encouraging single students to live chaste, celibate lives, and encouraging married students to be faithful to their marriage and their spouse.

Minimum Sanction: Personal Accountability

D. GENDER IDENTITY. Union adheres to the biblical tenet that God created only two genders, that He fashioned each one of us and thus designated our gender/sex. Therefore, identifying oneself as a gender other than the gender assigned by God at birth is in opposition to the University's community values. Further, engaging in activities or making any efforts to distinguish or convert one's gender/sex to something other than the gender/sex to which you were biologically born and which was God-given (i.e. transvestites, transsexuals, transgenders, etc.) is prohibited.

Minimum Sanction: Personal Accountability

E. PUBLIC AFFECTION. The University expects behavior both on and off campus to be above reproach. We ask all students to prohibit participating in inappropriate displays of public affection so that it does not cause offense or distraction to others.

Minimum Sanction: University Warning

F. PORNOGRAPHY. Pornography is defined as viewing, possession, purchase, or distribution of any pornographic materials in any form (Websites, photos, text messages, phone applications, games, computer games, videos, etc.). See the Information Technology department's Acceptable Use policy for the appropriate use of the Internet and the University's computers. www.uu.edu/it/policies/aup.cfm (Ephesians 5:1-5 *"Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God. But sexual immorality and all impurity or covetousness must not even be named among you, as is proper among saints. Let there be no filthiness nor foolish talk nor crude joking, which are out of place, but instead let there be thanksgiving. For you may be sure of this, that everyone who is sexually immoral or impure, or who is covetous (that is, an idolater), has no inheritance in the kingdom of Christ and God." ESV)*

Minimum Sanction: University Warning and Personal Accountability

II. SELF-DISCIPLINE

We value personal responsibility and recognize the individual's need for physical, intellectual, spiritual, social, and emotional wholeness. We value the full development of every student in terms of a confident and constructive self-image, of a commitment to self-discipline, and of a responsible self-expression. (Galatians 5:22-24 *"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. And those who belong to Christ Jesus have crucified the flesh with its passions and desires.*" ESV)

A. ALCOHOLIC BEVERAGES. The possession, use, purchase, distribution or manufacturing of alcoholic beverages on or off campus is prohibited. The possession of empty alcoholic beverage containers and/or drug paraphernalia on campus (on campus includes all facilities of the University, adjacent parking areas, and fraternity and sorority houses) will be considered strong evidence that alcohol and drug regulations have been violated..

Minimum Sanctions:	Due to the complexity of most alcohol situations, minimum sanctions will be determined on a case-by-case basis. Please be aware that driving under the influence of alcohol may carry more severe sanctions.
Sanctions may include:	Individual: Probation, attend alcohol education program(s) or counseling, fine, and community service hours.
	Organization: Probation of University organization status, fine and community service hours, and parental notification.

B. USE OR POSSESSION OF ILLEGAL SUBSTANCES. The purchase, possession, use, distribution, or manufacturing of any substance of abuse or drug paraphernalia is prohibited except under the direction of a licensed physician. A substance of abuse includes but is not limited to any form of narcotics, stimulants, hallucinogenic, opioid, sports enhancement or "street drug," and any other controlled substances as defined by law. Additionally, the University does not tolerate the misuse and/or abuse of prescription drugs. Local law enforcement may be called. If a student is suspected of drug use, he or she may be asked to submit to testing. Refusal or attempts to evade testing will be interpreted as evidence of drug use and will result in disciplinary action. The complete policy and testing procedures can be found at: www.uu.edu/studentlife/accountability/

Minimum Sanctions:	Individual: University Warning Organization: Suspension of University organization status

C. GAMBLING. Playing a game for money or other valuable stakes with the hope of gaining something significant beyond the amount an individual pays is in opposition to the community values of the University.

Minimum Sanction: University Warning

D. TOBACCO/VAPORIZERS. Union University is a smoke-free, tobacco-free campus. The use of or possession of tobacco or vaporizers (including, but not limited to, cigarettes, e-cigarettes, vapor products, chewing tobacco, etc.) in any form is prohibited everywhere on Union's campus (including student apartments on campus.)

Minimum Sanction: University Warning

E. CURFEW. The University has established a 2:00 am curfew for students and visitors to campus. Students entering campus after 2:00 am will need to show their student ID and will be reported for a curfew violation. Students desiring to leave campus between 2:00 am—5:00 am need prior approval from their Residence Director. The purpose of the curfew is for the safety and security of the campus and residential

students.

Minimum Sanction: University Warning (for first two curfew violations)

III. ACADEMIC & PERSONAL INTEGRITY

We value a campus community that encourages personal growth and academic development in an atmosphere of Christian influence. We affirm the necessity of both academic and personal standards of conduct that allow students and faculty to live and study together. We value the fair and efficient administration of these standards of conduct. (Proverbs 12:22 *"Lying lips are an abomination to the LORD, but those who act faithfully are his delight."* ESV)

A. ACADEMIC INTEGRITY. Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids during testing (including but not limited to technology devices such as cameras, cell phone applications, scanners, translation programs, and text-messaging devices), to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. Faculty are responsible for discouraging cheating and will make every effort to provide physical conditions which deter cheating and to be aware at all times of activity in the testing area. Students who become aware of cheating of any type are responsible for reporting violations to the course instructor. For a description of the Academic Dishonesty Appeal Process, please see Grievance Procedure in this handbook.

B. PERSONAL INTEGRITY. Lying or committing fraud on any level.

Minimum Sanction: Fraud: Restitution and probation

Lying: University Warning

IV. RESPECT FOR PROPERTY AND THE ENVIRONMENT

We value the rights and privileges of owning and using property, both personal and University, and the benefits of preservation and maintenance of property and of our natural resources. In our stewardship of property we recognize the accountability of our actions to the future Union community. (Exodus 20:15 *"You shall not steal."*; Psalm 24:1 *"The earth is the LORD's and the fullness thereof, the world and those who dwell therein,"*; Genesis 2:15 *"The LORD God took the man and put him in the garden of Eden to work it and keep it."*; I Cor. 4:2 *"Moreover, it is required of stewards that they be found faithful."* ESV)

A. LITTERING. Intentional and inappropriate disposal of trash/waste outside of designated containers/areas. Please keep our campus beautiful!

Minimum Sanction: University Warning and Restitution

B. PROPERTY DESTRUCTION/ROOM DAMAGE. Actions that violate this Community Value include damaging, destroying, defacing (in any way) property belonging to others or to the University.

Minimum Sanction: Probation and Restitution

Note: Any intentional damage may be subject to a fine of $50.00 above the cost of labor and damage/cleaning charges.

C. UNAUTHORIZED ENTRY. This occurs when one enters into any University building, vehicle, office, gated parking lot, student room or window or onto any building without prior authorization. Resident Advisors are not permitted to unlock residents' doors without the prior permission of the resident living in that particular apartment or room.

Minimum Sanction: Fine and Restitution

D. STEALING AND POSSESSION OF STOLEN OR LOST PROPERTY. This is defined as the unauthorized taking, borrowing and/or keeping of property belonging to the University or others.

Minimum Sanction: University Warning and Restitution

E. SETTING A FIRE AND ARSON. Deliberately lighting a fire. Minimum Sanction: Probation and Restitution

F POSSESSING FIREARMS, WEAPONS OR FIREWORKS. This is the possession, whether open or concealed, of any weapon (including, but not limited to air guns, firearms, paintball guns, illegal knives and swords) that could be used to intimidate, scare, or harm others. Further, possession of materials used to manufacture bombs, firearms, or weapons are also prohibited. Union University does not permit the storage of recreational sporting/hunting equipment inside the residential facilities on campus or in vehicles. Per TN- 142, please see student accountability website www.uu.edu/studentservices/accountability for details regarding firearm exceptions for vehicles.

Minimum Sanction: Probation and confiscation of firearm; fine, and community service hours

G. TAMPERING WITH FIRE SAFETY EQUIPMENT / INTERCOMS / NETWORK CABINETS. Tampering with or removing emergency instruction sheets, fire alarms, fire extinguishers, exit signs, computer networking cabinets or other safety equipment puts others at risk of injury. Tampering with such equipment is strictly prohibited.

Minimum Sanction: Fines (minimum $100) and/or Probation

H. RESPONSIBILITY FOR GUESTS. Students are held responsible for the conduct of their guests on campus. Overnight visitors staying on campus must sign in at the Bowld or McAfee Student Commons before midnight. Failure to sign in guests may result in the loss of guest privileges.

Minimum Sanction: University Warning

I. MISUSE OF UNIVERSITY EMAIL/NETWORK. Responsible, appropriate usage is always ethical, reflects honesty in all work, shows stewardship in the consumption of shared resources and is guided by Christian principles. A complete policy for the appropriate use of the Internet and the University's computers can be found at www.uu.edu/it/policies/aup.cfm.

Minimum Sanction: University Warning

V. RESPECT FOR COMMUNITY AUTHORITY

We value our privileges and responsibilities as members of the University community and as citizens of the community beyond the campus. We value the community standards of conduct expressed in our system of laws and value the fair administration of those laws, including University, municipal, state and federal laws. (Romans 13:1, 2 *"Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment."* ESV)

A. BREACH OF PEACE. Breach of peace is considered any action which disrupts the peace or which endangers or tends to endanger the safety, health, or life of any person. It also includes the disruption of the functional processes of the University by individuals and/or organizations.

Minimum Sanction: University Warning

B. INSUBORDINATION. Failure to comply with a request, written or verbal, of an authorized University faculty or staff member constitutes insubordination. Failure to comply based on a difference of opinion is not an acceptable response.

Minimum Sanction: University Warning and Written Apology

C. RECKLESS BEHAVIOR. Any behavior which creates a risk of danger to one's self or others in the University community is strictly prohibited. This includes but is not limited to reckless driving, propping exterior doors ajar in the residence complexes, throwing/launching/setting fire to objects, and disclosing or giving building/room access to unauthorized persons.

Minimum Sanction: University Warning and Written Apology

D. VIOLATING RESIDENCE COMPLEX VISITATION GUIDELINES. This violation occurs when one is present or has been present in any non-public area of the residence complexes with a member of the opposite sex outside of the published open visitation hours.

Minimum Sanction: University Warning

E. VIOLATION OF ANY RESIDENCE COMPLEX GUIDELINES as outlined in the Residence Life section of the *Campus Life Handbook*.

Minimum Sanction: University Warning

F. BREAKING A CITY, STATE OR FEDERAL LAW. All students are required to abide by the laws of the local, state, and federal governments and are subject to University judicial action. Formal charges, complaints or indictments by government entities are not prerequisite for University action under this section.

Minimum Sanctions: Correspond to the degree of the seriousness of the law violated

G. DANCING. Union University prohibits dancing at any Union University sponsored events held on campus.

Minimum Sanction: University Warning

GENERAL POLICY OF CONDUCT

When students are accepted for admission to Union University, the University believes they are capable of conducting themselves in a manner which involves restraint and self-control when such are necessary. Written rules and regulations cannot be provided for every act or condition that may occur in the lives of several thousand students. However, the general policy of conduct at Union University is that students conduct themselves as persons of faith who strive to exemplify the character of Jesus Christ throughout their daily lives.

GOOD SAMARITAN/ AMNESTY POLICY

The welfare of students in the Union University community is of paramount importance. Union University promotes bystander intervention and encourages students to offer help and assistance to others in need. Students should not hesitate to offer assistance to others for fear that they may get in trouble themselves. Union University has instituted a policy of limited immunity for students who offer help to others in need. While policy violations cannot be overlooked, the University will focus on educational responses to those who offer their assistance to others in need, serve as witnesses to an incident, or make a good faith report of alleged misconduct. This policy does not protect students from the consequences associated with Tennessee law.

Union University encourages members of the campus community who experience or witness any form of sexual misconduct to report the act to the University and/or law

enforcement. Under no circumstances will a complainant or witness who makes a report of sexual assault or other prohibited conduct be charged with violating community values, regardless of the outcome. Union's desire is to assist the complainant, to care for individuals in need, and to seek justice.

Should a student experience severe intoxication or a drug related reaction while attending an event hosted by a University organization, representatives or members of that organization are expected to promptly call for medical assistance. This act of responsibility will mitigate the judicial consequences against the organization resulting from student community value violations that may have occurred at the time of the incident.

COMMUNITY SUPPORT & REDEMPTIVE DISCIPLINE

From a Biblical perspective, all discipline is redemptive in nature, seeking to reconcile the individual to God and to his/her neighbor. To assist in accomplishing this, Union seeks to model the Biblical ideal of redemptive discipline outlined in Matthew 18:15-18, James 5:19-20 and Galatians 6:1-2. Like a pyramid, many situations can be confronted and dealt with initially at the lowest level. If the problem is not resolved, it rises to the next level. As you rise up the pyramid, the options for disciplinary action are more limited. The goal is to resolve as many situations as possible involving as few people as possible. By doing so, relationships and individuals can be restored for the glory of God.

SEEKING HELP AND BEHAVIORAL ACCOUNTABILITY

Each student should be aware of his/her own behavior and the positive or negative effects that behavior can have on the community. If a student knows their behavior is outside the limits established by the University and sincerely wishes to get assistance and accountability for that behavior prior to the University discovering the inappropriate behavior, the student may take the initiative to discuss this with a Resident Advisor, Residence Director, the Director of Counseling Services, the Director of Residence Life/Dean of Student Life, or the Dean of Students without the threat of disciplinary action. The staff member will seek to work with the student toward the goal of Christ-like living (Proverbs 27:5,6). Exceptions to this approach may be where behavior is repetitive, self-destructive, hazardous to others or self, or involves a significant legal issue.

VALUES VIOLATION SANCTIONS

The type of behavior deemed to violate these values is determined under the sole discretion of the University. This would include behavior deemed inconsistent with our understanding of Christian values and Biblical guidelines. A student engaged in this behavior is subject to one or more of the Values Violation Sanctions listed below. All sanctions are evaluated in light of past disciplinary records. Values violations that occur before or between semesters may also be subject to disciplinary action at the University. (Hebrews 12:11 "*For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it."* ESV).

University Warning—Official reprimand/warning that continuation or repetition of an inappropriate behavior will result in a more severe sanction. This sanction includes a conversation with the student about the inappropriateness of the behavior as well as how to make wiser choices in the future.

Community Service—This sanction requires the student to render a designated number of hours as specified service to the University or community.

Campus Restitution—This sanction is intended to benefit the individual and the campus community by restoring damage caused by the value violation.

Written Assignment—Personal reflection paper as assigned by the judicial officer.

Personal Accountability—This sanction requires the student to meet with a predetermined faculty or staff member for ongoing accountability.

Counseling—Requirement to meet with a University approved licensed counselor for assessment.

Fine—Financial consequence corresponding to the violation.

Loss of Privilege—This sanction prohibits the student from participation in specific University activities. (Restriction from social activities, shortened curfew, etc.).

Parental Notification—A call and/or letter to the student's parent(s) or guardian regarding the violation.

Financial Restitution—Requirement to reimburse or otherwise compensate another for damage or loss of property resulting from a student's misconduct or a fine set in relation to the offense.

Residence Life Probation—Formal written warning that the student's conduct is in violation of University policies. The continued status of the student as a resident student depends on the maintenance of satisfactory citizenship during the period of probation. Any student who is on Residence Life probation will remain on probation for one full semester clear of any violation of Community Values and Expectations. Students on probationary status may not hold student leadership or officer positions, for example: SGA, SAC, Life Group Leaders, Focus Leaders, Resident Advisors, Resident Staff Advisors, Fraternity/Sorority officers, and any other leadership position on campus. Contingent upon the violation, intramural participation may be restricted.

University Probation—Formal written warning that the student's conduct is in violation of University policies and his/her status as a student is in jeopardy placing them out of good standing with the University. The continued enrollment of the student depends on the maintenance of satisfactory citizenship during the period of probation. Students on probationary status may not hold student leadership or officer positions, for example: SGA, SAC, Life Group Leaders, Focus Leaders, Resident Advisors, Fraternity/Sorority officers, and any other leadership positions on campus. Contingent upon the violation, intramural participation may be restricted.

Institutional Scholarships Probation—Formal written warning that the student's conduct is in violation of University policies and his/her University funds (scholarships) are in jeopardy of being removed for not less than one semester. Continued benefit from University funds (scholarships) depends on the maintenance of satisfactory citizenship during the period of Institutional Scholarships Probation.

Institutional Scholarships Suspension—Termination or reduction of institutional or athletic scholarships and aid for not less than one semester, including institutional aid given in the current semester. (For additional information about athletic scholarships, please refer to the student athletic handbook.)

Residence Life Suspension—Exclusion from living in or visiting University residence complexes for a stated period of time during which the student's presence in any Union residence complex is prohibited without prior permission from the Dean of Students. No residence life refund will be given.

