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The difficulties that lesbian, gay, bisexual, and/or queer (LGBQ) students face on college campuses often keeps them from feeling safe. This lack of safety hinders them from resolving higher level needs, including a sense of belonging—defined as a “student’s perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group . . . or others on campus . . .” (Strayhorn, 2012, p. 17). A specific challenge for LGBQ college students which has been linked to negative outcomes is the consistent exposure to heterosexism, such as microaggressions—defined as “the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Sue, 2010a, p. 3). Microaggressions targeting LGBQ students’ sexual identity—defined as “a consistent, enduring self-recognition of the meanings that the sexual orientation and sexual behavior have for oneself” (Savin-Williams, 1989, p. 201)—can hinder both their overall and sexual identity development—defined as “the individual and social processes by which persons acknowledge and define their sexual needs, values, sexual orientation, preferences for sexual activities, modes of sexual expression, and characteristics of sexual partners” (Dillon et al., 2011, p. 657).

Researchers have highlighted the harmful experience of microaggressions in higher education, specifically within residence halls, and targeting LGBQ students.

Existing research focuses on the experiences of LGBTQ students with microaggressions and the internalized influence of those experiences. Despite a growing interest in the prevalence of microaggressions, research examining the relationship between them and student outcomes is lacking. The purpose of this study was to determine the relationship between the perception of being targeted by sexual orientation microaggressions in the residential environment, sense of belonging, and individual sexual identity among LGBTQ students. Environmentally, residence halls have been documented as influential spaces for student development and success, particularly for LGBTQ students.

Findings highlight the role of interpersonal and environmental microaggressions as negative predictors of sense of belonging. Additionally, in the current study sexual identity development was found not to moderate the relationship between microaggressions and sense of belonging. This study adds to the scholarship on these topics and overviews a connection between microaggressions and student outcomes, namely sense of belonging. The current study validated the Psychological Sense of University Membership scale for use in the United States. Future research is needed to (a) better understand the predictors associated with sense of belonging; (b) develop methods for categorizing LGBTQ individuals based on sexual identity development; (c) critically examine the constructs of sexual identity and sense of belonging. In regards to practice in Student Affairs or Higher Education, the results of the current study indicate a need for education on the impact of microaggressions, for students, faculty, and staff. Lastly, the results of the study when paired with existing literature, call for a critical look at how higher education evaluates student involvement. By taking into account these

considerations, institutions and scholars alike can help cultivate environments where all students, including those who identify as LGBTQ, belong.

MICROAGGRESSIONS, SENSE OF BELONGING, AND SEXUAL IDENTITY
DEVELOPMENT AMONG LGBTQ STUDENTS:
A MODERATION ANALYSIS

by

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To my grandmother, Diane Blackmon,
You've always been so much more than a grandmother. You became a mom, friend, role
model, and my rock throughout so many seasons of my life. Thank you seems so
insufficient, but let me say I am who I am today because of you.

APPROVAL PAGE

This dissertation, written by Zachary R. Blackmon, has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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CHAPTER I

INTRODUCTION

Many scholars have examined the difficulties that lesbian, gay, bisexual, and/or queer (LGBQ) students face on college campuses (Bowen & Bourgeois, 2001; Nadal, 2013; Platt & Lenzen, 2013; Rankin, Weber, Blumenfeld, & Frazer, 2010; Wright & Wegner, 2012). Rankin et al. (2010) highlighted a previous nationwide study which found that among underrepresented groups, “the climate was ‘least accepting’ of people who are LGBT” (p. 30). To thrive academically and developmentally, students need to feel safe, physically and psychologically (Maslow, 1943; Rankin et al., 2010; Strayhorn, 2012; Sue, 2010a, 2010b). Even the perception of an accepting environment can lead to increased engagement and positive outcomes in both academics and development (Harwood, Huntt, Mendenhall, & Lewis, 2012; Rankin et al., 2010).

Unfortunately, LGBQ individuals often do not feel safe, and thus can never advance into resolving higher level needs such as their “love needs,” which include sense of belonging (Maslow, 1943). Harassment, defined by Rankin (2003) as “conduct that has interfered unreasonably with your ability to . . . learn on this campus or has created an offensive, hostile, intimidating . . . learning environment,” is a frequent experience for LGBQ college students (p. 26). Derogatory remarks accounted for 89% of the harassment within the last year, with 79% of the harassment coming from other students (Rankin, 2003). While some argue that campus environments have become less hostile, Rankin et

al. (2010) found those improvements to be marginal and argued that climate remains hostile to LGBTQ individuals (pp. 73–74).

