



## Experiences in Teaching and Learning

## Lesbian, gay, bisexual, and transgender inclusion: Survey of campus climate in colleges and schools of pharmacy



Anita N. Jacobson, PharmD<sup>a,\*</sup>, Kelly L. Matson, PharmD, BCPPS<sup>a</sup>,  
Jennifer L. Mathews, PhD<sup>b</sup>, Amy L. Parkhill, PhD<sup>b</sup>, Thomas A. Scartabello, PharmD<sup>a</sup>

<sup>a</sup> University of Rhode Island, College of Pharmacy, Kingston, RI

<sup>b</sup> St. John Fisher College, Wegmans School of Pharmacy, Rochester, NY

## ARTICLE INFO

## Keywords:

Campus climate  
LGBT  
Sexual orientation  
Gender expression  
Pharmacy schools

## ABSTRACT

*Background and purpose:* To quantify the implementation of inclusive policies and benefits as well as institutional commitment to support LGBT faculty, staff, and students in pharmacy schools nationwide.

*Educational activity and setting:* An anonymous, electronic survey was sent to administrators at 130 pharmacy schools. Forty-four survey responses were received, indicating a 34% response rate. The survey included questions relating to campus climate, inclusive policies and benefits, and institutional commitments to the LGBT community.

*Findings:* Approximately half of the survey respondents reported that their school has public written statements about diversity and multiculturalism that include sexual orientation and/or gender identity. About one-fifth of the respondents indicated that their school has inclusive materials for faculty, staff, and student information regarding sexual orientation and gender identity. Nearly one-fourth of schools of pharmacy had participated in a voluntary LGBT training program, such as Safe Zone, Safe Space, or Ally Program. Over half of the respondents reported having access to LGBT organizations on campus, with two schools reporting having pharmacy organizations that specifically focus on LGBT student pharmacists and allies. Less than one-tenth of schools reported offering gender-neutral/single-occupancy restrooms and no schools reported knowledge of LGBT-related scholarships.

*Summary:* Room for improvement exists regarding the implementation of inclusive practices to improve campus climate for LGBT students, faculty, and staff. Areas with the largest room for improvement include accessible gender-neutral restrooms and availability of LGBT trainings, scholarships, and events.

## Background and purpose

Campus climate refers to the “current attitudes, behaviors and standards, and practices of employees and students of an institution.”<sup>1</sup> Lesbian, gay, bisexual, and transgender (LGBT) individuals of 18 years of age or older currently comprise an estimated 2.3% of the population of the United States.<sup>2</sup> Research has shown that LGBT individuals experience a more negative campus climate, whether it be in academic or occupational environments.<sup>3–5</sup> LGBT individuals also experience marginalization and suffer higher rates of depression, anxiety, and substance abuse in comparison with their heterosexual counterparts.<sup>6,7</sup> Additional support for LGBT students may be particularly critical during the college years, because many individuals first openly acknowledge and/or share

\* Corresponding author: Anita N. Jacobson, PharmD, College of Pharmacy, University of Rhode Island, 7 Greenhouse Road, Kingston, RI 02881.

E-mail address: [anitaj@uri.edu](mailto:anitaj@uri.edu) (A.N. Jacobson).

<http://dx.doi.org/10.1016/j.cptl.2016.08.038>

gender and sexual identity, orientation, and expression (“coming out”) while in college.<sup>8</sup> Campuses that include LGBT student organizations and supportive faculty advocates promote a more positive campus climate.<sup>9,10</sup> A positive campus climate is important for student academic performance and productivity, social acclimation, development of interpersonal skills, personal and professional development, and academic retention.<sup>3</sup>

Inclusive policies and benefits for LGBT individuals and institutional commitments at colleges and universities for students, faculty, and staff may improve perceptions of campus climate.<sup>11</sup> Examples of inclusive policies and benefits include the incorporation of sexual orientation and gender identity/expression in written diversity statements, equality of partner benefits, and availability of programs such as Safe Zone, Safe Space, or Ally Program. Institutional commitments may be organizational in nature, such as availability of LGBT student organizations, or involve structural modifications, such as accessibility of gender-neutral/single-occupancy restrooms and inclusive living spaces. The extent of implementation of LGBT-inclusive policies and procedures or institutional commitments in pharmacy schools specifically has not been previously reported.