Immediate Suspension— In the event a student's actions on or off campus show that the student's continued presence constitutes a danger to property, others, themselves, or if there is a pending felony charge, the student may be placed on immediate suspension until a campus hearing can be arranged, or the legal action is finalized. A student on interim suspension will be restricted from the campus or from a particular program, activity or building.

University Suspension— Termination of student status at the University for not less than the remainder of the semester during which time the student's presence on Union University campus is prohibited without permission of the Dean of Students. Residence life charges may be refunded on a pro-rated basis, according to the University *Catalogue*. Students who reapply and are allowed to return to Union following a University suspension will enter on probationary status and may be ineligible for University funds for not less than one semester.

Expulsion—Termination of student status at the University permanently for an indefinite period of time. No residence life refund will be given.

VALUES VIOLATIONS AND THE JUDICIAL PROCESS

THE JUDICIAL PROCESS

The purpose of the Values Violation Process is to give fundamental fairness and consistency to a student who has possibly violated a Union University Value. A student who has been charged with a values violation and thus alleged to be involved in an inappropriate behavior will be granted these rights in the judicial process.

A. Any student, faculty, staff, parent or guest may present an oral or written report (incident report form) of the facts as they know them regarding the alleged violation.

B. This report is referred to the Dean of Students, Director of Residence Life/Dean of Student Life, Residence Director, or Program Chair. If there is substantial evidence to support the alleged violation, he/she will arrange a meeting with the student. In the case of allegations of academic dishonesty or grade appeals, the faculty member, chair and/or Dean of the school will arrange a meeting with the student. Please refer to the Academic Grievance Policy for the process regarding any academic violation allegations or grade appeals. (See the "Grievance Procedures (Academic)" section of this handbook.)

C. The student will receive written or verbal notification from the Dean of Students, Director of Residence Life/Dean of Student Life, Residence Director, or Program Chair that there is an alleged judicial violation and meeting. Failure by the student to appear for a scheduled meeting of which he/she had been officially notified will necessitate a decision be made by the University without the student's input. A summons to a judicial meeting takes precedence over any University class or activity.

D. Subsequent to the meeting, the degree of involvement will be established and a sanction will be given.

E. The student will receive written notification outlining the findings of the judicial meeting, value(s) violations, and any assigned sanctions. Faculty advisors (and if applicable, coaches and the athletic director) will be copied on all judicial letters.

F. Any student has the right to appeal the decision of any disciplinary meeting if the student believes the treatment received was unjust, all the facts in the situation were not taken into consideration or the action taken was too severe for the behavior involved. (See the "Appeals Process" section of this handbook for further details).

G. Registration for subsequent terms or the conferral of academic degrees may be withheld and a student who may be in a position of leadership will be asked to temporarily step down from that position until the resolution of allegations of values violations has been resolved.

STUDENTS' RIGHTS

A. **Procedures**. The student will be informed verbally or in writing of the judicial process detailed in this *Campus Life Handbook*.

B. **Meeting**. Depending on the type of violation, the student will be heard by the Director of Residence Life/Dean of Student Life, Residence Director, Dean of Students,

faculty member, Chair, Program Director, or Academic Dean. Depending on the nature of the violation, appeals will be considered by the Dean of Students, Program Director, Chair, Academic Dean of the school or college, Faculty/student judicial appeals committee, the adult/graduate appeals committee, or Provost. The procedure for addressing academic violations is found in the Grievance Procedures section of this handbook.

C. **Evidence**. The student will be informed of all the evidence connecting him/her to the alleged values violation.

D. **Testimony**. The student may offer personal testimony or decline to testify against oneself, and request permission to bring personal witnesses to the meeting.

E. **Counsel**. The student may request to bring a personal witness to the meeting in the role of friend, advisor, and counselor.

THE APPEAL PROCESS

The University offers an Appeal Process to all students who feel the facts surrounding their judicial meeting merit an appeal.

1. The student must fill out an Appeal Form available from the Dean of Students' Office. This must be completed and returned within two business days after receiving notice of disciplinary sanctions.

2. The student may appeal a decision based on one of the following reasons:

   a. The treatment received was unjust.

   b. All the facts in the situation were not considered.

   c. The action taken was too severe for the behavior involved.

   d. The Student did not receive due process as outlined in this *Campus Life Handbook*.

3. The Appeal Form must be complete and detailed. Students are not guaranteed an interview with those hearing the appeal. All judgments on an appeal may be made solely on the information written in the appeal. This information must be directly related to one of the four reasons above. This information must also be typed and stapled to the Appeal Form.

4. The student will be provided an official written notification detailing the decision to accept or deny the appeal.

5. The Grade appeal process is listed in detail in the Grievance Procedures (Academic section of this handbook.

READMITTANCE AFTER SUSPENSION

Any student once having been admitted to Union University and then missing one or more semesters/terms for judicial reasons must be readmitted by the following process:

1. Complete a new application (fee is not required).

2. Union's policy requires those being readmitted to Union to do the following:
   a. Contact the Dean of Students six weeks prior to the start of classes.
   b. Fulfill all judicial requirements associated with the suspension.
   c. If approved by the Dean of Students, all necessary admissions and financial aid paperwork needs to be submitted four weeks before classes begin.
   d. All finances and registration processes need to be finalized at least two weeks before classes begin.

3. Submit official transcripts from any undergraduate or graduate institutions attended since leaving Union.

4. Submit a student transfer form from the last institution attended if it was a college other than Union.

READMITTANCE AFTER SUSPENSION FROM A RESIDENCE COMPLEX

Any student having been suspended for one or more semesters for judicial reasons must be readmitted by the following process:

1. Submit a $100 housing deposit.

2. Interview with the Dean of Students (or designee) and obtain written permission for readmittance. (Readmittance will be at the discretion of the Director of Residence Life/Dean of Student Life and/or Dean of Students).

3. If the student is permitted to move back into the residence complex they will be readmitted on a Residence Life Probationary status and will continue at that status until they have remained clear of any violations of Community Values for one full semester.

RECORDS (DISCIPLINARY) AND PARENTAL NOTIFICATION

Confidential records of all misconduct reports, investigations and disciplinary actions are maintained by the Office of the Dean of Students.

Disciplinary Records

A record of judicial action, including action which expels or suspends a student from the University, becomes part of the cumulative student file. Disciplinary records of a lesser magnitude are purged after the student is graduated from the University and has not been enrolled in the University for the previous five years.

Parental Notification

If a student is found in violation of University Community values, then the Dean of Students reserves the right to notify parents of the violation. This will only occur when the Dean of Students considers the situation to be serious enough that parental involvement can aid in the process to resolve the situation in an appropriate manner and restore the student to good standing with the University. In addition, parents may be notified at the discretion of the Dean of Students when a student is involved in behavior that could pose a threat of harm to him/herself, others, or the University community at large. This notification may be in person, by phone or by mail.

CAMPUS POLICIES AND PROCEDURES

ACADEMIC POLICIES/PROCEDURES

A significant part of the student's life at the University is spent in the classroom with objectives to acquire knowledge and to develop wisdom and to learn ways of applying them as Christian professionals.

Detailed information on academic requirements can be found in the Union University Catalogues at www.uu.edu/catalogue/.

CHANGE OF NAME/ADDRESS/PHONE NUMBER

Students are responsible for reporting any change of name, address, or phone number to the University as soon as possible. Students can confirm/update their address or phone number at any time through SelfService by going to "User Options -> User Profile." Please allow at least 2 business days for the changes to reflect in the student account. Change of name requires proof by a marriage certificate, Social Security Card, or passport and may be done at Union Station.

Students living on campus are strongly encouraged to keep their Emergency Contact updated. Students can confirm/update their Emergency Contact information at any time through SelfService by going to "User Options -> Emergency Information."

CHAPEL

**See below for Fall 2020 COVID plan*

University chapel services are corporate worship experiences providing biblical encouragement, moral guidance, and spiritual challenge. Understanding that nothing takes the place of the local church in a student's life, the purpose of Chapel at Union University is to worship God while fostering spiritual growth and encouraging the integration of faith, learning and living.

Gatherings throughout the semester provide opportunities for:

- Christ-exalting worship
- Biblical literacy
- Spiritual growth
- Worldview formation

- Ministry development
- Community enhancement
- Faith, learning and living integration

Along with exposure to a wide range of worship styles and traditions in chapel, the University community experiences a variety of influential Christian ministers and leaders who are laboring to advance God's Kingdom throughout the world. Preachers, ministers, missionaries and Christians who promote leadership and marketplace ministry provide challenges to serve society as they speak from a Christ-centered perspective about education, business, government, medicine, science, family and various contemporary issues. While services are most often designed as worship experiences, the purpose of chapel at Union University is different from the systematic spiritual development students receive from their local churches.

Arthur F. Holmes stated that "all truth is God's truth," and we believe that the knowledge of truth should lead us to delight in God Who has revealed the truth to us. Because we are a Christian community and chapel services are integral to the educational experience, chapel attendance is required. Not only does the Union community pursue growth in the truth of God; we worship the God of truth.

Chapel services are held on Wednesday and Friday mornings at 10:00 a.m. Undergraduate students who are enrolled in 12 or more hours are to attend a minimum of 14 chapel services each semester. Additional chapel credits are offered occasionally for other services that are approved by the Office of University Ministries. The semester's chapel schedule is available at www.uu.edu/events/chapel.

Students attending fewer than 14 chapel services during a semester will receive communication concerning chapel attendance accountability. Following this warning, attending fewer than 14 chapel services during a following semester will result in a student being placed on Chapel Probation. Students on probation are expected to attend 14 chapels during a semester in addition to the number of chapel services missed the prior semester and are not allowed to hold leadership positions in University Ministries, Residence Life, Student Life, student organizations, and are not allowed to participate in Athletics and Intramurals. Those on probation for more than two semesters will face the possibility of suspension from the University for one semester. A student receiving a suspension for chapel attendance violation may appeal the decision according to The Appeal Process on page 17.

Chapel attendance exemptions and reductions are available for students who are education interns, taking Tuesday/Thursday classes only, studying abroad, meeting full-time internship requirements, or enrolled in nursing clinicals. These exemptions and reductions will be automatically applied based on these course numbers.

If you have questions regarding your chapel status, you must contact the Office of University Ministries prior to the last day to add classes for the current semester.

For more information about chapel requirements, please contact the Office of University Ministries at universityministries@uu.edu.

**Chapel worship services will be modified. All attendees will wear masks and maintain a distance of 1.5 meters from others. Services will take place on Wednesdays and Fridays at 10:00 a.m. As seating in the chapel will be reduced to 350 this fall, students will make reservations for their attendance for each chapel. With limited seating capacity, the chapel requirement is being lowered from 14 to 7 for fall semester only.

CLASSROOM VISITATION POLICY

Per the Faculty Handbook, presence in the classrooms is restricted to enrolled students and/or visitors with a legitimate academic purpose. Dependents, minors (age 17 or younger), and other family members generally should not be brought into the learning environment. Minor children should not be left unsupervised on campus. An exception to

this policy is allowed for dual-enrolled students.

CONFIDENTIALITY OF STUDENT RECORDS (FERPA)

The Family Educational Rights and Privacy Act of 1974, FERPA, protects academic and other education records of students from unauthorized access. It allows the University to refuse to issue a transcript in the event of an outstanding financial obligation to the University or to a national loan program.

FERPA permits access to academic records within the University under the "legitimate need to know" clause. This allows faculty advisors, administrators, faculty and selected staff access as long as the use of such information is within the purpose of the university and for the benefit of the student.

FERPA allows access to academic records beyond the direct use of the University, or third party access, under the following circumstances:

1. with the student's signed release,
2. to the parent of the student who is legally an adult but who continues to be the financial dependent of the parent, and
3. for academic research provided all personally identifiable information is removed from the data.

Parents or guardians must present proof of the student's financial dependence or written approval of the student to the University before discussion of grades or academic performance. The FERPA release does not provide copies of Progress or Final Grades to parents or other parties.

FERPA grants four central rights to students related to their "education records" – in essence, all the records that are directly related to the student and are maintained by the university:

1. The right to inspect and review education records maintained by the school;
2. The right to see to amend these records;
3. The right to have some control over the disclosure of information from these records; and
4. The right to file a complaint with the U.S. Department of Education concerning an allegation that the institution failed to comply with the Act.

The other type of information addressed by FERPA, directory information (name, email address, date & place of birth, photograph, academic major/minor, dates of attendance, degrees & awards received, most previous institution attended), is considered public information UNLESS the student has a signed "No Release" statement on file in WebAdvisor. Publication includes on the Union webpage/student directory, news releases and phone inquiries by prospective employers, insurance companies and others.

DIRECTORY INFORMATION

Directory information (student's name, campus address including email address, date and place of birth, photograph, academic major, dates of attendance, degrees and awards received, and most recent previous educational institution attended) may be made public by the University unless a student requests otherwise by updating his or her FERPA on WebAdvisor.

DRESS CODE

Union students are expected to maintain appropriate dress which reflects the marks of educated and mature Christian persons.

Appropriateness of attire is determined by time, place, and occasion. While certain types of dress or apparel may be appropriate for one occasion, they may not be appropriate for regular wear around the University. Excesses which tend toward immodesty, indiscretion, indecency or sexually impure as discussed in the Community Values Statement are

unacceptable.

Students are prohibited from sun bathing in bathing suits or being in public places with their shirts off. Footwear is required in the Academic Buildings and the Student Union Building.

Slogans, pictures and advertisements displayed on hats and clothing shall be consistent with the University's philosophy and core values. Suggestive or derogatory phrases or pictures are not permitted. Furthermore, clothing/hats promoting alcohol or illegal substances are prohibited.

Union University seeks to be a loving and Christ-like community, upheld and maintained by Scripture. We respect the uniqueness of God's children and their creativity of expression. Union does expect faculty, staff and students within our community to dress in such a way that represents their legal gender (i.e. what is recorded on legal documents such as birth certificates, drivers' licenses, and passports). This expectation also applies to but is not limited to the use of bathrooms, locker rooms, student housing, and participation in gender-specific university groups, clubs, and organizations.

EMERGENCY NOTIFICATION SYSTEM

Union University offers an emergency notification system that is available to all students, faculty, staff, spouses and parents at all campus locations. If the University has been provided with the correct cell phone number, students, faculty and staff will have an account created for them. It is important for **students, faculty and staff to confirm their correct contact information.** You may confirm your account and/or add alternate contact information at www.getrave.com/login/uu. You will use your Union University network username and password to log in.

Students, faculty and staff may add friends and family to their account, or friends and family may register on their own by texting "UUFAMILY" to 226787 or by visiting www.getrave.com/login/uu. After arriving at the site, friends and family will be asked for their name, email address, and cell phone number. After creating an account, click on the "Join a Group" tab and join the Union University Family & Friends group. Once registered, they will remain in the system unless they choose to have their name removed. They may choose to be removed from the system at any time.

For additional information on the emergency notification system, please visit www.uu.edu/uualerts. You may also contact the Office of the Dean of Students at (731)661-5090 or bcarrier@uu.edu. Test alerts will be sent biannually during the first weeks of March and October.

Future safety apps and tools will continue to emerge as technology changes. Please register for any forthcoming safety devices as they become available to the Union community.

EMOTIONAL STABILITY OF STUDENTS

The Dean of Students or his/her designee reserve the right to mandate a formal psychological assessment when a student's behavior indicates he or she is not in control of his or her behavior. In addition, Union University reserves the right to contact an external counselor for a professional assessment. A student who is self-mutilating, or is actively or passively placing themselves or others at physical or emotional risk may be removed from campus until arrangements can be made for a professional assessment. Additionally, the Dean of Students reserves the right to make decisions regarding the feasibility of the continued enrollment of emotionally unstable students. Students who have withdrawn for medical reasons (including psychiatric or psychological care) may be required to provide documentation to the Safe Return Committee that the medical condition has been adequately treated and that any necessary accommodations have been prepared to enhance the future academic and relational success of the student. Documentation may include but is not limited to: 1) reports of treatment from attending

professionals; 2) letters of recommendation from attending professionals and/or parents; and in some instances, 3) a personal interview with the attending professionals.

Compliance with documented treatment plans is required for continued enrollment. Updated medical documentation may be required and requested prior to subsequent semesters.

University officials may contact parents or guardians in situations where a student's behavior indicates he or she is not in control of his/her behavior or is of harm to themselves or others.

FINAL EXAMINATIONS

Comprehensive final examinations are required of all students in all courses where content is appropriate. The final examination schedule is listed on the University calendar. Go to uu.edu/academics/calendars. Choose the Undergraduate Academic calendar for the current year.

A student with three or more finals on one day may request one of his/her professors to reschedule one examination to another time **during finals week**, provided the request precedes the last week of class. If the student and the professor cannot resolve the scheduling problem, the student should take his/her request to the Registrar.