One challenging aspect of being an LGBTQ college student is the consistent exposure to heterosexism, which has been linked to negative outcomes (Platt & Lenzen, 2013; Woodford, Howell, Silverschanz, & Yu, 2012; Woodford, Kulick, & Atteberry, 2015). Blumenfeld (2010) defined heterosexism as “the overarching system of advantages bestowed on heterosexuals based on the institutionalization of heterosexual norms or standards and founded on the ideology that all people are or should be heterosexual” (p. 373). Heterosexism can surface in many ways, one of which is microaggressions, defined by Sue (2010a) as “the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (p. 3). Sue (2010a) considered the biological, physical, emotional, cognitive, and behavioral effects of microaggressions, noting that individuals could experience increased health issues and trouble focusing and/or performing.

Microaggressions targeting sexual identity have been linked to developmental harm (Nadal, 2013; Platt & Lenzen, 2013; Sue, 2010a, 2010b; Wright & Wegner, 2012). To better understand sexual identity versus sexual orientation, please refer to the “Sexual Identity” section under “Conceptual Framework.” Wright and Wegner (2012) found that homonegative microaggressions (HMs), which are microaggressions targeting one’s homosexual identity, as well as the degree to which individuals were affected, were

linked to negative feelings about their sexual identity. Additionally, “those who experienced a higher frequency of HMs growing up had more difficulty in developing an LGB identity” (Wright & Wegner, 2012, p. 48). Platt and Lenzen (2013) found that experiencing LGBQ microaggressions could “complicate the life-long process of disclosing one’s sexual identity” (p. 1028). Similarly, Sue (2010a, 2010b) noted that LGBQ microaggressions could lead to decreased disclosure along with negative self-conceptualization, or internalized homophobia. These challenges hinder the ability to develop an individual sense of identity which can impact overall sexual identity development. Dillon, Worthington, and Moradi’s (2011) Unifying Model of Sexual Identity Development (the Unifying Model) proposed that one’s sexual orientation identity, along with attitudes towards sexual identity groups, as parts of “two parallel, reciprocal developmental determinants: (a) an individual sexual identity development process and (b) a social identity process” (p. 657). Recognizing these potential impacts, it is understandable why there has been an increase in the desire in recent scholarship to better understand, measure, and curtail microaggressions.

In recent years, there has been an increase in efforts to measure microaggressions targeting LGBQ individuals. Wright and Wegner (2012) developed the Homonegative Microaggressions Scale (HMS) “to examine the impact of HMs (homonegative microaggressions)” (p. 37). Similarly, Woodford, Chonody, Kulick, Brennan, and Renn (2015) examined LGBQ microaggressions on campuses looking specifically at both interpersonal and environmental microaggressions. The LGBQ Microaggressions on Campus Scale (Woodford, Chonody, et al., 2015) was developed to address the facts that

existing scales were not designed for use with college students or to include the experiences of bisexual and/or queer individuals. While these scales assist in telling the story of campus climate, they do not provide a connection to student outcomes.

Residence halls have been documented as influential spaces for LGBQ students (Evans & Broido, 1999; Longerbeam, Inkelas, Johnson, & Lee, 2007). Furthermore, the residential environment is important with regards to student development and success (Astin, 1977; Brandon, Hirt, & Cameron, 2008; Flowers, 2004; Pascarella & Terenzini, 2005; Platt & Lenzen, 2013; Woodford et al., 2012). While the residential environment produces positive outcomes for many, the cost for minority students with regards to “the overall benefits of residence halls and the benefits to diversity in higher education . . . may be overlooked” (Harwood et al., 2012, p. 161). Students can spend a significant portion of their time at college in the residential environment; thus, microaggressions in this space have the potential to be extremely detrimental (Schroeder & Jackson, 1987).

