School Belonging in LGBTQ Students as a Function of Experienced Discrimination, Diversity-Related Curriculum, and Campus Climate for Sexual Diversity

Participants
- 35 male, 41 female, 2 non-binary (30 gay/lesbian, 24 bisexual, 5 queer, and 14 self-labeled)
- Mean age 23.67 years (SD = 5.54)

Recruitment
- Link to online campus diversity climate survey distributed through email to:
  - Students self-identified as ethnic minority on Banner.
  - Students on email listservs of A&D Center (including LGBTQA Programs), and related programs/clubs.
  - Random sample of White students on Banner.

Rate of Discrimination

<table>
<thead>
<tr>
<th>Experience</th>
<th>Experienced</th>
<th>Witnessed</th>
<th>Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>32.9%</td>
<td>38.4%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Seldom</td>
<td>32.9%</td>
<td>17.8%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>17.8%</td>
<td>20.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Often</td>
<td>15.1%</td>
<td>13.7%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Very often</td>
<td>1.4%</td>
<td>9.6%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Discrimination Unrelated to GPA
Independent samples t-tests showed no differences in school belonging or GPA between those who reported sexual orientation discrimination and those who did not.

Correlations between Diversity Climate and Academic Functioning
- No correlation between GPA and other variables
- Significant correlations between school belonging and:
  - Inclusive Curriculum
  - Administrative response to discrimination
  - Respect for diverse beliefs
  - Atmosphere for differences in sexual orientation

Background Literature
Gunn (2010)
- LGBT university students frequently report fears for their physical safety, a lack of queer perspectives in curricula content, and discrimination.
Mikulsky (2005)
- Connection between a supportive school climate and positive educational outcomes for LGBT youth.

Diversity Coursework Curriculum

<table>
<thead>
<tr>
<th># of Courses</th>
<th>Gender</th>
<th>Sexual Orientation</th>
<th>Privilege</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>33.3%</td>
<td>54.2%</td>
<td>35.2%</td>
</tr>
<tr>
<td>1</td>
<td>27.8%</td>
<td>25%</td>
<td>25.4%</td>
</tr>
<tr>
<td>2–4</td>
<td>26.4%</td>
<td>16.7%</td>
<td>29.6%</td>
</tr>
<tr>
<td>5 or more</td>
<td>12.5%</td>
<td>4.2%</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

Measure
Diverse Learning Environments Survey (2015)
- Reports of discrimination experiences
- Ratings of USU atmosphere for sexual diversity
- School belonging and self-reported GPA
- Diversity related curriculum experiences

Future Studies
- Variables
  - Positive Supports to counteract effects of discrimination
    - GSAs, friends, support group
- Outcomes
  - Mental health
  - Positive Identity Development
  - Retention and Graduation Rates