Final grades are reported to the student via SelfService following each term or session. Faculty may change grades as necessary by filing a grade change card in the Academic Center not to exceed 120 days from end of semester or term. The student will be notified by the Academic Center. See "Grievance Procedures" for the Grade Appeal process.

FLIERS AND ADVERTISEMENTS

Notices, announcements, and advertisements to be placed on University bulletin boards and digital signs must be cleared through the Office of Student Life. Posted materials which have not been stamped by the Student Life office are subject to removal. Approval will be given to materials consistent with and not contrary to Union University Community Values. To maintain a clutter-controlled campus, posters and notices may only be placed on campus bulletin boards (not doors, walls or windows,) and limited to 20 copies per event. Fliers advertising events or items of a personal nature may only be placed on the bulletin boards in the campus post office. No fliers may be placed on the windshields of any vehicles on campus. Those who put up signs are responsible for removing them within 2 days after the event. Slides to be posted on the digital signs should be submitted as a JPEG, PNG or TIF file to the Office of Student Life.

Off-campus distribution of advertising posters by students representing campus organizations must be approved in the Office of Student Life.

FUND RAISING/EXTERNAL CONFERENCES

All fund raising activities by University organizations, employees, or students must be approved by the Office of Student Life and then by the Vice President for Institutional Advancement. There are numerous factors involved in the approval process including (but not limited to) making sure that the event is consistent with Union's mission and core values. In addition, no student organization can sponsor a Jackson-wide regional or national campus event or conference without prior approval by the Office of Student Life.

GRIEVANCE PROCEDURES (NON-ACADEMIC)

Union University is committed to providing an atmosphere in which conflicts are addressed in a constructive manner through open and honest communication. Grievances generally follow the conflict resolution process outlined in Matthew 18:15-20 and are designed to help students resolve issues that arise regarding a certain action or inaction by a member of the

University community and ensure that the University has a consistent way of resolving those grievances in a fair and just manner.

The specific process for a General Student Grievance may be found at: www.uu.edu/studentlife/accountability/general-grievance-policy.cfm. Students who are unsure of which policies or procedures should be followed may discuss the matter with the Dean of Students, Director of Human Resources, Title IX Coordinator, or the Provost. Specific policies and a procedural guideline can be found at http://www.uu.edu/studentlife/accountability.

GRIEVANCE PROCEDURES (ACADEMIC)

An academic grievance involving dissatisfaction with the quality of instruction or with the performance of an instructor is referred to as a Review of Instruction. A grievance involving dissatisfaction with a grade is considered a Grade Appeal. A grievance regarding a charge of academic dishonesty, which includes, but is not limited to plagiarism, is referred to as an Academic Dishonesty Appeal. Procedures for addressing each type of grievance are outlined below. "Working days" are defined as days when the university offices are open. All email communication will be sent to the students' Union email account.

Review of Instruction

Before initiating a formal Review of Instruction, a student who is dissatisfied with the quality of instruction or with the performance of an instructor should discuss his or her concerns with the instructor. In the event that the issue is not resolved in consultation with the instructor, the student may initiate a formal Review of Instruction. A formal Review of Instruction must be filed within 60 working days of the posting of the final grade for the course and must follow the sequence noted below.

A formal Review begins with the student emailing a detailed written report of his or her concerns to the instructor's department chair or to the dean if the chair is the student's instructor. Within this report the student must identify his or her concerns and provide appropriate documentation to support each concern. After receiving an email response from the chair (or dean), the student may elect to email the written report to additional administrators, as needed, in the following sequence: the dean of the college or school, the Dean of Instruction, and the Provost. The student may not advance the report to the next level until he or she has received an email response from the administrator being addressed. Each administrator will attempt to provide the student with a written response within 10 working days from the sent date of the student's email. The student has 10 working days from the sent date of one administrator's email to submit the report to the next level.

Written responses will be kept in a file other than the faculty member's personnel file.

Grade Appeal

A student may initiate a grade appeal when there is legitimate reason to believe that the grade does not accurately reflect the quality of his or her academic work in the course or that the grade was determined in a manner inconsistent with the course syllabus. Before initiating a formal appeal, the student should confer with the instructor regarding how the grade was determined. In the event that the issue is not resolved in consultation with the instructor, the student may initiate a formal appeal of the grade beginning at the instructor level. The levels of appeal are noted below. Except as noted, levels cannot be bypassed. If this appeal also includes Review of Instruction, then the Grade Appeal procedure is the default process for appeal.

Instructor Level: The student must email a request to the instructor within 60 working days of the posting of the final grade for the course. In addition to requesting a review of how the grade was determined, the student should include specific reasons for his or her dissatisfaction. The request should be sent to the instructor's Union email address and copied to the instructor's department chair. The instructor will attempt to provide an email

response copied to the department chair within 10 working days of the sent date of the student's email.

Chair/Advisor Level: The student may continue the appeal process by emailing a request for a review of the grade to the instructor's department chair and to the student's faculty advisor, who together will serve as the review committee. This request should be sent to the Union email address of the chair and faculty advisor within 10 working days of the sent date of the instructor's response. The chair and the faculty advisor, serving as the review committee, will provide an email response to the student with copies sent to the instructor and the instructor's dean. In the event that either the chair or the faculty advisor is also the course instructor, the other person on the review committee will select the second member. The second member should be a faculty member within the course instructor's academic department. In the event that one of the faculty members holds all three roles, the student should begin the process at the dean's level**.**

Dean's Level: Either the student or the instructor may appeal the review committee's decision to the instructor's dean. This email request should be sent to the dean's Union email address within 10 working days of the sent date of the review committee's response. The dean will attempt to provide an email response to the instructor and/or student with copies sent to the instructor's chair, and the Dean of Instruction within 10 working days of the sent date of the instructor/student's request.

Faculty Affairs/Graduate Appeal Committee Level: Within 10 working days of the sent date of the dean's response, the student or the instructor may email a written request to the Dean of Instruction calling for a review of the grade by the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. The Dean of Instruction will request a meeting of the appropriate committee for the purpose of reviewing all documentation related to the appeal. The committee will provide an email response to the instructor and the student with copies sent to the instructor's chair, dean and Dean of Instruction.

Administrative Level: Within 10 working days of the sent date of the committee's response, either the student or the instructor may submit an email request for a hearing before the Dean of Instruction. Requests for subsequent hearings before the Provost must be received within 10 working days of the previous hearing. The decision rendered by the Provost is final. All documents relating to the above procedure will be retained in the student's file kept in Academic Center. For more information concerning the privacy of grade records, see the handbook section entitled "Confidentiality of Student Records."

Academic Dishonesty Appeal

Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids during testing (including but not limited to technology devices such as digital cameras, cell phone cameras, pen-based scanners, translation programs, and text-messaging devices), to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. Faculty are responsible for discouraging cheating and will make every effort to provide physical conditions which deter cheating and to be aware at all times of activity in the testing area. Students who become aware of cheating of any type are responsible for reporting violations to the course instructor.

Any student found guilty by the instructor of cheating will be subject to disciplinary action by the instructor. If the student is an undergraduate, the instructor will file a report of the incident and the intended disciplinary action with the student and with the Dean of Instruction. Incidents involving graduate students will be filed with the student's dean. Copies of all incidents will also be filed in the office of the senior student life officer.

If the student deems this action unfair, he or she may file an appeal with the administrator

with whom the report was filed. The administrator will convey the results to the student and to the instructor by email (copied to the office of the senior student life officer.)

If either the student or the instructor involved deems the administrator's action unsatisfactory, within 10 working days of the sent date of the email conveying the results, he or she may email the Dean of Instruction to request a hearing before the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. (For undergraduate appeals, the President of the Student Government Association will also sit on this committee.) The committee will convey its decision to the student and to the instructor by email. The decision of this committee will be final upon approval by the Provost and the President. If this appeal also includes Review of Instruction, then the Academic Dishonesty procedure is the default process for appeal.

HARASSMENT

Union University is committed to providing its faculty, staff, and students with an environment free from explicit and implicit coercive sexual behavior used to control, influence, or affect the well-being of any member of the University community. No student or employee, male or female, should be subjected to unsolicited and unwelcome sexual overtures or conduct, whether verbal, written, or physical. This includes inappropriate behavior from a member of the same sex. Sexual harassment of any type will not be tolerated and is expressly prohibited. Those who engage in sexual harassment may be subject to civil and criminal penalties. Sexual harassment is grounds for disciplinary action, which may include reprimand, demotion, dismissal, expulsion, or other appropriate action, depending upon the nature of the harassment.

In addition to this policy, Union has a comprehensive Title IX policy that prohibits sex discrimination, including sexual harassment. Union will handle any instances of sexual harassment that fall under Title IX in accordance with Union's Title IX policy. In the event there is any conflict between the Title IX policy and this policy, Union's Title IX policy, if applicable, applies over this policy. Union's Title IX Coordinator or Deputy Title IX Coordinators will determine whether a complaint of sexual harassment qualifies under Title IX or this policy. Information about Union's Title IX policy is available on the Title IX Resource Page on Union's website.

Sexual harassment is especially destructive when it threatens relationships between teachers and students, or supervisors and subordinates. Through control over grades, salary decisions, changes in duties or workloads, recommendations for graduate study, promotion, etc., a teacher or supervisor can have a decisive influence on a student, staff, or faculty member's career at the university. Sexual harassment in such situations constitutes an abuse of the power inherent in a faculty member's or supervisor's position. Faculty and staff are asked to be especially sensitive to the fact that they are in a position of authority over students and that authority carries with it a responsibility to be mindful of situations in which they are dealing with students in private, one-on-one associations both on and off-campus.

Sexual Harassment Defined: Sexual harassment does not refer to occasional compliments of a socially accepted nature. It refers to behavior that is not welcome; is offensive; harms morale; creates a hostile, intimidating, or offensive work environment; and which consequently interferes with work effectiveness. Normal, courteous, mutually respectful, pleasant, or non- coercive interactions acceptable to both parties are not considered to be sexual harassment. Sexual harassment is unwanted sexual attention of a persistent or offensive nature made by a person who knows, or reasonably should know, that such attention is unwanted. Sexual harassment includes sexually oriented conduct that is sufficiently pervasive or severe to unreasonably interfere with an employee's job performance or create an intimidating, hostile or offensive working environment. Sexual harassment can be physical and/or psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing. Students and employees are prohibited from harassing other students and employees whether or not the incidents of harassment occur on the University premises and whether or not the

incidents occur during working hours.

Sexual harassment encompasses a wide range of conduct. The examples listed below are not intended as an exhaustive list of prohibited conduct.

A. Physical assaults of a sexual nature, such as rape, sexual battery, molestation or attempts to commit these assaults, and intentional physical conduct that is sexual in nature (e.g. pinching, patting, touching the body, brushing up against, tickling, hugging, kissing, or other similar physical conduct).

B. Continued or repeated unwelcome offensive behavior including sexual flirtations, advances, propositions or other sexual comments (e.g. whistling, leering/ogling, lewd gestures, noises, off-color or suggestive language; lewd remarks, innuendoes, sexual jokes, or comments about a person's body, appearance, sexuality or sexual experience). This includes behavior directed at or made in the presence of any individual who indicates, or has indicated in any way, that such conduct in his or her presence is unwelcome.

C. Preferential treatment or promises of preferential treatment to a student or employee for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward.

D. Displaying or distributing any written or graphic material, including calendars, posters, drawings and cartoons that are sexually suggestive, sexually demeaning or pornographic.

E. Threats and demands to submit to sexual requests as a condition of employment or academic status (e.g. assignment, compensation, advancement, career development), as well as offers of job benefits, or academic opportunity in return for sexual favors.

Sexual harassment may result from an intentional or unintentional action and can be subtle or blatant. The context of events and the totality of the circumstances surrounding those events are important in determining whether a particular act or series of events constitutes sexual harassment.

Requirement to Report: In order for the University to take appropriate corrective action, it must be aware of any instance of harassment or related retaliation. Therefore, the University requires anyone who believes that he or she has experienced or witnessed sexual or other form of harassment, including prohibited activities against minors visiting Union campuses for university sponsored events, or related retaliation to seek assistance from the appropriate campus resource (as outlined in the next section) by coming forward promptly with concerns or complaints.

Anyone who believes that he or she has experienced or witnessed sexual or other form of harassment must report such conduct to Union's Title IX Coordinator or Title IX Deputy Coordinators:

Title IX Coordinator: Dr. Ann Singleton
Associate Provost and Dean of Instruction
1050 Union University Drive, Box 1804
Jackson, Tennessee 38305
asingleton@uu.edu
731-661-5387

Title IX Deputy Coordinator: Dr. Bryan Carrier
Vice President for Student Life
1050 Union University Drive, Box 1806
Jackson, Tennessee 38305
bcarrier@uu.edu
731-661-5090

Title IX Deputy Coordinator: Dr. John Carbonell
Associate Vice President for Human Resources
1050 Union University Drive, Box 1805
Jackson, Tennessee 38305
jcarbonell@uu.edu
731-661-5081

A person may also report the inappropriate conduct by using the Title IX Incident Report Form, which is available on the Title IX Resource Page on Union's website. All reports are automatically forwarded to the Title IX Coordinator and Deputy Coordinators. Supervisors must deal expeditiously and fairly with allegations of sexual harassment within their department, taking all complaints or concerns of alleged or possible harassment seriously. They are to ensure that harassment or inappropriate sexually oriented conduct is reported to the Title IX Coordinator or Deputy Title IX Coordinators immediately so that the Coordinator may determine if this policy or Union's Title IX Policy applies.

Supervisors should take any appropriate action to prevent retaliation or prohibited conduct from reoccurring during and after any investigations or complaints. Supervisors who knowingly allow or tolerate sexual harassment or retaliation are in violation of this policy and subject to discipline.

Complaint Procedure: If a student or employee believes that he or she has been subject to sexual harassment or any unwanted sexual attention, they should make their unease and/or disapproval directly and immediately known to the harasser whenever possible.

If the Title IX Coordinator or Deputy Coordinator determines this policy applies, the contact person will complete a written incident report and forward it to the Associate VP of Human Resources.

To ensure the prompt and thorough investigation of a sexual harassment complaint, the complainant should provide a written record of the date, time and nature of the incident(s) and the names of any witnesses.

The University will handle the matter with as much confidentiality as possible. The University will conduct an immediate investigation in an attempt to determine all of the facts concerning the alleged harassment. The investigation will be directed by the Associate VP of Human Resources. However, if someone from that office is the subject of the investigation, the Office of the Provost (faculty) or the Dean of Students (staff or student) will direct the investigation.

The Associate VP of Human Resources, or the leader of the investigation, is responsible for ensuring that both the individual filing the complaint and the respondent are aware of the University's sexual harassment policy and investigation. He or she is to explore informal means of resolving sexual harassment complaints and may notify the police if criminal activities are alleged.

As a part of the investigation of the claim of sexual harassment, the contact person, the complainant, and the respondent will be asked to provide statements regarding the incident. Once the report is reviewed and investigation is concluded, a finding may be that sexual harassment did occur, and corrective action (reprimand, demotion, dismissal, or other appropriate action) will be communicated in writing to the complainant and respondent. Appeals to this process may be conducted in accordance to the most recent revision of the faculty handbooks under the sections entitled "Violation of Standards of Conduct" or "Grievance Procedures."

All documents, except disciplinary action documents, related to an incident will remain in a file other than the employee's personnel file. Although filed separately, all personnel related files will be kept in the Office of Human Resources. In cases involving students, all documents will be maintained by the Office of the Dean of Students.

Protection Against Retaliation: There will be no retaliation of any kind against individuals

who, in good faith, report instances of sexual or other form of harassment, or who participate in or are witness to a procedure to redress a complaint of sexual or other form of harassment is prohibited not only by University policy but also by state and federal law. Retaliation is a serious violation which can subject the offender to sanctions independent of the merits of the harassment allegation. Any individual found to have violated this provision will be subject to disciplinary action, up to and including dismissal.

HEALTH INSURANCE

At present, the Affordable Care Act (Obamacare) mandates that everyone carries insurance or face a penalty tax. If you do not have government-approved health insurance, Health Services recommends you look to healthcare.gov or your automobile or parent's insurance plan to try to find a plan that is affordable and useful for you.

HEALTH SERVICES

The University Health Clinic is open Monday through Friday, 8 am to 4 p.m. when classes are in session. The clinic lunch hour is noon to 1 p.m. daily. The clinic is staffed by a fulltime Family Nurse Practitioner. Most of our care is provided by appointment. Appointments may be made by email to clinic@uu.edu , phone (731)661-5284, or in person. Our Clinic Assistant and Health Records Coordinator can answer your immunization and healthcare related questions. Health services provided by the University clinic are available for students, faculty and staff but not the dependents of these individuals. Student fees cover the primary costs for the health care rendered to clinic patients. However, vaccinations, lab work, prescription medications *dispensed from the clinic*, and other treatments may require an additional charge. Costs for health care received at an off-campus facility will also be the responsibility of the patient.