Statement of the Problem

Researchers have highlighted the harmful experience of microaggressions within higher education (Young, Anderson, & Stewart, 2015), specifically within residence halls (Harwood et al., 2012), and targeting LGB individuals (Nadal, 2013). The existing research and literature on microaggressions targeting sexual identity focus on the experiences of LGBQ students and the internalized influence of those experiences (Nadal, 2013; Platt & Lenzen, 2013; Wegner, 2014; Woodford, Kulick, et al., 2015; Wright & Wegner, 2012). Despite a growing interest in the prevalence of microaggressions experienced by LGBQ individuals, research looking at the relationship

between microaggressions and student outcomes is absent. Woodford, Chonody, et al. (2015) highlighted this, stating that “in the future, it is important that researchers examine the relationship between these microaggressions and other student outcomes” (p. 1681).

Purpose of the Study

The purpose of this study was to determine the relationship between the perception of being targeted by sexual orientation microaggressions in the residential environment, sense of belonging, and individual sexual identity among LGBQ students.

The research questions that guided this study are:

1. What influence does the perception of being targeted by LGBQ microaggressions, within the residential context, have on a student’s sense of belonging?
2. To what degree does a student’s sexual identity development moderate the influence of the perception of being targeted by LGBQ microaggressions, within the residential context, on their sense of belonging?

Underlying these questions were the hypotheses that:

1. A student’s sense of belonging within the residential environment will be significantly influenced by the perception that their LGBQ identity is targeted by microaggressions.
2. A student’s sexual identity development will moderate this influence, with the influence being less among those students with more advanced sexual identity development.

Significance of the Study

While there is a growing body of research looking at the psychology of microaggressions and the experiences of LGBTQ college students in facing microaggressions (Harwood et al., 2012; Nadal, 2013; Nadal et al., 2011; Nadal, Rivera, & Corpous, 2010; Nadal, Wong, Griffin, Davidoff, & Sriken, 2014; Platt & Lenzen, 2013; Sue, 2010a, 2010b; Sue & Capodilupo, 2008; Sue et al., 2007; Wegner, 2014; Woodford, Chonody, et al., 2015; Woodford, Kulick, et al., 2015; Wright & Wegner, 2012), research examining the relationship between microaggressions and student outcomes is needed. Additionally, while there has been research looking at microaggressions within the campus context, there is limited research within a student's residential experience. These are the gaps that the current study fills by studying LGBTQ microaggressions within the residential context along with their influence on sense of belonging.

The significance of the current study came from both the gap it fills in the existing scholarship and its practical implications. From a scholarly perspective, the current study:

- Provides a model for studying not only LGBTQ microaggression frequency, but influence on an outcome—sense of belonging—within the residential environment.
- Validates the Psychological Sense of University Membership (PSUM; Alkan, 2016) for use within the context of American higher education.

- Examines the influence of sexual identity development on the association between microaggressive experiences and sense of belonging within the residential environment.

Regarding practical implications, this study provides meaningful data to higher education administrators, student affairs professionals, and LGBTQ scholars in an area where data are currently lacking. Furthermore, this study aids institutions in better understanding the experience of LGBTQ students within residential environments. Conceptually, the results of this study may provide a foundation for understanding the frequency and influence of LGBTQ microaggressions within the residential context. With regards to professional practice, one might, for example, use the data from this study to assess the need for an LGBTQ-focused living-learning community. Finally, it is the hope of the researcher that institutional leaders feel encouraged to examine their residential environments and respond accordingly to ensure these important environments are inclusive and produce positive outcomes for all, rather than some, students.

Conceptual Framework

The conceptual framework for this study, as outlined in Figure 1, centers on three variables: microaggressions, sense of belonging, and a lesbian, gay, bisexual, or queer (LGBTQ) sexual identity. The researcher's worldview is rooted in intersectionality and queer theory. As explained by Jones and Abes (2013), intersectionality "critically examines how intersecting systems of inequality shape individuals' lived experiences, resulting in intersectional rather than additive social identities" (p. 131). While the researcher recognizes identity as intersectional, for this study the focus was on sexual

identity. That said, experiencing microaggressions that target sexual identity would impact the whole of the identity of the victim(s), not just their sexual identity. Similarly, queer theory “recognizes social identities as fused performatives, constantly changing (fluid) as contexts change, resulting in an identity that is always becoming” (Jones & Abes, 2013, p. 131). Jones and Abes (2013) defined performatives as the ways individuals construct identity daily. This definition reflected their underlying philosophy that identity is “in a constant state of creation and change” (Jones & Abes, 2013, p. 199). While this study gauges one aspect of an individual’s identity at a moment in time, it does not assume or expect to grasp the fullness of an individual’s identity over their lifetime.

