

Marginalization at the Crossroads: Exploring the Experiences of Queer Students of Color

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Purpose

- Without other large-scale quantitative studies to guide a specific study of queer students of color, this study looks at queer students of color in the aggregate to create a base for future research to explore with more nuance and detail.
- Specifically, this study seeks to examine the engagement and perceptions of institutional support for queer students of color by comparing academic engagement, campus support, and satisfaction of queer White students (QWS) to queer students of color (QSOC).

Research Questions

- How do queer students of color differ from queer White students on select demographics and characteristics?
- How do queer students of color engage differently from their queer White peers on select indicators of academic engagement?
- How do queer students of color perceive their campus environment, satisfaction, and developmental growth differently from their queer peers?

Literature & Frameworks

- Although the literature on queer students is growing, much of the conversation focuses on White cisgender gay male students
- Studies that go beyond queer identity development to focus on gender variant students are also predominantly White
- Students of color are not often included
 - Black gay and bisexual men often feel forced to choose between one of those two identities, but face marginalization based on both, a "double-burden"
- Critical Race Theory—exploring racial oppression
- Queer Theory—challenging heteronormativity
- Intersectionality—looking at how social identities overlap and how the intersections are affected by systems of oppression

Data

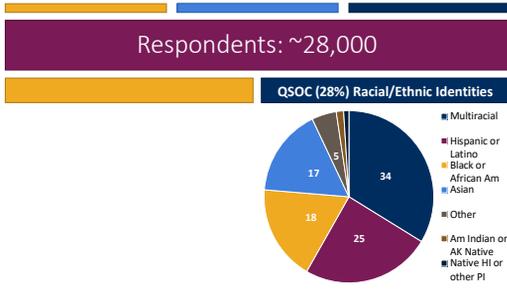
- In 2017, 725 institutions administered the National Survey of Student Engagement (NSSE)
- NSSE measures the time and effort that undergraduate first-years and seniors at four-year colleges and universities invest in activities that relate to student learning and development

Academic Engagement <ul style="list-style-type: none"> Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning Collaborative Learning Discussions with Diverse Others Student-Faculty Interaction 	Campus Environment <ul style="list-style-type: none"> Effective Teaching Practices Quality of Interactions* Supportive Environment Perceived Gains and Development Satisfaction
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Respondents: ~28,000

Queer Students Overall

Sexual Orientation	Count
Bisexual	43
Gay	15
Lesbian	10
Queer	7
Questioning or unsure	12
Another SO	13



- ### Analyses
- How do queer students of color differ from queer White students on select demographics and characteristics?
 - Chi-square tests comparing QSOC/QWS by demographics
 - How do queer students of color engage differently from their queer White peers on select indicators of academic engagement?
 - NSSE engagement = QSOC/QWS + controls
 - How do queer students of color perceive their campus environment, satisfaction, and developmental growth differently from their queer peers?
 - NSSE perceptions = QSOC/QWS + controls
- Controls: class level, gender identity, athlete, fraternity/sorority, first-generation status, major field, enrollment status, transfer status, living situation, diagnosed disability

- ### Limitations
- Our groupings of students likely masks the nuance between students with differing queer identities and the variations of racial/ethnic heritage within the pool of students of color.
 - We do not assume that all queer students or QSOC are engaged at their institution in the same ways.
 - Given the great diversity in how students self-identified their sexual and racial/ethnic identities, it is difficult to generalize.
 - This study should be considered a general starting point for future studies looking within these categories and intersections.

1. How do queer students of color differ from queer White students on select demographics and characteristics?

QSOC were more likely to	QWS were more likely to
<ul style="list-style-type: none"> Identify as men Live farther than walking distance from their institution Major in Business, Communications, Engineering, Health Professions, or Social Service Professions fields 	<ul style="list-style-type: none"> Major in Arts & Humanities, Physical Sciences, and Education fields Identify as first-generation Have transferred from another institution Live on or near campus Have a diagnosed disability (mental health disorder or multiple)

No differences by enrollment, athletic status, or membership in a social fraternity or sorority.

2. How do queer students of color engage differently from their queer White peers on select indicators of academic engagement?

	Queer Students of Color
Higher-Order Learning	+
Reflective & Integrative Learning	
Quantitative Reasoning	
Learning Strategies	
Collaborative Learning	++
Discussions with Diverse Others	+
Student-Faculty Interaction	+

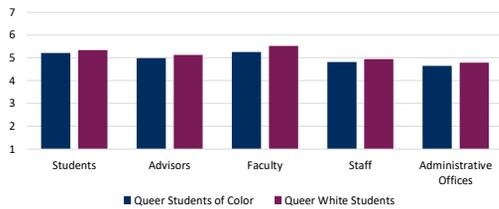
Note: p < .01. + Unstd. B > .5, ++ Unstd. B > 1. Models controlled for class standing, gender identity, being an athlete, fraternity or sorority membership, first-generation status, major field, enrollment status, transfer status, living situation, and reporting a diagnosed disability.

3. How do queer students of color perceive their campus environment, satisfaction, and developmental growth differently from their queer peers?

	Queer Students of Color
Effective Teaching Practices	-
Quality of Interactions	--
Supportive Environment	-
Perceived Gains and Development	+
Rating of entire educational experience	-
Return to the same institution	-

Note: p < .01. + Unstd. B > 0, - Unstd. B < 0, -- Unstd. B < -1. Models controlled for class standing, gender identity, being an athlete, fraternity or sorority membership, first-generation status, major field, enrollment status, transfer status, living situation, and reporting a diagnosed disability.

A Closer Look at Quality of Interactions



Discussion

- This study reinforces studies that focus on particular groups (i.e., Black gay or bisexual men, etc.)
- Queer students of color are a population requiring their own body of literature
- Differences in basic demographics and characteristics show us that racial/ethnic identity has an impact on the experiences of queer students
 - Living situation, major
- Although literature centers QSOC as marginalized, they are on par or more engaged and feel they have gained more than their White peers
- Still, QSOC struggle to find support, have less positive interactions with others, and feel less satisfied with their experience

Recommendations

- Future higher education diversity discussions should be sensitive to the intersection of sexual and racial/ethnic identity
- Institutions must work to support QSOC, finding ways to improve interactions with others and provide a more supportive environment
 - Queer Race Pedagogy (Misawa, 2010) might provide a guide
 - In a white heterosexual male culture, learners with multiple minority perspectives suffer
 - Educators can create inclusive environments by first becoming more aware of their learners' positionalities and power dynamics
 - This pedagogy should extend beyond the classroom to student affairs practices
- Future research should expand upon this study to examine the variation within QSOC. Additional aspects of identity should also be considered

Thanks for joining me!

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