When the University Health Clinic is closed, resident students should contact their Residence Director (731)298-7768 or their Resident Assistant for health related issues. Evening commuter students with medical emergencies while on campus may receive assistance by calling a security officer on the 24-hour cell phone (731)394-2922.

Health forms and immunization records which are submitted as a part of the application process are managed by MedProctor. Follow the links on our web page for more information.

IDENTIFICATION CARDS (STUDENT ID)

Each student is required to have a current student identification card. Student identification card photos will be taken during New Student Orientation, and cards will be distributed at check-in. Student ID's are needed for use in the residence complexes, library, bookstore, wellness center, cafeteria, labs, and post office. It is required for chapel credit, voting in campus elections, admission to athletic events, entrance through the Welcome House after curfew, and for check cashing.

Student fees cover the cost of the student ID made during regular registration. Replacement cards may be secured from the Office of Safety and Security during posted hours at a cost of $10.00.

Any student at any time while on campus must furnish satisfactory identification upon request of a faculty member, administrative official, or security officer.

The University is not responsible for lost or stolen cards, or the remaining balance on lost or stolen cards.

LOST AND FOUND

When an item is lost or found it should be reported/turned-in to the Office of Safety and Security located in the Student Union Building. Safety and Security maintains a log of both missing/lost and found items. Items not claimed by owners after 90 days will be disposed of at the discretion of The Office of Safety and Security.

Students who wish to post fliers advertising a reward for lost or stolen items must follow the guidelines outlined in the Fliers and Advertisements section of this handbook.

MEAL PLANS (BREWER DINING HALL AND LEXINGTON INN)

Dining facilities are located in the Student Union Building. 19 meals per week are served.

Union University offers Block Meal Plans which give students a certain number of meals to use throughout the entire semester in the Brewer Dining Hall. Buster Bucks, a declining balance account, may be used in the Lexington Inn. During fall and spring semesters, residential students will automatically be assigned a meal plan. Commuters who wish to purchase a meal plan may do so at Union Station.

During four-week terms (January, June, and July), residential students who are enrolled in classes will automatically be assigned a 25 Block Meal Plan (Note: January term residential students must have a meal plan if they are enrolled in classes even though there is no housing fee for January term). Commuters who wish to purchase a meal plan may stop by Union Station and sign up for a plan.

These Block Meal Plans give students all of their meals at the beginning of the semester. If a student does not use all of their meals before the end of that semester, any unused meals zero out and are not rolled over to the next semester. The Buster Bucks will carry over from fall semester to spring semester; however, they will not carry over from one academic year to the next. If a student does use all of their meals before the end of the semester and wishes to purchase additional meals, they may do so by visiting Tina Giddens, Student Accounts Coordinator, in the Business Office (behind Union Station) or by email at tgiddens@uu.edu.

Residential Students: Fall and Spring Semesters

120 Block Meal Plan with $125 Buster Bucks - $1,225 per semester (assigned to all returning residential students)

140 Block Meal Plan with $150 Buster Bucks - $1415 per semester (assigned to all first-time freshmen residential students and freshmen transfer residential students)

200 Block Meal Plan with $200 Buster Bucks - $1,850 per semester

Residential Students: Winter and Summer Terms (January, June, July)

25 Block Meal Plan - $223 per term (assigned to all residential students enrolled in a class(s)

40 Block Meal Plan - $356 per term

*Meal plan changes for residential students must be made before classes begin.

Commuter Students: Fall and Spring Semesters

Commuter 50 Block Meal Plan - $465

Commuter Students: Winter and Summer Terms (January, June, July)

15 Block Meal Plan - $133

*Meal plans for enrolled students are not refundable or subject to change once the semester or term has begun.

MINOR STUDENTS (STUDENTS WHO ARE UNDER AGE 18)

All Union students under the age of 18 must complete a parental release form and submit it to the Dean of Students. Forms must be completed before moving into the residential complexes and/or before classes begin.

MISSING PERSON POLICY

In compliance with the Clery Act, Union University's missing person policy states: If a member of the Union University community has reason to believe that a student who resides in on-campus housing is missing, he or she should immediately notify Union Safety and Security. Upon receiving a missing person's report, it is Union's policy to notify the Jackson Police Department. All students are required to provide emergency contact information prior to enrolling for classes each semester. Union University will notify a student's emergency contact no later than 24 hours after the student is determined to be missing. Additionally, if a student is under 18 years of age and not emancipated, the university is required to notify a custodial parent or guardian within 24 hours of the determination that the student is missing. A student's emergency contact information will be accessible only by authorized campus officials and law enforcement.

MOVIE POLICY

Organizations wishing to show movies on campus are held to movie policies that ensure Union's compliance with federal guidelines. Union's movie policies can be found at Movie Policy. Additional questions about movie policies, process, and the cost of film rights may be directed to the Office of Student Leadership and Engagement or the Office of Residence Life.

PARKING PERMITS

Every individual who maintains or operates a motor vehicle on the Union University campus must register each vehicle with the Office of Safety and Security at the beginning of the semester or within 24 hours of the vehicle being brought to the campus. The General Student fee covers the cost of one annual permit. All additional permits are available for a charge of $5 each. The vehicle's license plate number and proof of current auto liability insurance are required for registration of the vehicle.

The permit must be affixed directly to the outside of the rear window on the bottom corner of the driver's side. Use the adhesive on the permit to attach it to the window. No other method of attaching the permit is acceptable.

Parking permits are assigned by the following color codes:

Faculty/Staff – Blue

Students – Red

Wellness – Yellow

Germantown, MCUTS, Hendersonville, and School of Adult and Professional Studies campuses – Same Designations

Faculty/Staff parking areas are designated by blue lines on either side of the parking spaces. Students may park in any lined parking spaces that are not designated Faculty/Staff or restricted, i.e., fire lane, handicap, loading zone, security, Facilities Management, individually marked visitor space, or Director's space.

Students may not park in any faculty/staff area between 7:30 am and 4:30 pm Monday-Friday.

Cooperation on the part of all campus patrons is expected and essential. Vehicles parked in reserved spaces, loading zones, restricted areas, or blocking entrances and exits are subject to removal at any time at the owner's expense. Vehicles may not be left unattended in the circles at the residence complexes, the Student Union Building, or in front of the academic complex at any time for any reason. Loitering will also not be permitted.

Parking control is under the jurisdiction of the Director for Safety and Security. Fines for violations must be paid in the Office of Safety and Security within three business days of

the issue date noted on the ticket. Tickets not cleared in the Security Office will be forwarded to the Business Office where they will be charged to the student's account.

Those in violation of parking regulations will be ticketed and fines imposed as follows:

Permit improperly displayed	$10.00
Parking over/on the line	10.00
Parking in Unmarked space	10.00
Violation of timed parking space	20.00
Blocking another vehicle	35.00
Parking in the flow of traffic/Blocking Traffic	35.00
Driving or parking on the grass/walkways	35.00
Blocking fire hydrant	35.00
Parking without a valid permit	35.00
Parking in Faculty/Staff spaces	35.00
Parking in circle/fire lane/striped area	35.00
Parking in Reserved Spaces	35.00
Disregarding Traffic Control Device	35.00
Illegally parking in Handicap Space and/or blocking ramp or loading zone	50.00
Reckless driving	50.00
Parking in driveways to dumpsters	100.00

Students may be allowed one warning per academic year at the discretion of the Director for Safety and Security. Students who accumulate more than five violations during the academic year (August—July) will have a $5.00 fine added to each additional ticket received. In addition to the designated fine, a chronic offender will be referred to the Dean of Students or his designee for disciplinary action.
Individuals receiving traffic tickets may discuss their case with designated staff personnel in the Safety and Security Office. Obvious errors will be corrected. Formal appeals may be made through the Office of Safety and Security. A written Appeal Form must be completed outlining the basis for the appeal within three business days following the date of the ticket. The Director or his designee will review the appeal and make a final determination. The student will then be notified of the outcome. The University reserves the right to inspect cars parked on University property.

POLITICAL ACTIVITIES AT UNION UNIVERSITY

Union University supports the healthy discussion of issues regarding the political climate across the country. In addition Union University encourages students to be involved in the political process and to engage in political discourse and public square issues. Although the University supports this process, Union is a private institution and therefore is not required by law to allow political candidates on campus. However, the administration chooses to offer this privilege only if certain policies are followed. A complete listing of political activity policies can be found at the following website: www.uu.edu/studentservices/organizations/policies.cfm#political. Additional questions can be directed to the Office of Student Leadership & Engagement or the Office of the Dean of Students.

POST OFFICE

Each student may receive a free mail box and combination at Campus Mail Services during orientation and will maintain the same box number throughout your University career, provided you do not drop out for a semester. All residential students are required to have a Union mail box. Campus Mail Services is located in the Student Union Building.

Mail sent to a Union student should use the following template:

Name: _____
Address 1: UU _____ (Insert Student's Box Number*)
Address 2: 1050 Union University Drive
City, State, Zip Jackson TN 38305

*Please note: Do not use the words "Post Office Box" or "P.O. Box" for Address 1. The mail will be delayed and could be returned to the sender by the US Postal Service.

Postal hours are 8:30 a.m. - 4 p.m., Monday through Friday during fall and spring semesters. Check with Mail Services for winter and summer hours. Mail is posted to campus boxes Monday through Friday as soon as possible after delivery from the US Postal Service.

You will be notified by email to your UU account when you receive a package. The package may be secured by presenting your ID to post office personnel. Notices of Postage-due mail may be picked up and paid during campus postal hours. Packages arriving via United Parcel Service (UPS), FedEx, DHL or special courier will be handled in the same manner as those arriving by mail.

Campus Mail Services reserves the right to withhold magazines, periodicals, or other presorted mailings that are contrary to University values. (See Community Value Statements I. E. in the Campus Life Handbook).

Your mailbox number and combination can be found in SelfService listed under User Profile. Campus mail boxes should be kept locked at all times.

After hours outgoing mail should be placed in the blue postal drop box located on the dock behind Campus Mail Services. Jackson post office personnel pick up the mail at 4 p.m., Monday through Saturday.

Stamps are available for purchase at Mail Services and at Union Station. Campus mail should be placed in the special drop box located on the main corridor wall of the post office. When dropping more than 10 pieces of campus mail, (Christmas cards, Valentines, etc.) arrange them in numerical order by box number and secure them with a rubber band.

Campus organizations, fraternities, and sororities should make special arrangements to post notices to their membership. The postal clerk may require a sample of material being posted.

When a student leaves for the summer or winter term, it is the student's responsibility to give correspondents a temporary forwarding address. Campus Mail Services does not handle temporary forwarding of mail. A permanent forwarding address should be left when the student graduates or withdraws.

PAWPRINT STUDENT PRINTING

Union provides a defined number of free prints per student during each academic term. For more information about Union printing policy and wireless printing options, go to http://uu.edu/it/students/ .

PRINTING SERVICES

University Printing and Mailing Services supports the mission of the University and the work of faculty, staff, and students by providing high quality print production and mailing solutions. We strive to provide an excellent customer experience through knowledgeable staff, competitive pricing, and timely service. We foster a genuine community committed to serving Christ and integrating his love in all that we do.

Printing Services is open Monday through Friday, 7:30 a.m.–4:30 p.m. We provide print and reproduction services for faculty, staff, students and members of the community. Print requests can be placed through our online digital storefront by visiting www.uu.edu/print or customers can email us at printing@uu.edu. We offer a wide assortment of paper, envelopes, and general office supplies including scantrons and blue books for student purchase. Printing Services also

offers finishing services such as book binding, hole punching, hydraulic cutting, folding, lamination, and notepad gluing. Contact us at (731)661-5116

PROGRESS REPORTS

Progress Reports each fall and spring semester and final grades for all semesters and sessions will be reported through WebAdvisor. Progress reports are not used in calculating Grade Point Averages and should not be reported to outside sources.

Progress Reports are reported to the student. If a change in the reported grade is deemed appropriate, the instructor should communicate it directly to the student. Grades are reported for all students in all full semester courses with the exception of laboratories, ensembles, applied music, and PE activity courses. Grades may be reported for these courses at the discretion of the instructor.

PROTESTS

Union desires a collaborative and constructive relationship with those in our community. While Union offers many channels to affect and influence change, Union also recognizes that constructive protest and discussion of issues may happen within a college community. The college also recognizes an obligation to maintain an atmosphere conducive to academic work and the respect of privacy rights of all individuals. Should groups want to demonstrate in this manner, guidelines governing protests and demonstrations and required registration forms are available at https://www.uu.edu/studentlife/accountability/forms/Protest-Registration-Form.pdf

PUBLICATIONS

Institutional Responsibility Regarding Student Publications

The student publications of Union University including the *Cardinal and Cream* online newspaper and print magazine and *The Torch* literary magazine serve as learning laboratories in which the student may receive practical instruction and experience.

As a liberal arts University, Union University believes in and encourages academic freedom and open inquiry. At the same time, Union maintains a clear and definite commitment to the Judeo-Christian principles in the Bible. The University refrains from censorship except in matters which conflict with the mission and core principles of the University or matters which conflict with accepted professional standards of excellence and which may violate laws governing the press.

Each student publication is under the direct supervision of a faculty advisor who is responsible for guiding and instructing student staff members. Daily operations and matters of policy are the responsibility of the faculty advisor. Policy decisions regarding a specific publication are made by the faculty adviser with input from the student editor-in-chief and managing editor. Oversight of each publication is subject to the review of the Chair, Department of Communication Arts (*Cardinal and Cream*); Chair, Department of English (*The Torch*); Dean, College of Arts and Sciences; Provost, and President of Union University.

Student publications of Union University are expected to uphold relevant professional standards and to operate within institutional boundaries reflecting the values of a Christian liberal arts University. As a private University, Union University has the right and responsibility of requiring student publications to refrain from obscenity, matters appealing to a prurient interest, and blasphemous or sacrilegious material.

Because student publications are primarily learning laboratories, productions should be judged by principles of sound professional practice, which include the responsibility for factual accuracy, professionalism in writing and graphic presentation, and adherence to guidelines and laws regarding libelous communications, as well as the institutional policy regarding confidentiality of student records and release of information and the right of privacy.

The Cardinal and Cream

The *Cardinal and Cream* is the official award-winning campus newspaper and magazine of Union University. Budgeted as a part of the Communication Arts Department, the online edition is updated daily, and the magazine is published biannually and distributed to students, faculty, staff, and administration without charge.

The *Cardinal and Cream* is written and edited by students under the guidance of a faculty advisor. Scholarship staff positions are available for any student enrolled in classes at Union, and particularly those interested in journalism or a related communications field. The campus newspaper enhances the experiences of students in writing, layout, editing, photography, advertising, and journalism administration.

The Torch

The Torch is a student literary magazine under the editorship of an appointed student staff. Its contents are made up of the student creative writing and artwork selected from among presentations in the normal course of class work and from those submitted directly to the editors. *The Torch* is a member of the Columbia Scholastic Press Association at Columbia University in New York.

RECORDING (AUDIO OR VISUAL RECORDINGS, INCLUDING UNIVERSITY-SPONSORED EVENTS OR CLASSES)

The university does not permit audio or visual recording in classes, lectures, faculty or staff offices, theatre, or other events without prior written permission from the instructor or coordinator of the event. Students requiring class recording under ADA accommodations must first register with the Director for Disability Services. Under no circumstances may recordings be distributed in any media for non-personal use without prior written permission of the instructor or coordinator of the event, even when the original recording was made with permission; distribution requires additional prior written permission. Students producing films on campus and/or using university A/V equipment must have project approval by the Dean of Students prior to filming.

ROLE OF THE STUDENT IN UNIVERSITY DECISIONS

Students at Union University are encouraged to become owners in not only their education but also in the structure of the University itself. This may be done through the following avenues:

Student Government

A student may bring questions or grievances and pursue changes in policy directly to the Student Government Association (SGA) and the Student Senate. Many changes in policy have been successful because students have used these avenues for discussion and direction.

University Committees

Most standing committees at Union University include student representatives. Through SGA, a student can become involved in University decision making and policy review by being appointed to these committees where student representatives are full voting members. Applications are available every April through the Office of Student Leadership and Engagement.