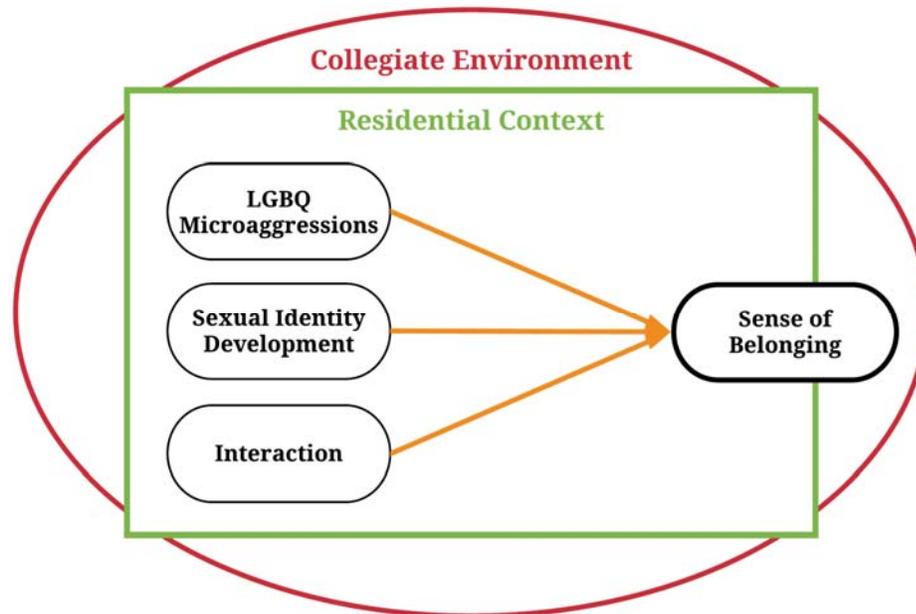


Figure 1. Conceptual Framework Reflecting Moderation Analysis Considering LGBQ Microaggressions, Sexual Identity Development, and Their Influence on Sense of Belonging.

Microaggressions, which are often “insidious and less conspicuous” (Sue, 2010a, p. 14) than other forms of bias, were chosen as a variable because of their “hidden and damaging consequences . . . that harm . . . lesbian, gay, bisexual, and transgendered persons (LGBTs)” (Sue, 2010b, p. 5). Regarding an outcome, sense of belonging was chosen over other outcomes because “satisfying the need to belong leads to a plethora of positive and/or prosocial outcomes such as engagement, achievement, wellbeing, happiness, and optimal functioning . . . to name a few” (Strayhorn, 2012, p. 22). The final factor, an LGBQ sexual identity, serves as the moderating factor in this study. Moderation analysis allows researchers to “determine whether a certain variable influences or is related to the size of one variable’s effect on another” (Hayes, 2013, p. 207). It is important to consider identity development because of its potential to transform the influence of microaggressions. Dillon et al. (2011) noted that “individuals who have engaged in active exploration are more likely to hold positive attitudes toward LGB individuals and less internalized heterosexism or self-stigma” (p. 665). Recognizing these factors, this study examined the relationship between microaggressions experienced by LGBQ students, their sexual identity development, and their sense of belonging within the residential context.

Microaggressions

In his seminal work *Microaggressions and Marginality*, Sue (2010a) provided a foundational definition for microaggressions as “the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely

upon their marginalized group membership” (p. 3). Sue (2010a) also operationalized the term, stating the following:

These hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment. (p. 3)

To fully consider microaggressions, Sue (2010a) situated them in terms of marginality and oppression. He explained how microaggressions function as a tool for othering, creating an “us” and a “them.” While this study examines microaggressions, as a whole, Sue (2010a, 2010b) further deconstructed microaggressions into three types—(a) microinsults, (b) microassaults, and (c) microinvalidations—each with their own level of nuance. Sue (2010b) defines microinsults as “subtle snubs often unconsciously disguised as a compliment or positive statement directed toward the target person or group” (p. 9). Microassaults, on the other hand, occur when conscious bias surfaces through expressions or acts against an individual’s identity. Finally, microinvalidations are unconscious acts or comments which serve to silence or erase the experiences of LGBTQ individuals. These definitions and structure are visualized in Figure 2.