### **Educational activity and setting**

An anonymous, electronic survey was sent to Assistant/Associate Deans of Academic or Student Affairs at 130 pharmacy schools through Survey Monkey in the fall of 2013. In order to obtain the most accurate data, participants were encouraged to forward the survey to colleagues who were best equipped to answer the questions. Forty-four participants responded to the survey (34% response rate). The survey questions were modified with permission from a 2010 Campus Pride Survey of Higher Education.<sup>3</sup> It was designed to identify inclusive practices for and institutional commitment to LGBT faculty/staff, student, and administrator life. The survey content and protocol were reviewed and received “exempt” status from the University of Rhode Island and St. John Fisher College Institutional Review Boards.

### **Findings**

The demographic data of the respondents are summarized in [Table 1](#). The majority of respondents identified their college or school of pharmacy as a public institution with a 2/4 program that requires students to apply to the pharmacy program after being enrolled in two years of prerequisite coursework. Full accreditation status by the Accreditation Council for Pharmacy Education (ACPE) was reported by the majority of schools with an average class size of 121 students in their first professional year. All National Association of Boards of Pharmacy (NABP) districts were represented among the respondents. The highest number of respondents indicated that they are Associate Deans of Student or Academic Affairs. Of the respondents, over one-third have been at their current institutions for 15 or more years and over three-quarters do not personally identify as LGBT.

The campus climate-related survey results are summarized in [Table 2](#). More than half of respondents did not have or did not know if their school has public written statements that include sexual orientation and/or gender identity. Less than one-quarter of survey respondents reported that their school provides inclusive materials (e.g., applications, promotional materials, and health forms) for faculty, staff, and students regarding sexual orientation and gender identity. Over two-thirds of respondents stated that their school or university allows for designation of a preferred name on identification cards and campus directories for faculty and students. More than half of colleges, schools, or universities report that they offer benefits for same-sex partners. However, of the colleges, schools, or universities that do offer benefits, approximately one-fifth offer those benefits only if the partners are legally married.

Approximately one-quarter of schools of pharmacy had participated in a LGBT training program, such as Safe Zone, Safe Space, or Ally Program, the format of which was a voluntary seminar for all of the responding schools. Of those who did have a training program, the majority were offered to faculty/staff/administration with less than one-fifth offering programs for students. More than half of pharmacy schools reported having an LGBT organization as part of a larger college/university campus or within the school of pharmacy.

None of the responding pharmacy schools reported offering scholarships for LGBT students or allies. Approximately one-third of schools of pharmacy held activities or events to promote LGBT awareness. Less than one-quarter of schools or universities offered LGBT students a process to be matched with an LGBT-friendly roommate, and less than one-tenth offered gender-neutral/single-occupancy restrooms on campus. However, more than half of the respondents stated their school or university had a bias incident or hate crime reporting system as well as counseling services for LGBT concerns.

### **Discussion**

A positive campus climate is vital for supporting students during the formative college years.<sup>3</sup> Since this may be a particularly crucial period in the lives of LGBT students, it is important that they have access to a support system on campus.<sup>8</sup> A limitation of this survey is that it does not directly involve student respondents. In addition to receiving responses from faculty and staff, it would be beneficial to ask students about their perceptions of the campus climate. Furthermore, survey responses were not uniformed as both, Assistant/Associate Deans of Academic or Student Affairs may have completed the survey or forwarded to another faculty member if they felt that person was better equipped to answer questions regarding LGBT campus climate. Another limitation of this survey is that it does not address the concept of microaggressions. Microaggressions include everyday slang that may carry a negative meaning toward specific populations, often without the intent of being explicitly malicious. This is something that LGBT individuals commonly encounter in a college setting, and the occurrence of microaggressions also has a negative impact on campus climate.<sup>12</sup>

Download English Version:

<https://daneshyari.com/en/article/4938106>

Download Persian Version:

<https://daneshyari.com/article/4938106>

[Daneshyari.com](https://daneshyari.com)