The Office of Student Life

The Student Life Office is located in the Hyran E. Barefoot Student Union Building. The Vice President for Student Life and Dean of Students provides leadership in the areas of Barefoots Joe and Modero Coffee Roasters; Campus Recreation; Center for Academic Success; Counseling Services; Disability Services; Facilities and Grounds; Health Services; Residence Life; Safety and Security; Student Leadership and Engagement; University

Printing and Mailing Services; The Vocatio Center for Life Calling & Career; Judicial Services; Greek Life; Student Government; Student Organizations, and the University Master Calendar. The Vice President for Student Life and Dean of Students is your liaison with the administration of the University. Each student is encouraged to talk with him to begin any process of change. The Student Life team's mission is to work to enrich the educational goals of the University by providing opportunities for students which develop scholarship, leadership, spiritual growth, service, and excellence in all matters. In addition, the Vice President for Student Life and Dean of Students provides opportunities and solutions to increase student satisfaction, help retain students to our campus, and develop student leaders.

The Office of the President

Although concerns can usually be addressed by utilizing the SGA, Senate or the Office of Student Life, students are welcome at any time to schedule an appointment with the President. However, students are encouraged to address questions and/or concerns through these other avenues prior to approaching the President.

SAFETY AND SECURITY OFFICE

The Office of Safety and Security, in agreement with the mission and values of Union University, exists to provide a safe and secure campus environment by protecting and providing assistance for students, faculty, staff, and visitors. They are service-oriented and people-focused in all that they do. The Office of Safety and Security seeks to serve all campus patrons with respect and dignity, in reflection of the Christian principles upon which Union University was founded.

Union University makes reasonable efforts to provide for the safety and security of students and their personal property, and expects students to practice good safety habits and exercise individual responsibility as well. The ultimate responsibility for personal security rests with each individual. Each person should be aware of his/her surroundings and the potential risks to their personal safety. Examples of good situational awareness would be: to walk with friends and in lighted areas, to know building evacuation procedures, to not leave valuables unattended and/or unlocked, to lock vehicles, and to know how to contact security officers, Residence Directors, and other campus authorities. Campus residents should report suspicious activities to the security officers and/or Residence Life staff.

The Security Office is located in the Student Union Building. Students are expected to treat security officers with courtesy and respect and respond to any reasonable request. Students are encouraged to put the 24 hr. Safety & Security cell phone number, (731) 394-2922, into their devices.

Safety Procedures for fire and other emergencies are posted in highly visible locations throughout the campus buildings, and exits are clearly marked. Students are encouraged to become familiar with the locations of safety equipment and with outlined procedures. Any damaged or missing equipment should be reported to the Office of Safety and Security. Tampering with safety equipment will be grounds for disciplinary action.

SCHEDULING ACTIVITIES

All student activities must be scheduled on the Master Calendar through Tina Netland in the Office of Student Life at tnetland@uu.edu. These should be scheduled as far in advance as possible. With the exception of certain activities which involve the entire student body or the schedules of groups outside the University, a first come, first served policy is followed.

Official University clubs and organizations must seek approval prior to the organization endorsing or publicly supporting outside businesses or charities. While we anticipate approving all requests, obtaining approval from the Office of Student Leadership and Engagement will ensure that all our organizations are affiliating with organizations that share similar values. The University reserves the right to cancel events or initiatives

benefiting off-campus groups that were not previously approved by the Office of Student Leadership and Engagement.

All student events and activities are under the supervision of the Office of Student Leadership and Engagement. In order to prevent misunderstandings and problems, all arrangements, (including the activity, the proposed location, and the proposed University representatives,) should be cleared with the Office of Student Leadership and Engagement prior to deposits or commitments being made.

Any change in the date, time, or place of a scheduled activity must receive prior approval from the Office of Student Leadership and Engagement. When the cancellation of a scheduled event becomes necessary, a notice must be submitted to the Office of Student Leadership and Engagement. Another group may wish to utilize this date for its activity.

Off-campus social events must be restricted to a distance which will permit resident students to return to their residence complexes by the closing hour.

Social or extra-curricular activities scheduled the week preceding exams or during exam week after 8:00 pm need special permission from the Office of Student Leadership and Engagement. You can contact the Office of Student Leadership and Engagement by calling (731)661-5094 or emailing bmantooth@uu.edu.

SECURITY ACT INFORMATION

The Crime Awareness and Campus Security Act of 1990 and the Tennessee Code §§ 49-7- 2201, et.seq., College and University Security Information Act require that each institution of higher education report to the Federal Bureau of Investigation and the Tennessee Bureau of Investigation on an annual basis, statistics for crimes occurring on campus and in student housing.

Students are requested to report any crime or suspected crime on campus to the Office of Safety and Security where an official written report will be completed.

Any student, Union employee, or applicant for admission or employment may review, during regular office hours, the Union University Safety and Security Report and campus crime statistics. Copies of crime stats are available in the office of Safety and Security. Statistics are also available online at http://www.uu.edu/studentlife/safety-security/crime-statistics.cfm.

SEVERE WEATHER POLICY FOR RENTERS OF CAMPUS FACILITIES

In the event of predicted significant weather, the organization renting space at a UU facility may determine if they wish to continue to hold the event, unless Union has decided to make a campus-wide decision to cancel all events. The leader will be responsible for signing up for UU alerts at www.uu.edu/uualerts and explaining the emergency shelter locations to their group. Outside groups are also expected to comply with any evacuation or other instructions given via text message, security, or a university employee. In the event of severe weather, refunds can be given on rental space; however, the organization will still be responsible for food costs.

SEXUAL ASSAULT AND/OR HARASSMENT (SEE HARASSMENT)

SIDEWALK CHALK

Per SGA Senate Resolution 185-022, the University asks that sidewalk chalk be used with restraint, and only to market events open to all students. Sidewalk chalk must be limited to sidewalks, not walls. We also ask that the organization using the chalk be responsible for cleanup within 24 hours after the event. In addition, all messages to be written in chalk need prior approval by the Office of the Dean of Students.

SOLICITATION

All soliciting by representatives of commercial, social, or charitable organizations is prohibited on the grounds and within the buildings of this institution. Students, instructors, and employees are requested to report any violations to the Office of Safety and Security or the Dean of Students.

STUDY ABROAD AND OTHER EXTERNAL STUDY PROGRAMS

Union University offers a variety of opportunities for students to participate in external study programs that can enhance their academic experience. These include both stateside and overseas opportunities.

All students participating in external academic programs in the United States or abroad must notify your faculty adviser and contact the study abroad coordinator prior to beginning the registration process for the program. Failure to do so may jeopardize the appropriate transfer of credits and/or the applicable funding. Further details concerning the study abroad application process can be found at www.uu.edu/centers/intercultural-engagement/. This website includes information on program selection and application, travel, financial responsibility, and scholarships. Students can request more information from Victoria Malone, Study Abroad Coordinator, vmalone@uu.edu.

SURVEYS

All surveys to or from Union faculty, staff, and/or students must be approved by a faculty member in conjunction with Union's IRB (Institutional Review Board) process: https://www.uu.edu/research/irb/. Surveys not in conjunction with an academic class must be approved by the Dean of Students and/or IRB. Union University receives weekly requests to administer surveys to and for our students, faculty and staff. Because of this high volume, the university's current policy prohibits the distribution of surveys via mass outlets and/or providing student/faculty/staff email addresses for surveys. The University typicallly conducts two Assessment Days each academic year in which students participate in various institutional assessments that aid the University in evaluating effectiveness, satisfaction, and fulfillment of its missional and accreditation standards.

TECHNOLOGY AND ONLINE RESOURCES

See uu.edu/it/policies to learn about the University's Acceptable Usage Policy.

TEXTBOOK ORDERS

Union University has a partnership with eCampus.com, an online textbook company, to be our exclusive textbook provider for Union University courses. Textbooks can be ordered online at uu.ecampus.com.

Textbook Prices

Because the prices of elementary and high school textbooks were absorbed in the total tax dollars one's parents paid, assuming personal responsibility for textbooks is a new experience for most university students. Students discover that textbooks are expensive. They are expensive because they are costly to write, publish, ship and sell, and because the ever growing body of knowledge in our day gives most textbooks a shortened period of usability.

In order to keep textbooks as affordable as possible, eCampus offers several options for purchase or rent. Students may purchase books new, used, from the eCampus marketplace, or—when available from the publisher—as an electronic text. Rental options are also possible, either in hard copy or—when available—in electronic format.

Because eCampus is the university's exclusive textbook provider, Union does not allow for other vendors to sell or buy back textbooks on campus. Individual students, student organizations and/or outside persons may not allow other vendors to sell or buy back textbooks on campus.

Terms of Service

Please consult the terms of service link at uu.ecampus.com for the company's complete terms of service.

TIMELY WARNING

In the event that a situation arises either on or off campus that, in the judgment of the Dean of Students in consultation with the President and/or Vice President(s) constitutes an ongoing threat, a campus wide "timely warning" may be issued. The decision of whether to issue a timely warning will be made on a case by case basis. Timely warnings will be issued to the campus community as soon as pertinent information about the incident is available. Timely warnings will be delivered via emergency text message, www.uu.edu/uualerts, Union email, posted announcements and/or verbal warnings.

UNIVERSITY REPS FOR STUDENT ACTIVITIES

University representatives (defined as a current faculty/staff advisor, approved alumnus who is two years post-graduation, or parent) are to be present at all off-campus and select on-campus social events unless an exemption has been granted in writing by a representative from the Office of Student Leadership and Engagement. They are responsible for any crisis or emergency that may arise. Also, they are to see that all students abide by University regulations as stated in the Campus Life Handbook and that the event ends on time with everything left in good order. This is important because all student groups represent Union University, whether on or off campus and should model themselves in a manner consistent with the mission and purpose of Union and pleasing to our Lord Jesus Christ. University reps simply serve as persons of accountability and to remind students of this obligation. Failure to abide by these policies governing social events could result in the cancellation of the event or more serious social restrictions. The entire sponsoring organization will be held responsible for following the approval process.

The number of University reps required will be determined by the Office of Student Leadership and Engagement and will depend on the nature of the event. The person in charge of the social event or trip is responsible for making arrangements for the proper number of University reps. This person should check with the Office of Student Leadership and Engagement. Organizations should secure their University reps at least one week prior to the event. You can contact the Office of Student Leadership and Engagement by calling 731-661-5094 or emailing bmantooth@uu.edu.

VAN DRIVING AND RESERVATION POLICIES

Union University offers a limited number of vans for University use. Anyone seeking to operate a Union University vehicle must first visit the office of Safety and Security and complete the "Application for Driver Authorization," provide a copy of their driver's license (restricted licenses cannot be accepted), and provide a copy of their current auto liability insurance card.

Additionally, the potential driver must provide proof of a safe driving record. This is accomplished by completing an online form for a Department of Motor Vehicles check administered by Sterling Background Checks. Safety and Security will send the potential driver a link to complete this form. Allow up to one week after online submission for your driving record to be received and reviewed before expecting to be able to drive a Union University vehicle.

All potential drivers must have been a licensed driver for at least 3 years and must be at least 19 years old, per current insurance guidelines.

The use of cell phones and other portable electronic devices while driving a Union University van or for Union University sanctioned purposes is prohibited. This includes, but is not limited to, using cellular phones or similar devices to receive or place calls, text messages, utilize the

internet, check phone messages or view/respond to email while driving.

- In-office personnel should plan to leave messages for van drivers that they need to contact in the field, expecting that drivers are not to answer the phone while actively driving. Therefore, the caller should be expected to leave a detailed message.
- Drivers should stop their vehicles in a safe location if the need arises to interact with any electronic devices such as phones, PDA's, GPS units, etc.

Faculty and staff advisors must accompany students/student organizations in the van if the group is traveling to an event over 60 miles from campus unless special arrangements are made with the Dean of Students. An exception to this rule would be for trips designated exclusively for transporting people to/from the Nashville or Memphis airports. All van reservations must be made by a sponsor, faculty/staff/administration. Van reservations can be made by calling the Office of Safety and Security at (731)661-5018, by or emailing security@uu.edu.

VOTER REGISTRATION

All states require that you be a United States citizen by birth or naturalization to register to vote in federal and state elections. You cannot be registered to vote in more than one place at a time. Each state has its own laws regarding registering and voting as well as deadlines for registering to vote and absentee voting. SGA provides for voter registration opportunities prior to major elections. For more information, go to www.nass.org/can-i-vote (This nonpartisan website is maintained by the National Association of Secretaries of State.)

STUDENT ACTIVITIES/ORGANIZATIONS

ADMISSION TO CAMPUS ACTIVITIES

Students and spouses are admitted to most campus activities, including Lyceum programs, varsity athletic events, and intramural activities, without charge with the presentation of a valid I.D. The Student Activities Council (SAC) or other campus organizations may make nominal charges for campus events they sponsor. The University reserves the right to require parental consent for certain University activities.

FORMATION OF NEW STUDENT ORGANIZATIONS

Students desiring to form a new organization must first meet with a representative from the Office of Student Leadership and Engagement. You can contact the Office of Student Leadership and Engagement by calling 731-661-5094 or emailing bmantooth@uu.edu. After this meeting, please read and complete the information available at www.uu.edu/studentlife/organizations/policies.cfm#forming

STUDENT ORGANIZATION LEADERSHIP REQUIREMENTS

Because of academic responsibilities and the duties associated with campus leadership roles, no student with less than a 2.5 grade point average may serve as a Student Government Association officer or as an officer for a campus organization. In addition, he or she must be in good standing with the University both academically and judicially.

A complete listing of student organizations can be found at the following sites:

UNDERGRADUATE ORGANIZATIONS AND HONOR SOCIETIES
GRADUATE SCHOOL STUDENT ORGANIZATIONS

RESIDENCE LIFE

A SHARED, GRACE-FILLED COMMUNITY

Did you know that 91% of a college student's time is spent OUTSIDE of the classroom? There, outside of the classroom, an awesome Residence Life staff daily provides on-going friendship and Christ-centered, student-focused programs for each resident to delve into!

RESIDENCE LIFE MISSION STATEMENT

Residence Life is committed to providing a holistic living and learning environment where academic scholarship is developed, distinctive relationships are formed, servant leadership is practiced, community values are upheld, and biblical restoration is provided.

RESIDENCE LIFE PHILOSOPHY

The Union Residence Life Experience is founded on solid pillars of time-tested, scripturally-based community values: (1) the worth of each individual, (2) self-discipline, (3) personal integrity, (4) respect for community authority, and (5) respect for property and the environment.

Over 1,000 students from many different backgrounds/cultures live within this Residence Life grace-filled community. Opportunities abound each day for students to integrate their faith and their living as they develop a genuine respect for other students' needs and interests, build lifelong friendships, practice healthy communication and conflict resolution, and utilize leadership skills.

RESIDENCE LIFE GOALS

Residence Life's commitment to the mission, vision and values of Union University is evident through the following goals:

- To provide an Excellence-Driven, Christ-Centered, People-Focused, and Future-Directed approach to students, faculty, staff, and guests of the University
- To provide opportunities for the development of the whole person through co-curricular educational programs/activities
- To provide professional staff and services to meet the developmental needs of each resident
- To provide a grace-filled community through Christ-centered behavioral values and redemptive discipline

RESIDENCE LIFE STAFF

Dean of Student Life and Director for Residence Life

The Dean of Student Life/Director for Residence Life provides vision and leadership for the Residence Life staff, students, and programs. The director is a fulltime professional dedicated to student development, professional excellence, and ministry to students.

Residence Directors/Assistant Residence Directors

The three residence directors are fulltime professional staff dedicated to student development and the overall administration of the residence complexes. The Residence Directors partner with an Assistant Residence Director to provide people-focused oversight of the residents in their complex. They are available for leadership training, college-life information, counseling, and assistance to students learning to integrate their faith and living in relationship to God and others.

Resident Staff Advisors / Resident Advisors

A team of 28 students known as RSAs and RAs serve as community builders and catalysts for creating a fun, living-learning environment in Residence Life. Each student serving in this role has undergone an extensive interview/training process and been chosen because of their desire and ability to serve their fellow students. It is their passion to build a community of respect for God and others and to be a source of encouragement for their peers as they adjust to living in a college environment with over 1,000 other students.

HOUSING POLICY

Union University recognizes the experience of residential living as a valuable part of students' education by providing opportunities to integrate their faith with their daily living, develop servant leadership abilities and build lifelong friendships. Therefore, Union is a residential University that requires all unmarried, fulltime, undergraduate students to live on campus. Students may apply to live off campus if they have earned at least 96 credit hours by the beginning of the fall semester of the academic year.

The Residence Life Staff feels it is very important for college freshmen to live with other freshmen during their first year at Union. For this reason, the University strives to match freshmen students with other freshmen students. In some cases it may be acceptable to assign a freshman with three upperclassmen in an apartment if **all four** have requested to live with each other and there is available space in upperclassmen housing. In this case, the freshman must (1) have paid their housing deposit early and (2) have listed on their Residence Life Application the names of those upperclassmen. Exceptions will be left to the discretion of the Director for Residence Life.