Considering the source of microaggressions, Sue (2010a) pointed out that the most harmful often come from “well-intentioned individuals who are unaware” (p. 3). Microaggressions can cause harm to the mental and physical health as well as the quality of life of targeted individuals (Sue, 2010b) and have a negative influence on students’ self-esteem (Helm, 2013; Nadal et al., 2014; Wright & Wegner, 2012) and identity

development (Wright & Wegner, 2012). Furthermore, they can diminish students' sense of belonging (Woodford et al., 2012).

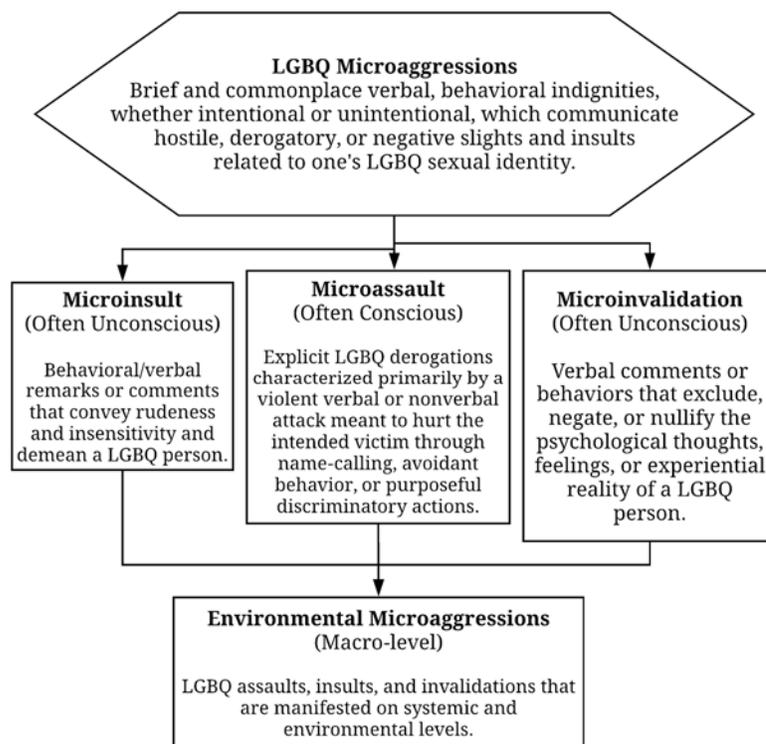


Figure 2. Categories of and Relationships among Sexual Orientation Microaggressions. Reprinted from *Microaggressions and Marginality: Manifestation, Dynamics, and Impact* (p. 8), by D. W. Sue, 2010, Hoboken, NJ: John Wiley & Sons, Inc. Copyright 2010 by John Wiley & Sons, Inc. Reprinted with permission.

While much of the research on microaggressions has focused on race, microaggressions targeting sexual identity can be particularly harmful due to the potential invisible nature of sexual identity, because “if an individual chooses to confront a microaggression, one must also disclose sexual identity, yet remaining silent increases the invisibility of the impact of the microaggression” (Platt & Lenzen, 2013, p. 1015). Sue (2010a, 2010b) recognized these challenges and argued simply that “the LGBT

sexual-orientation reality is different from the sexual-orientation reality of heterosexuals” (Sue, 2010b, p. 185). It is for these reasons that this study intends to focus in on microaggressions that target an LGBTQ’s sexual identity.

Sense of Belonging

Sense of belonging is, in addition to a basic human need, highly contextual and influential on outcomes (Baumeister & Leary, 1995; Strayhorn, 2012). Sense of belonging has been defined as a “student’s perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group . . . or others on campus . . .” (Strayhorn, 2012, p. 17). Strayhorn (2012) also pointed out that sense of belonging is influenced by the intersectionality of identities. Sense of belonging was chosen over other possible student outcomes because it enhances the opportunity for additional positive outcomes (Maslow, 1943; Strayhorn, 2012). Furthermore, sense of belonging can also be a powerful antidote for the negative influence of microaggressions. Sue (2010b) explained that “social support . . . is a powerful means of combating and ameliorating stressful racism, sexism, and heterosexism” and sense of belonging can “buffer oppressed groups against a hostile society and provide cultural nutrients that validate their worldviews and lifestyles” (p. 86).