If the count drops below four occupants for an apartment, the Residence Life Staff has

the discretion to place another student in that apartment or place the remaining roommates in other rooms. It is for this reason that students must select their roommates wisely and work diligently in solidifying plans for their housing arrangements **before** the housing sign-up process.

If a bedroom is not occupied it must remain closed and locked for the duration of the semester. Students may not contract vacant rooms for any reason.

The University may allow graduate students to live in traditional undergrad housing with the approval of the Director for Residence Life or Dean of Students.

HOUSING CONTRACT

Union's Housing Contract is for the FULL ACADEMIC YEAR and is a legal and binding document between the student and the University.

Part-time Resident Students

All residential students (single or married) must remain full-time students (registered for at least 12 credit hours) and be actively attending classes. If a student drops below 12 credit hours and desires to live on campus, he/she must present a request in writing to the Director for Residence Life. In addition, the University reserves the right to remove a student from Residence Life if he or she is not attending classes or the Dean of Students has evidence that passing all courses remaining in the semester is no longer possible.

OFF-CAMPUS POLICY

Every student (including new freshmen and transfers) who is considering living off campus must submit an Off-Campus Request form through the Residence Life website www.uu.edu/studentlife/residence-life/ by the deadline indicated on the form and then wait for the Director for Residence Life, Dean of Students, and/or the Appeals Committee to review the request and notify the student of their decision. Students who desire to live off campus during a future academic year must submit a new Off-Campus Request form and obtain new approval each year. Students will receive an email approving or denying the request from the Office of Residence Life within two weeks of the request (unless the Appeals Committee must meet to determine your eligibility.)

Students who desire to live off campus must meet one of the following qualifications and indicate it on their *Off-Campus Request form*:

- student will be living at home with his/her parent(s) or guardian within a 40-mile radius of Union University.
- student will be at least 22 years old prior to the first day of the fall semester for which he/she is requesting to live off campus.
- student must have completed 96 credit hours prior to the first day of the fall semester for which he/she is requesting to live off campus.
- student is a part-time student.
- student is married prior to the first day of the fall semester.

A student who does not meet one of these qualifications to live off campus listed above, but feels he/she has extreme extenuating circumstances that deserve consideration for off-campus residency, can complete an *Off-Campus Application* for the Appeals Committee to review. As part of the *Off-Campus Application*, the student must complete a personal letter to the Appeals Committee detailing the student's circumstances which deserve consideration to live off campus. After the Appeals Committee reviews the student's request to live off campus, the student will be contacted about the official approval or denial of their request. Any student who submits an *Off-Campus Application*

after the deadline must be approved by the Appeals Committee and will forfeit their housing deposit. Any student who submits an Off-Campus Request form after April 1 will also be charged a late request fee. No Off-Campus requests will be considered after July 15. Any student who signs a housing contract at the beginning of an academic year, but whose appeal is granted to live off campus for spring, will still be breaking his/her housing contract and will forfeit his/her $100 housing deposit.

Consequences for Violating Union's Housing Policy

Any student who lives off campus during fall or spring semester and has not completed an *Off-Campus Request* form or has not been approved by the Appeals Committee will be charged a housing fee of $3,600 each semester the student does not honor the University housing policy.

2020-21 HOUSING PRICES

- **Quads Residence Complex:** $4025 for each fall or spring semester
- There is no charge for winter term housing for students enrolled in winter term
- $575 for each summer term or for non-enrolled winter term residents

Heritage Residence Complex:

- $3,625 for each fall or spring semester
- There is no charge for winter term housing for students enrolled in winter term
- $505 for each summer term or for non-enrolled winter term residents

RESIDENCE COMPLEXES

Residence Complexes for Single Students (Traditional, Undergraduate)

Residence Life for single students is uniquely arranged in apartment style housing featuring a private bedroom for each individual student age 23 or under. Each apartment includes four private bedrooms (three bedrooms in the handicap accessible apartments).

The following is some general information about on-campus housing at Union:

- Each apartment on campus is furnished with a couch, chair, coffee table, and end table.
- All apartments on campus have central heating and air conditioning, and venetian blinds to cover all windows.
- All apartments on campus have a small kitchen. These include a refrigerator, stove/oven, shelves, and cabinet. Microwaves are provided in the Quads and Dodd and Grey in Heritage.
- The Quads have two bathrooms in each apartment (one bathroom in the handicap accessible apartment) with a shower, toilet, mirror, and sink in each. There is also shelving in one bathroom in each apartment that should be shared by all four roommates. Shower curtains are ***not*** provided. (The left bathroom in all downstairs apartments is a hurricane-strength storm shelter.)
- Each apartment in the Quads also includes an energy-efficient washer/dryer unit.
- In the Heritage Residence Complex each apartment has one bathroom with a tub, toilet, mirror, and sink with cabinet space below. Shower curtains are ***not*** provided.
- Each apartment in the Quads and Heritage has a two-way intercom system for communication and emergency notification.

- Every apartment in Heritage and the Quads has wireless internet and cable television access.

Heritage Residence Complex has a common area (McAfee Commons) that contains comfortable seating areas, TV's, a kitchen, vending machines, a computer lab, an upstairs study loft, a game room, the Residence Life Staff offices, and the Residence Director's and Assistant Residence Director's offices and apartments.

The Quads Residence Complex also has a common area (Bowld Commons) that contains classrooms, kitchens, a large multipurpose recreational room, TV's, video games, vending machines, a game room, music rooms, computer labs, several comfortable seating areas, and two Residence Directors' offices and apartments.

The Quads Residence Complex

The Quads house 894 male and female students (in separate buildings). The Quads (Ayers, Hurt, Watters, Grace, and Hope) are located directly off of Walker Road.

Women's Residence Director: Katrina Bazzoli

Office located in the Bowld Commons
Email: kbazzoli@uu.edu

Women's Assistant Residence Director: Jessa Kliewer
Email: jkliewer@uu.edu

Men's Residence Director: Ben Bredow

Office located in the Bowld Commons
Email: bbredow@uu.edu

Men's Graduate Assistant Residence Director: Nathan Heatherly
Email: nathan.heatherly@my.uu.edu

Heritage Residence Complex

The Heritage Residence Complex houses 404 male and female students (in separate buildings). Heritage Residence Complex is located on the north end of campus, east of the Quads. The complex consists of Commons building and 11 apartment buildings: Craig, Dehoney, Dodd, Grey, Jarman, Lee, Paschall, Pollard, Rogers, Sullivan, and Wright.

Heritage Residence Director: Ashley Akerson

Office Number: (731)661-5012 (office located in McAfee Commons)
Email: aakerson@uu.edu

Heritage Assistant Residence Director: Kevin Morgan

Office Number: (731)661-5683 (office located in McAfee Commons)
Email: kmorgan@uu.edu

Residence Complex for Graduate Students, Families, and Non-traditional Students

Warmath Family Housing

Warmath Family Housing consists of students who are married, students with children, students who are non-traditional age, and graduate students. Each Warmath Family Housing apartment consists of two bedrooms and a living room (unfurnished), a kitchen (with a refrigerator and stove), and a bathroom. A separate laundry room for Warmath residents is located behind the Warmath apartments. Housing in Warmath Family Housing is obtained by application at http://uureslife.com/graduate.

Single Student Graduate Housing

Single Student Graduate Housing consists of single students who are non-traditional age and graduate students. Students are housed in the Hope Complex and are assigned one

bedroom. Each apartment consists of four bedrooms, a large living room, two bathrooms, and a kitchen (with a refrigerator, stove, microwave, and washer/dryer unit). More information is located at http://uureslife.com/graduate.

RESIDENCE COMPLEX GUIDELINES / STUDENTS' RESPONSIBILITIES

Advertising

Prior to hanging posters or other advertising materials in the Residence Complexes, students must obtain the poster guidelines as well as permission from the Residence Director of their complex. No adhesive tape may be used to hang flyers.

Announcements

Out of respect for students' privacy, only announcements concerning Residence Life activities and Emergency/Safety information will be made in the Residence Complexes.

Commons

Residents and guests of all residential students may relax in either Commons and watch TV, play board games, study, cook, meet friends, and obtain basic medical supplies. In Residence Life, public areas such as the Commons, bathrooms, study rooms, computer labs, meeting rooms, kitchens, and TV areas are provided for the use of the Union students, not the general public. The furniture and newspapers in these public areas must remain in the Commons. Kitchens must be cleaned after use. Removal of these furnishings would be considered theft from the University and would be handled by the University judicial system. Programming provided by the Residence Life staff in the Commons is for all Union students. All requests for use of the Commons for other Union-sponsored events are to be taken to the Residence Life staff for their approval and will be at their discretion. Reservations for rooms in the Bowld Commons may be made through the University's reservation system.

Equipment and furnishings provided in the Commons should be treated with respect while keeping others in mind, specifically in the areas of noise and cleanliness.

Washers and dryers are located in the laundry building between McAfee Commons and the Warmath Residence Complex, as well as in each apartment in the Quads. Clothes should be removed from the washers and dryers as soon as the cycles are completed. The University does not assume responsibility for any clothes left in the washer/dryer. Any theft of personal items should be reported to the Commons office and an incident report filed.

The RD office and RA desk are for the use of the Residence Life staff. An intercom and lobby phone are provided in the Commons to assist residents and guests in contacting students.

Curfew Hours

In order to encourage freshman to build new relationships with their roommates and to establish good time-management habits, freshmen have a "freshman curfew" for the first week of school. During that week, freshmen are to be in their apartments (not in another student's apartment, the Commons, or off-campus) by 11:00 pm each night of freshmen curfew and remain there for the rest of the night. Their Resident Advisor will come by their apartment after 11:00 pm to visit briefly and answer any questions freshmen may have. After the first week of school, curfew for freshmen becomes the same as it always is for upperclassmen, which is 2:00 am. At that time, all residents must be in their Residence Complex and any non-residents who are not registered as guests must be off campus.

Decorating and Furnishing Guidelines for University Apartments

The University's apartments/bedrooms may be decorated only within University guidelines and in such a way that reflects Union's five Community Values. The following describes a few specifics that will help students personalize their apartments while at the same time avoid any damage to the apartment which could result in charges for the students.

Apartments may NOT be painted or wallpapered (including borders). Counter tops and desks are not to be covered in contact paper; however, cabinet drawers may be lined with drawer liner. Candles, candle warmers, incense, halogen lamps, plug-in Christmas lights and live Christmas trees/garland are prohibited due to the fire hazard they have proven to be. If found, there will be a $25 safety violation fine. Road signs/business signs and permanent decals are not to be placed anywhere in the apartment (including windows). Posters or any other items with questionable content, alcohol or tobacco references are not permitted. ALL repairs to the apartment must be made by Facilities Management which means **residents may NOT do any repairs** or perceived "improvements" in the University's apartments.

Suggested decorative items include a small desk lamp, pictures/posters, and curtains. Pictures/posters may be hung on the walls using size 4 finishing nails or thumbtacks. Please refrain from using tape or command strips on the walls.

Door Opening for Guests

The Residence Life Staff will not open doors to apartments or bedrooms for other students who do not live there without the verbal consent of the occupant of that apartment/room.

Equipment/Intercom/Appliances/HVAC

An Intercom is located in each apartment and is used in emergencies to warn students of tornado, fire, etc. Tampering with the intercom in any way will result in a fine and cost of repairs. Cable television service is available to all students in their living room. Music and televisions are to be kept at a volume that is not disturbing to others. Electric cords may NOT be taped to the floor because of the adhesive it leaves behind which ruins the carpet. A small roll of "cord-keeper" may be purchased at the local hardware store and used to cover cords and prevent tripping over them. Microwaves and toaster ovens may be brought; however, deep fryers and hot plates may not be used.

Each apartment is equipped with a thermostat to control temperature for that apartment. The thermostat is limited to a range of temperatures. Tampering with the thermostat in an attempt to circumvent the temperature limits will incur a $200 fine.

Furniture

All traditional undergraduate apartments are fully furnished. **All of the original apartment furniture is inventoried and must remain in its assigned apartment throughout the semester.** Because of fire safety guidelines, furniture must not block any exit path routes. Your RD can assist you with what types of furniture are acceptable to add to your apartment, and all personal furniture must be removed at check-out if the student is not living in that apartment for the summer. The Office of Residence Life reserves the right to ask residents to remove any extra personal furniture.

Guests of Residents/Overnight Visitors

All overnight visitors must be over 12 years of age, the same gender as the person with whom they are spending the night, and registered in the Commons as a guest. Students must register overnight guests by midnight online at www.uureslife.com/guest. Out of consideration for all roommates, guests (including family members or commuter students) may not register for more than two consecutive nights and not total more than five in a semester or term.

Residents are responsible for registering their guests. Overnight visitors who are not registered will not be allowed to enter campus after curfew. Guests who are not

registered can also expect the cost to be $20/night. Residents are responsible for the behavior of their guests and for letting guests know of the community values of the University. Although this policy allows for same sex overnight guests, all residents and guests are responsible for compliance with all of the sexual impropriety prohibitions contained in the University Community Values Statements. The University reserves the right to exclude off-campus visitors from the residential areas and/or campus.

There are to be no overnight visitors during exam week.

Insurance (Renter's Insurance for Student's Personal Property)

It is the responsibility of the student to insure all personal property he/she brings to Union University with renter's insurance. Union University is not responsible for the loss, theft, or damage of any kind to a student's personal property, regardless of circumstances.

Laundry

Residents with laundry units in their apartments are required to clean the lint traps and filters in their unit. Failure to do so will cause a mechanical malfunction of the unit, and the residents will be responsible for all charges associated with the repair or replacement of the unit.

Lofting

Stacking a bed on top of cinder blocks, furniture, or any other material is prohibited in the Residence Complexes. The beds are not designed to be lofted in that way, and serious injury could result. Students may bunk beds by purchasing pins for $10 from the front desk at either commons. This is the only approved way to loft your bed. Any student who is found to be lofting their bed off of the floor in any other way will be fined $100 immediately and may accrue furniture damage fees at the end of the semester.

Maintenance Issues

If a resident finds a maintenance problem with his/her room, apartment or furnishings, he/she must go to the Commons and the RA will assist in submitting a maintenance request. If the problem is not fixed in a timely manner, please notify the Residence Life staff before filling out another form. Failure to report a maintenance issue in a timely manner may lead to damage charges.

The complexes are sprayed regularly for pest control as part of a University plan. Residents can assist with this problem by taking out the trash, properly storing food, and cleaning their apartments.

Please do not place stepping stones in the grass outside of your apartment. Stepping stones will be removed if found because of the damage they could cause to lawn care equipment.

Please refrain from flushing food down the toilets in the Residence Complexes or dumping it out the windows. Disposing of food in an inappropriate way could cause physical or aesthetic damage or invite a significant pest problem.

Medical Emergencies (Repeated)

Students who have serious and repeated emergency medical or psychiatric conditions will be asked to provide written medical support that they are under care and are supported to live in residence life by their medical treatment team. Such documentation should ensure that treatments or conditions will not require significant monitoring by the residence life team or roommates and is required before continued residency.

Networking Equipment

One apartment in each building in Heritage Residence Complex has a computer networking cabinet in the living room. Tampering with this equipment in any way (including placing

stickers or magnets on the cabinets) will result in a minimum $100 fine and/or probation.

Open Visitation

Open visitation hours for the Quads:

- Tuesday & Thursday, 4 – 9 p.m.
- Friday and Saturday, 2 p.m. – 12 a.m.
- Sunday, 12 p.m. – 9 p.m.
- Monday & Wednesday, No open visitation

Open visitation hours for Heritage:

- Friday and Saturday, 2 p.m. – 12 a.m.
- Sunday, 12 p.m. – 9 p.m.
- Monday through Thursday, No open visitation

Visitation is only permitted in the living room and kitchen areas.

No mixed gender visitation is allowed in the private bedrooms even if the door is open. It is the responsibility of the student to keep track of time and leave immediately when open visitation is over.

Visiting the apartments of the opposite sex is prohibited unless prior permission is granted by the Residence Life Staff, or it is during designated Open Visitation Hours. Residents may not be at the door/window, on the porch, the sidewalk that leads to the porch, or the stairway of an apartment of a student of the opposite sex.

Residents are expected to seek permission from the Residence Director and/or commons RA if any person of the opposite sex is to be in their apartment during non-open visitation hours, or they will be held responsible for that guest, regardless of whom the guest is visiting. Students who have visitors or are visiting the opposite sex in their apartments/rooms after visitation hours will have a Values Violation Sanction. Bedroom doors are to remain open during Visitation Hours.

All students are responsible for compliance with Union's Community Values Statements prohibiting homosexual activity. Therefore, although this policy refers to visitation by the opposite sex/gender, it in no way implies that visitation among same sex individuals engaged in sexual impropriety is allowed.

Parking

Parking in the residence complex lots is reserved for resident students. Parking permits are issued through the Office of Safety and Security after verification of current car insurance.

Pets

Pets and other animals (excluding fish) are not permitted within the apartments or residence complexes for any reason, even temporarily. This includes pets of visiting family or friends. There will be a fine incurred for any unauthorized animal discovered in an apartment. This charge will be split amongst all roommates. This fine may be as much as $250, contingent upon the type of animal, and will help to cover the cost of cleaning and pest control services. Additional charges may be incurred if the animal is not immediately removed.

Fish may be kept on campus in an aquarium no larger than 10 gallons. The student is responsible for all maintenance/cleaning of the aquarium and must remove the fish and unplug the aquarium over winter break. Amphibians, reptiles, and other semi-aquatic animals are not permitted on campus. A complete policy regarding fish and pets will be made available by contacting reslife@uu.edu.

Quiet Hours and Courtesy Hours

Quiet hours are from 10 p.m. to 10 a.m. Every effort is made to maintain an atmosphere which is conducive to study and sleep. During these times residents must keep music,

TV's, voices, etc. at a level that cannot be heard outside their apartment.

"Courtesy Hours" are in effect at all times. Whenever requested, residents must turn down any noise. The right to sleep or study always takes precedence.

24 Hour Quiet Hours are in effect during exam week.

Recycling

Union recycles! Each apartment is stocked with blue bags under the sink. Please use one bag for clean printer paper and one bag for empty aluminum and empty plastics which have #1 or #2 inside the "triangle" recycling symbol. The aluminum and plastics can be combined into one bag. Please place your recycling bags underneath the stairwell. Please do not use these bags for any apartment trash. Extra blue recycle bags are available in the Commons.

Room Checks

All roommates are responsible for the care and cleanliness of their apartments and respective bedrooms. Approximately once a month the Residence Life staff will go into student apartments to inspect fire extinguishers, intercoms, and emergency instruction sheets, as well as the apartments and bedrooms for maintenance issues as well as cleanliness. (There should be no trash, open food, unwashed dishes, maintenance needs, and alcohol or other Community Values violations.) Twenty-four hour notice will be given prior to regular room checks.

The Residence Life staff will periodically need to enter students' apartments to leave official notices concerning housing sign-ups, Residences Complex closings/openings, etc.

Room Searches/Seizures

The University has the right to enter a student's room and/or vehicle at any time to maintain facilities, maintain the safety of residents, and to investigate suspected violations of Community Values. No search will be made without the Dean of Students, Director for Residence Life, or Residence Director being notified. The search will be conducted in the presence of a Residence Director and/or other persons designated by the Dean of Students. The University also has the right to elect the use of a search warrant by the Police. University representatives have the right to confiscate any items prohibited by University policy. Items may be returned at the discretion of the University representative.

Safety

Each resident can help keep the residence complexes safe and secure by following some simple precautions:

- **Babysitting**—The University does not allow babysitting in the Residence Complexes. This is for the safety of the children, the liability of the University, and the protection of other residents' right to a peaceful environment that is conducive to study.
- **Bicycles—**Students are responsible for the safety of their bicycle. Bicycles must be locked on provided bike racks. Bikes are not to be kept on porches or in rooms.
- **Candles—**Any candle, candle warmer, incense, or open flame is prohibited because of fire hazard. Violations carry a $25 safety violation fine.
- **Electrical Appliances**—Appliances should be no more than 1000 watts, must be U.L. approved, and properly maintained. Hotplates, sunlamps, and halogen lamps are prohibited because of fire hazard.
- **Electrical Cords and Outlets**—Do not use multi-plug covers, cords, or other

splitters to increase the number of appliances. An acceptable solution is a multi-plug power strip with an internal fuse.

- **Fire/Tornado/Emergency**—Fire/Tornado/Emergency regulations are posted in each apartment. Removal of these signs is against city fire codes and will result in a $25 fine. Fire extinguishers are in each apartment. They are to be discharged only in an emergency. If the fire alarm or tornado warning and "all call" are sounded, residents must follow the emergency procedures posted in the apartment living room. If you need assistance, call your Resident Advisor or Residence Director. An interrupted siren indicates fire; a continuous siren indicates tornado.
- **Grills—**No personal outdoor grills are allowed in the residence complexes. Only the outdoor grills in the grassy area in the middle of Heritage and the built-in grills at the Bowld Student Commons may be used for cooking out/grilling.
- **Keys—**All suitemates are mutually responsible for keeping the living room door locked, locks functioning, windows locked, and keys under control, for the security of persons and property. Report any problem with your key or lock immediately. Do not loan out your keys, tamper with the lock, prop door open, or hide keys.
- **Smoking/Tobacco—Union University is a smoke-free campus.** Use or possession of tobacco (in any form) is prohibited on the entire Union campus (including student on-campus apartments.)
- **Solicitation—**All solicitation of commercial, social, or charitable organizations is prohibited. This is for the protection of all residents. Any reports of solicitation should be reported to the Residence Life Staff or the Office of Safety and Security. Parties of this nature are not to be held in apartments or on campus.
- **Strangers—**Know the residents in your building; be part of the "neighborhood watch" within the residence complexes. Report suspicious/unusual people to the Residence Life Staff or Safety and Security.
- **String/Christmas Lights—**Due to local fire codes, any string or "Christmas" lights that plug into an electrical outlet are prohibited and will be confiscated. Battery-operated lights are permitted. Exceptions are made for Christmas decorating between Thanksgiving Break and the end of Finals week in December.
- **Thefts—**All suspected thefts should be reported to the Office of Safety and Security and an incident report filed. Students should be aware of the whereabouts of their keys, backpacks and other valuables.
- **Window Screens**—These serve two purposes: as a deterrent to unwanted insects, and as a safety precaution. These are not to be removed.
- **Windows**—Students may not stand outside the apartment windows of the opposite sex. Windows should be kept locked at all times when the resident of that room is not present. Hanging out or climbing out of or into windows is not allowed. Federal Safety Regulations prohibit this; therefore, Union University complies with these standards. Moving in/out through windows is prohibited.

Walking/Running at Night

Please be sure to wear reflective gear and/or light colored clothing when walking or running on campus at night.

Welcome House/Campus Gates

The Welcome House and Gate is located at the Walker Road entrance adjacent to the residence complex parking lots. All other entrance gates (Pleasant Plains, Country Club, and Union University Drive) will be locked at 11:30 p.m. The Welcome House is staffed beginning at 11:30 p.m. each night. At that time the gate restricted entry arms

will be utilized. Each vehicle entering campus must display a current resident parking sticker to enter. After the 2 a.m. curfew, every vehicle entering will be stopped and all occupants will be asked for identification. Each student will then have to sign in as late for curfew with the officer in the Welcome House. Non-residential students and non-registered guests will not be allowed to enter campus after curfew. The campus gates re-open by 6 a.m.

Winter Term Housing

Traditional undergraduate students may live in traditional undergraduate housing free of charge during winter term when enrolled in winter term. This free housing policy does not include Warmath Family Housing or Adult/Graduate Housing.

Students who are not living in traditional undergraduate housing in the fall may apply to live on campus free of charge during winter term if enrolled in a winter term class(s). Students wishing to do so must complete a residence life application and pay a $100 deposit on or before December 10.

MOVING IN, CHECKING IN, AND LOGISTICS

Checking In

Advance notification through the University *Catalogue* and official calendar will be given of the scheduled date and time for housing check-in each semester or term. The Residence Directors, Resident Staff Advisors, and Resident Advisors will be available to greet and guide residents through the check-in process. No students will be eligible to move in until they are registered for classes for that semester.

1. Residents will be required to complete an Emergency Contact Information Form prior to moving in.
2. Each resident is expected to complete a Room Condition Report electronically which assesses the state of their entire apartment. Once the student goes to their room they should look to see if there are damages or items not recorded on their form and immediately submit the form noting anything that was not initially recorded on the form.
3. Each resident will agree to the Housing Contract as part of the housing application. **This is a legal and binding document between the University and the student for the full academic year stating the University's rights and the student's responsibilities**. It is important that the student read this thoroughly before submitting.
4. Each student will be issued key(s) for the apartment front door (which locks automatically) and for the individual's bedroom. It is the student's responsibility to maintain the issued key(s), report any losses, and use them in a responsible manner. Students must remember that they live with other students who are depending on each other for the safety of their apartment. For security reasons, if a resident loses their keys they will be charged $200 to replace the locks and have new keys made for all roommates.

Early Arrivals/Late Departures

Students are not allowed to move in early or stay past 10 a.m. on the day of their last final for any semester. If a student has extenuating circumstances and believes they need to move in early or leave late, they must contact the Residence Life Office in order to request and to find out the guidelines they will be required to follow. A $50 early arrival/late departure fee plus $20 per night may apply. If a student must stay for official University business anytime the Residence Complexes are closed, they must have a faculty or staff advisor fill out the appropriate Early Arrival/Late Departure form, which can be obtained from the Office of Residence Life.

Room Changes

While there may be exceptions made, it is generally preferred that students attempt to work out any roommate conflict that may happen, rather than move to a new room. If, after multiple attempts at solving the problems, students desire to change rooms, they must contact their Residence Director. All moves must be coordinated through the Residence Director PRIOR to moving rooms.

Checking Out

At the end of the contract period, each student must complete the following steps in order to check out successfully and avoid penalty.

1. Restore the walls, ceilings, doors, windows and furnishings to their original state by removing decorations and the finishing nails that hold them up.
2. All drawers must be empty and dusted.
3. All personal property, including trash, must be removed. There is a minimum fine of $10 per item left in an apartment after check-out.
4. Windows must be locked, the thermostat temperature set at 72°, and the lights turned off.
5. Complete and sign the room cleaning and damage form.
6. Return in your key(s) to the Commons. There is a fine up to $200 for keys not turned in.

Failure to complete these steps at check-out can result in a $50 fine over and above any other fines for damage, cleaning, keys, loss of deposit, etc.

Housing Contract

Each resident must complete a housing contract at application and again at check-in. Upon submitting, each student is accepting the rights and responsibilities outlined in the *Campus Life Handbook* and *Catalogue* **for a full academic year**. This is a legal and binding document between the University and the student stating the University's rights and the student's responsibilities for a full academic year. All fulltime students will be held to their lease. It is important that the student read this thoroughly before signing. If a residential student is not attending classes, they will be withdrawn from Residence Life.

If a student or his/her belongings are occupying a bedroom during the academic year, the housing contract requires that the student be charged accordingly for the full cost of the bedroom per semester.

Housing Contract Period

The residence contract period begins the first day of the term and ends for the resident student at 5 p.m. on the posted closing day. Departure for seniors is noon the day after commencement. Students who remain beyond these times will be assessed a charge.

The period of occupancy of the housing contract does not include Christmas holidays or the summer terms. These times are to be contracted individually as needed with the Residence Directors at $20 per night.

The University recognizes that international students may not be able to travel home when the residence halls are closed. Therefore, any residential student whose primary residence is outside the continental United States may live in their apartment over breaks at no cost when the residence halls are closed. International students will be assessed standard housing charges when living on campus during any term when the residence halls are open.

Housing Deposit

A one-time housing deposit of $100 is paid by each new incoming student for room reservation in the residence complexes. In case of cancellation of reservation, all of

the deposit will be refunded if the cancellation is made by May 1 for fall semester, November 15 for winter term, December 1 for spring semester, and May 1 for summer terms. **NO REFUND WILL BE GIVEN ON CANCELLATIONS MADE AFTER THESE DATES.** If a student is not accepted for admission, all the deposits will be refunded.

Returning Students: If a student is graduating or moving out of the residence complex permanently, notice must be received by **the end of housing sign-ups** to receive a refund on their **Housing Deposit**. Housing Deposit refunds are not given for students moving out midyear because the Housing Contract is for the full school year (fall & spring semesters). Reimbursement of all refunds will be made through crediting the student's account in the Business Office.

Housing Refunds

Please refer to the Undergraduate Academic Catalogue. If a student follows proper procedure for withdrawing from all classes, refunds on housing charges will be pro-rated to the end of the week in which the student withdraws up to day 25.

Meal Refunds

Meal refunds will be calculated at the higher of the amount prorated to the end of the week in which the student withdraws OR the number of meals used over the total of meals in the student's meal plan.

Room Assignments and Room Changes

Room assignments for new students are made by the directors of each complex prior to the opening of the residence complexes. Student requests are honored if possible. Priority is given to students who have fully complied with the sign-up process and have submitted their housing forms prior to the deadline. Returning students must be registered for the next semester's classes before they can sign up for housing. Freshmen and transfer requests are prioritized by the date of their housing deposits. A housing deposit must be received before a room assignment can be made.

The University reserves the right to make adjustments in room assignments or fill empty bedrooms if it is deemed to be in the best interest of the University, the student, or roommates. The residence directors will try to contact the students involved and give them the opportunity to discuss the reasons for the proposed changes.

Online Classes and Residential Students

Students taking online courses may reside in the residence complexes. However, students enrolled in three or more concurrent online classes must see the Director for Residence Life before the term begins for official approval.

UNION UNIVERSITY COMMUNITY VALUES STATEMENTS

GRADUATE/NON-TRADITIONAL PROGRAMS

2020-2021

I. WORTH OF THE INDIVIDUAL

We value the intrinsic worth of every individual. Our respect for other individuals includes an appreciation of cultural backgrounds different from our own, an understanding of different attitudes and opinions, and an awareness of the consequences of our actions on the broader community. (Luke 12:7 *"Why, even the hairs of your head are all numbered. Fear not; you are of more value than many sparrows."*; Galatians 6:1-2 *"Brothers, if anyone is caught in any transgression, you who are spiritual should restore him in a spirit of gentleness. Keep watch on yourself, lest you too be tempted. Bear one another's burdens, and so fulfill the law of Christ." ESV*))

A. PERSONAL ABUSE. Personal abuse is defined as any behavior that results in bullying, harassment, coercion, threat, disrespect and/or intimidation of another person, or any unwanted sexual attention towards another person. This action may include any action or statements that cause damage or threaten the personal and/or psychological wellbeing of a person. Inappropriate narrative or cyber-bullying on social media (e.g. Twitter, Facebook, Instagram, blog, texting, etc.) may be considered personal abuse.

B. HAZING. Hazing in any form is prohibited by Union University and Tennessee Law. This regulation also governs off-campus initiation activities. Hazing is to be interpreted as any activity that endangers the physical safety of a person, produces mental or physical discomfort, causes embarrassment, fright, humiliation or ridicule, or degrades the individual—whether it is intentional or unintentional. It is defined as doing any act or coercing another to do any act of initiation of a student into an organization that causes or creates a substantial risk bringing mental, emotional, or physical harm to a person. Hazing is also any act that injures, degrades, harasses, or disgraces any person. It is understood as any forced or required intentional or negligent action, situation, or activity that recklessly places any person at risk of physical injury, mental distress or personal indignity. All initiation activities are subject to the approval of the Dean of Students. Violators will also be subject to state fines and/or imprisonment.

C. SEXUALLY IMPURE RELATIONSHIPS. Sexually impure relationships include but are not limited to participation in or appearance of engaging in premarital sex, extramarital sex, homosexual activities, or cohabitation. Union affirms that sexual relationships are designed by God to be expressed solely within a marriage between a man and a woman. The Bible condemns all sexual relationships outside of marriage (Matt. 5:27-29; Gal. 5:19). The promotion, advocacy, defense or ongoing practice of a homosexual lifestyle (including same-sex dating behaviors) is also contrary to our community values. Homosexual behaviors, even in the context of a marriage, remain outside Union's community values. We seek to help students who face all types of sexual temptation, encouraging single students to live chaste, celibate lives, and encouraging married students to be faithful to their marriage and their spouse.

D. GENDER IDENTITY. Union adheres to the biblical tenet that God created only two genders, that He fashioned each one of us and thus designated our gender/sex. Therefore, identifying oneself as a gender other than the gender assigned by God at birth is in opposition to the University's community values. Further, engaging in activities or making any efforts to distinguish or convert one's gender/sex to something other than the gender/sex to which you were biologically born and which was God-given (i.e. transvestites, transsexuals, transgenders, etc.) is prohibited.

E. PUBLIC AFFECTION. The University expects behavior both on and off campus to be above reproach. We ask all students to prohibit participating in inappropriate displays of public affection so that it does not cause offense or distraction to others.