Several instruments exist which operationalize or measure sense of belonging, such as Bollen and Hoyle (1990) and Hurtado and Carter (1997). Perhaps one of the more widely used frameworks is the Psychological Sense of School Membership (PSSM) developed by Carol Goodenow (1993). The PSSM considers membership as “influenced

by both personal traits and situational and contextual factors” (Goodenow, 1993, p. 88). While originally developed for the K-12 environment, the PSSM has been adapted for use in the higher education context as the Psychological Sense of University Membership (PSUM) scale (Alkan, 2016). The PSUM scale looks at three factors—acceptance by faculty members, belonging, and acceptance by students—to gauge an individual’s sense of membership (Alkan, 2016). With regards to the current study, Alkan (2016) called for future studies to look at “the role of other psychological variables, such as stress . . . on students’ sense of university membership” (p. 444). As stated previously, this study examined the relationship between microaggressions experienced by LGBTQ students and their sense of belonging.

Sexual Identity

When studying topics regarding sexuality, Iasenza (1989) pointed out that there are two types of definitional problems: “confusion between sex-related identity terms and what constitutes sexual orientation” (p. 74). Sometimes terms can be used interchangeably and/or mistakenly, which can further confuse and perpetuate stereotypes. Savin-Williams (1989) defined three often conflated terms as follows:

Sexual orientation - “sexual feelings, erotic thoughts or fantasies, and/or behaviors desired with respect to members of the same sex” (p. 200)

Sexual behavior - “the ‘homosexually stimulating experience’ (Rigg, 1982) connotes sexual behavior between members of the same sex” (p. 201)

Sexual identity - “a consistent, enduring self-recognition of the meanings that the sexual orientation and sexual behavior have for oneself.” (p. 201)

This current study examined sexual identity through the lens of the Unifying Model (Dillon et al., 2011) as measured by the Measure of Sexual Identity Exploration and

Commitment (MoSIEC; Worthington, Navarro, Savoy, & Hampton, 2008). Dillon et al. (2011) define sexual identity development as “the individual and social processes by which persons acknowledge and define their sexual needs, values, sexual orientation, preferences for sexual activities, modes of sexual expression, and characteristics of sexual partners” (p. 657). The model examines both individual and social identity amidst five “sexual identity development statuses:” (a) compulsory heterosexuality, (b) active exploration, (c) diffusion, (d) deepening and commitment, and (e) synthesis (p. 658). Like other models, Dillon et al. (2011) view identity as a fluid, lifelong journey. The MoSIEC is “a theoretically based, multidimensional measure of the processes of sexual identity development” and is “the first measure . . . developed and validated for use with individuals across the continuum of sexual orientations” (Worthington et al., 2008, p. 32).

Definition of Terms

Bisexual refers to “a person who has the capacity to form enduring physical, romantic, and/ or emotional attractions to those of the same gender or to those of another gender” (GLAAD, 2016, p. 6).

Gay refers to men whose “enduring physical, romantic, and/or emotional attraction” is to other men (GLAAD, 2016, p. 6).

Heterosexual refers to “people whose enduring physical, romantic, and/ or emotional attraction is to people of the opposite sex. Also, straight” (GLAAD, 2016, p. 6).

Heterosexism refers to “the overarching system of advantages bestowed on heterosexuals based on the institutionalization of heterosexual norms or standards and

founded on the ideology that all people are or should be heterosexual” (Blumenfeld, 2010, p. 373).

Internalized homophobia refers to “the gay person's direction of negative social attitudes toward the self, leading to a devaluation of the self and resultant internal conflicts and poor self-regard” (Meyer & Dean, 1998, p. 161). In this definition, the term “gay” is being used as an umbrella term for LGBTQ individuals.

Lesbian refers to “a woman whose enduring physical, romantic, and/or emotional attraction is to other women” (GLAAD, 2016, p. 6).

Microaggressions refer to “the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Sue, 2010a, p. 3).

Queer refers to an individual

whose sexual orientation is not exclusively heterosexual (e.g., queer person, queer woman). Typically, for those who identify as queer, the terms lesbian, gay, and bisexual are perceived to be too limiting and/or fraught with cultural connotations they feel don't apply to them. (GLAAD, 2016, p. 6)

Sense of Belonging refers to “students’ perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)” (Strayhorn, 2012, p. 17).