F. PORNOGRAPHY. Pornography is defined as viewing, possession, purchase, or distribution of any pornographic materials in any form (Websites, photos, text messages, phone applications, games, computer games, magazines, etc.). See the Information Technology department's Acceptable Use policy for the appropriate use of the Internet and the University's computers. www.uu.edu/it/policies/aup.cfm (Ephesians 5:1-5 *"Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God. But sexual immorality and all impurity or covetousness must not even be named among you, as is proper among saints. Let there be no filthiness nor foolish talk nor crude joking, which are out of place, but instead let there be thanksgiving. For you may be sure of this, that everyone who is sexually immoral or impure, or who is covetous (that is, an idolater), has no inheritance in the kingdom of Christ and God." ESV)*

II. SELF-DISCIPLINE

We value personal responsibility and recognize the individual's need for physical, intellectual, spiritual, social, and emotional wholeness. We value the full development of every student in terms of a confident and constructive self-image, of a commitment to self-discipline, and of a responsible self-expression. (Galatians 5:22-24 *"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. And those who belong to Christ Jesus have crucified the flesh with its passions and desires."* ESV)

A. ALCOHOLIC BEVERAGES. The possession, use, purchase, distribution or manufacturing of alcoholic beverages is prohibited on campus. The possession of empty alcoholic beverage containers and/or drug paraphernalia on campus is also prohibited. In addition, drunkenness at off-campus functions and driving under the influence of alcohol are inconsistent with the values of Union University.

B. USE OR POSSESSION OF ILLEGAL SUBSTANCES. The purchase, possession, use, distribution, or manufacturing of any substance of abuse or drug paraphernalia is prohibited except under the direction of a licensed physician. A substance of abuse includes but is not limited to any form of narcotics, stimulants, hallucinogenic, opioid, sports enhancement or "street drug," and any other controlled substances as defined by law. Additionally, the University does not tolerate the misuse and/or abuse of prescription drugs. Local law enforcement may be called. If a student is suspected of drug use, he or she may be asked to submit to testing. Refusal or attempts to evade testing will be interpreted as evidence of drug use and will result in disciplinary action. The complete policy and testing procedures can be found at: http://www.uu.edu/studentservices/accountability/

C. GAMBLING. Playing a game for money or other valuable stakes with the hope of gaining something significant beyond the amount an individual pays is in opposition to the community values of the University.

D. TOBACCO/VAPORIZERS. Union University is a smoke-free, tobacco-free campus. The use of or possession of tobacco or vaporizers (including, but not limited to, cigarettes, e-cigarettes, vapor products, chewing tobacco, etc.) in any form is prohibited everywhere on Union's campus (including student apartments on campus.)

III. ACADEMIC & PERSONAL INTEGRITY

We value a campus community that encourages personal growth and academic development in an atmosphere of Christian influence. We affirm the necessity of both academic and personal standards of conduct that allow students and faculty to live and study together. We value the fair and efficient administration of these standards of conduct. (Proverbs 12:22 *"Lying lips are an abomination to the LORD, but those who act faithfully are his delight."* ESV)

A. ACADEMIC INTEGRITY. Union University upholds the highest standards of honesty. Students are to refrain from the use of unauthorized aids on examinations and all graded assignments, to refuse to give or receive information on examinations and all graded assignments, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. Faculty are responsible for discouraging cheating and will make every effort to provide physical conditions which deter cheating and to be aware at all times of activity in the testing area. Any student found guilty by the instructor of cheating will be subject to disciplinary action by the instructor. If the student is an undergraduate, the instructor will file a report of the incident and the intended disciplinary action with the student and with the Associate Provost and Dean of Instruction. Incidents involving graduate students will be filed with the student's dean. Copies of all incidents will also be filed in the Office of the Vice President for Student Life and Dean of Students. For a description of the Academic Dishonesty Appeal Process, please see Grievance Procedure in the Campus Life Handbook.

B. PERSONAL INTEGRITY. Lying or committing fraud on any level.

IV. RESPECT FOR PROPERTY AND THE ENVIRONMENT

We value the rights and privileges of owning and using property, both personal and University, and the benefits of preservation and maintenance of property and of our natural resources. In our stewardship of property we recognize the accountability of our actions to the future Union community. (Exodus 20:15 *"You shall not steal."*; Psalm 24:1 *"The earth is the LORD's and the fullness thereof, the world and those who dwell therein,"*; Genesis 2:15 *"The LORD God took the man and put him in the garden of Eden to work it and keep it."*; I Cor. 4:2 *"Moreover, it is required of stewards that they be found faithful."* ESV)

A. LITTERING. Intentional and inappropriate disposal of trash/waste outside of designated containers/areas. Please keep our campus beautiful!

B. PROPERTY DESTRUCTION/ROOM DAMAGE CHARGES. Actions that violate this Community Value include damaging, destroying, defacing (in any way) property belonging to others or to the University.

C. UNAUTHORIZED ENTRY. This occurs when one enters into any University building, vehicle, office, gated parking lot, student room or window or onto any building without prior authorization. Resident Advisors are not permitted to unlock residents' doors without the prior permission of the resident living in that particular apartment or room.

D. STEALING AND POSSESSION OF STOLEN OR LOST PROPERTY. This is defined as the unauthorized taking, borrowing and/or keeping of property belonging to the University or others.

E. SETTING A FIRE AND ARSON. Deliberately lighting a fire. Minimum Sanction:

F. POSSESSING FIREARMS, WEAPONS OR FIREWORKS. This is the possession, whether open or concealed, of any weapon (including, but not limited to air guns, firearms, paintball guns, illegal knives and swords) that could be used to intimidate, scare, or harm others. Further, possession of materials used to manufacture bombs, firearms, or weapons are also prohibited. Union University does not permit the storage of recreational sporting/hunting equipment inside the residential facilities on campus or in vehicles. Per TN- 142, please see student accountability website www.uu.edu/studentservices/accountability for details regarding firearm exceptions for vehicles.

G. TAMPERING WITH FIRE SAFETY EQUIPMENT / INTERCOMS / NETWORK CABINETS. Tampering with or removing emergency instruction sheets, fire alarms, fire extinguishers, exit signs, computer networking cabinets or other safety equipment puts others at risk of injury. Tampering with such equipment is strictly prohibited.

H. RESPONSIBILITY FOR GUESTS. Students are held responsible for the conduct of their guests on campus. Overnight visitors staying on campus must sign in at the Bowld or McAfee Student Commons before midnight. Failure to sign in guests may result in the loss of guest privileges.

I. MISUSE OF UNIVERSITY EMAIL/NETWORK. Responsible, appropriate usage is always ethical, reflects honesty in all work, shows stewardship in the consumption of shared resources, and is guided by Christian principles. A complete policy for the appropriate use of the Internet and the University's computers can be found at www.uu.edu/it/policies/aup.cfm.

V. RESPECT FOR COMMUNITY AUTHORITY

We value our privileges and responsibilities as members of the University community and as citizens of the community beyond the campus. We value the community standards of conduct expressed in our system of laws and value the fair administration of those laws, including University, municipal, state and federal laws. (Romans 13:1, 2 *"Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. Therefore whoever resists the authorities resists what God has appointed, and those who resist will incur judgment."* ESV)

A. BREACH OF PEACE. Breach of peace is considered any action which disrupts the peace or which endangers or tends to endanger the safety, health, or life of any person. It also includes the disruption of the functional processes of the University by individuals and/or organizations.

B. INSUBORDINATION. Failure to comply with a request, written or verbal, of an authorized University faculty or staff member constitutes insubordination. Failure to comply based on a difference of opinion is not an acceptable response.

C. CREATING A NUISANCE WITH NOISE. Talking, yelling, singing, playing a musical instrument, electronic device, etc., loud enough to disturb other members of the University community is strictly prohibited.

D. RECKLESS BEHAVIOR. Any behavior which creates a risk of danger to one's self or others in the University community is strictly prohibited. This includes but is not limited to reckless driving, propping exterior doors ajar in the residence complexes, throwing/launching/setting fire to objects, and disclosing or giving building/room access to unauthorized persons.

E. BREAKING A CITY, STATE OR FEDERAL LAW. All students are required to abide by the laws of the local, state, and federal governments and are subject to University judicial action. Formal charges, complaints or indictments by government entities are not prerequisite for University action under this section.

I have read, understand, and agree to comply with the Union University values that are listed above.

_____ _____

Applicant's Signature Date

Supporting LGBTQ students at George Fox

George Fox University welcomes and cares deeply for our lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) students. Our LGBTQ students and alumni have made positive contributions to our community and are loved. As a Christian college, the university holds traditional Christian beliefs on sexuality and all traditional undergraduate students agree to abide by our community's lifestyle agreement while in our community.

Acknowledging the Need for Better Communication

Some alumni have indicated that conversations they had at George Fox on LGBTQ topics have been hurtful to them. We grieve with them over their experiences. As a university with an evangelical Quaker heritage, we encourage Christian care and compassion as we dialogue on LGBTQ topics.

A Call for Civility

As a university, we encourage the vigorous pursuit of truth. As a Christian university, we believe the Bible, as illuminated by the Holy Spirit, is true and reliable. We recognize that there are Christians inside and outside our community who have different interpretations of Scripture. Regardless of one's perspective or tradition, we encourage all of our community members to engage this topic with civility and respect. We condemn any violence directed toward LGBTQ people.

Our Theological Position

George Fox University seeks to order its community life around the values and ethics we believe God has given us in the Bible and we rely on its teachings. Those who join our community agree to live consistently with these teachings.

We believe that God has intended sexual relations to be reserved for marriage between a man and a woman. We recognize that this belief may be in conflict with the practice or vision of the larger culture, as Christian beliefs have been in other times and places. Yet we hold to the historic Christian position on this topic while being respectful of those who disagree with us.

Community Lifestyle Statement

Introduction

The university has deliberately sought to develop Christ-centered community to fulfill its mission and further its core values. As the university has grown it has spawned specialized communities within the larger George Fox community. These include the historic community of young students who live in university residence halls, students who are over 25 years old, living in their own homes some distance from the campus where they study and students who study at George Fox University campuses away from Newberg. There are also communities of faculty and staff at various campuses.

These several communities lead to a George Fox University lifestyle statement that has some variations reflecting differences among us.

Lifestyle Standards and Values for the George Fox University Community

As a community we encourage and teach our members to follow Jesus Christ and be collaborators in God's work in the world. We urge each member to become the kind of person and live the kind of life that Jesus taught and modeled. We believe such a life is described by the "fruit of the Spirit" as listed in Galatians 5:22-23. These fruits include love, joy, peace, patience, kindness, gentleness, goodness, faithfulness, and self-control.

We believe the Bible teaches that all persons are created in God's image and that God actively seeks renewed relationships with every individual. We are bound therefore to regard each person with love and respect (Romans 12:9-21, 1 Corinthians 13, Ephesians 4:32). So we avoid discrimination, abusive or

manipulative actions, and gossip or mean-spirited behaviors. We seek actively to honor each person, loving and serving one another as Jesus taught us.

Our lifestyle excludes immoral practices and calls us to transformed living as we "offer [our] bodies as living sacrifices" to God (Romans 12:1-2). In regard to sexual morality, we believe that only marriage between a man and a woman is God's intention for the joyful fulfillment of sexual intimacy. This should always be in the context of mutual compassion, love, and fidelity. Sexual behaviors outside of this context are inconsistent with God's teaching. We recognize these principles may conflict with the practice or opinion of some within the larger culture. We are convinced that this is God's design for providing the most loving guidance and practice for individuals and our community.

For a community to be successful its members must live with integrity. This includes doing honest academic work, telling each other the truth, keeping our promises, and living so our actions match our words (James 1:22-25).

The university is eager for each member of the community to grow spiritually (Hebrews 10:24-25). We encourage involvement in activities designed to nurture spiritual growth. This includes Bible study, small prayer groups, service opportunities, and chapel attendance. The university encourages all members of the community to maintain personal practices of discipleship and to participate in a local church.

Our goal is to help each community member to think the same way Christ thought (Philippians 2:5). This includes disciplining our minds to think about whatever is true, honorable, just, pure, pleasing, commendable, and excellent, worthy of praise as commended to us in Philippians 4:8. We avoid giving attention to what is obscene and pornographic, whether in print, on

the Internet, or in entertainment. We choose entertainment that will strengthen, not undermine the "mind of Christ." We avoid gambling, not only to practice good stewardship of our resources, but also to prevent welcoming greed inwardly and joining in the social inequities on which gambling thrives.

While we recognize that committed Christians differ in how they view the consumption of alcoholic beverages, it is clear that the improper use of alcohol by students, faculty or staff could bring much harm to the communities of George Fox University. This is especially true of the traditional undergraduate community which consists largely of students who are under the legal drinking age. Nationally, it is well documented that underage and binge drinking as well as driving with significant blood alcohol levels are major problems on college campuses. In addition, there is growing evidence that some individuals are predisposed to alcoholism. For these reasons, the use of alcohol by traditional undergraduate students is not allowed at any time they are enrolled at the university.

Within committed Christian communities there are diverse views regarding the use of alcohol. Some choose a testimony of abstinence for a variety of legitimate and honorable reasons while others believe they can use alcohol occasionally and moderately without harm to their body, spirit or relationships with others. As a community that honors Spirit-led diversity among Christians, George Fox University employees and students in non-traditional programs (degree-completion and graduate programs) are given the freedom of Spirit-led conscience in deciding whether to consume alcoholic beverages in moderation when not in the presence of students from traditional undergraduate programs.

Distribution and consumption of alcoholic beverages is prohibited on a George Fox University campus with the exception of unique events that

receive prior approval from the President's Executive Team. The university does not serve or use alcohol when undergraduate students are present. Further, we are a smoke-free campus (including vapor cigarettes) and the use of tobacco and marijuana, in any form, is not permitted in any George Fox University facility or the grounds. Please see the student handbook and employee handbook to review our alcohol, drugs, and smoking policies in their entirety.

The goal of the George Fox University lifestyle standard is to create a community in which individuals are encouraged to be transformed into the image of Christ. In addition, we desire that our common life would reflect the teachings and Spirit of Christ in all that we do and say. In this ongoing process of transformation, all members of the George Fox Community are encouraged to consider the following questions as a means of self-examination, in the tradition of the historic Friends (Quakers). As individuals or groups within this community reflect on these questions, we encourage them to respond in obedience to God's leading and to seek encouragement, support and accountability from other members of the community.

Am I actively pursuing the highest call of God on my life even if that means giving up a personal "freedom" for the sake of others within the community?

As a member of the George Fox community, do I recognize my duty and responsibility to others within our Christ-centered community?

Am I a faithful steward of the resources which God has entrusted to me?

Do I discipline my mind and body to serve as instruments of God?

These lifestyle standards reflect the university's mission, faith commitments, values, and our rich heritage. They are intended to facilitate our life together

at George Fox University.

Adopted April 10, 2007

Baylor University

Student Policies & Procedures

Statement on Human Sexuality

Baylor University welcomes all students into a safe and supportive environment in which to discuss and learn about a variety of issues, including those of human sexuality. The University affirms the biblical understanding of sexuality as a gift from God. Christian churches across the ages and around the world have affirmed purity in singleness and fidelity in marriage between a man and a woman as the biblical norm. Temptations to deviate from this norm include both heterosexual sex outside of marriage and homosexual behavior. It is thus expected that Baylor students will not participate in advocacy groups which promote understandings of sexuality that are contrary to biblical teaching.

The University encourages students struggling with these issues to avail themselves of opportunities for serious, confidential discussion, and support through the Spiritual Life Office (254)-710-3517 or through the Baylor University Counseling Center (254)-710-2467.

11/18/02, 3/25/04, 1-29-09; 10-2-09

Human Sexuality at Baylor University

Baylor University is committed to providing a caring, loving and supportive community for students in all aspects of their lives, including the development of their sexuality. We acknowledge the complexity of issues surrounding human sexuality and desire to engage in this conversation with humility, prayerfulness and convicted civility. We believe that Baylor is in a unique position to support our students, including those who identify as LGBTQ, because of our Christian mission and the significant campus-wide resources available.

Baylor's status as a Christian research university values the scholarly investigation of Scripture. Consequently, we are committed to the open study of Scripture and discussion of multiple perspectives, both inside and outside the classroom. Regardless of one's viewpoint on human sexuality, Baylor supports the dignity and worth of every person and seeks to create a campus climate where each person is treated with love and respect within our caring community, as outlined in our University mission statement.

- President Livingstone's Message on Human Sexuality - August 27, 2019
- Frequently Asked Questions

Board approves guiding principles caring for all students, including LGBTQ students

Baylor continues to place a priority on care for all students while rooted in its Baptist beliefs and traditional biblical understanding of human sexuality. On May 14, 2021, the Board passed a resolution that acknowledges the University's responsibility for serving the needs of all students based on three guiding principles:

- The dignity and worth of all, regardless of sexual orientation or gender identity, as we strive to fulfill our Christian commitment of a caring community.
- The biblical understanding that sexual relations of any kind outside of marriage between a man and a woman are not in keeping with the teaching of Scripture, as summarized in the University's Statement on Human Sexuality.
- Our commitment to providing a welcoming, supportive educational environment based on civility and respect for all.