Sexual Identity refers to “a consistent, enduring self-recognition of the meanings that the sexual orientation and sexual behavior have for oneself” (Savin-Williams, 1989, p. 201).

Sexual Identity Development refers to “the individual and social processes by which persons acknowledge and define their sexual needs, values, sexual orientation, preferences for sexual activities, modes of sexual expression, and characteristics of sexual partners” (Dillon et al., 2011, p. 657).

Summary and Organization

In Chapter I, the background for study, a statement of the problem, the significance of the study, the conceptual framework for the study, and definitions of terms were presented. A review of the literature is presented in Chapter II. In the literature review, the challenges related to definitions and foundations for campus climate are examined along with an overview of microaggressions, sexual identity, and sense of belonging. Chapter III will define the research questions, research design, sampling, recruitment procedures, instrumentation, and data analysis. Additionally, Chapter III will overview the participants of this study. The results of the study, including statistical analysis, will be presented in Chapter IV. Finally, Chapter V will provide a discussion of the study’s findings, limitations, and the implications for both practice and scholarship. Chapter V will conclude by highlighting the connections between the current study, prior scholarship, and recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

To grasp the purpose of this study—which is to determine the relationship between the perception of being targeted by sexual orientation microaggressions in the residential environment, sense of belonging, and individual sexual identity among LGBQ students—one must understand the key concepts upon which the study relies. As outlined in the conceptual framework found in Figure 1, the key concepts for this study include microaggressions, sexual identity development, and sense of belonging. The review that follows will examine definitional challenges, campus climate, and each of the constructs from the conceptual framework.

Challenges in Definition

To begin the review of literature, it is important to acknowledge the challenges of definition regarding key concepts. Microaggressions, for example, were not specified in early research. Instead, researchers talked of verbal harassment or insults (D’Augelli, 1992a; Herek, 1993), offensive or derogatory remarks (Lopez & Chism, 1993; Rankin 2003), or subtle bias or heterosexism (Burn, Kadlec, & Rexer, 2005; Dovidio & Gaertner, 1986). The term microaggressions was first noted by Pierce, Carew, Pierce-Gonzalez, and Wills (1977), but was not operationalized until Sue et al. (2007) developed a taxonomy for the concept. As noted in Chapter I, for this study, microaggressions are defined as “the everyday verbal, nonverbal, and environmental slights, snubs, or insults,

whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Sue, 2010a, p. 3).

The definitional challenges related to sexual identity are two-fold; researchers must not only decide on which term (sexual orientation, sexual behavior, sexual orientation identity, sexual identity, etc.) to utilize, but also on which identity groups (gay, lesbian, bisexual, queer, questioning, asexual, transgender, etc.) to include in their particular study. Jourian (2015) considered the challenges related to language around sexual identity and noted that “terms associated with LGBTQ identities that are used today in the United States did not come to be until the early to mid-20th century and thus also do not appear when specifically looking within higher education” (p. 12).

As a term, this study will use sexual identity development, as defined by Dillon et al. (2011), as follows:

We define sexual identity development as the individual and social processes by which persons acknowledge and define their sexual needs, values, sexual orientation, preferences for sexual activities, modes of sexual expression, and characteristics of sexual partners. We add to this definition the assumption that sexual identity development entails an understanding (implicit or explicit) of one’s membership in either a privileged dominant group (heterosexual) or a marginalized, minority group (gay, lesbian, or bisexual identity), with a corresponding set of attitudes, beliefs, and values with respect to members of other sexual identity groups. (p. 657)

Sexual identity development was selected because of its inclusion of various aspects of other terms (i.e., sexual orientation) and its ability to be applied to all sexual identities through the Unifying Model (Dillon et al., 2011).

Regarding the inclusion of sexual identity groups, examining existing identity development models highlights the change in scholarship over time to become more inclusive of various these sexual identities. For example, early models were very linear and focused on homosexual (Cass, 1979) or gay (Troiden, 1979) identity development. Fassinger (1991) expanded to include lesbians along with gay men. D'Augelli (1994) was the first to offer a lifespan model that was inclusive of lesbian, gay, and bisexual individuals. After many years of identity models focusing solely on LGBTQ individuals, Dillon et al. (2011) presented their Unifying Model as “innovative in its applicability across sexual orientation identities, as well as its inclusion of a wide range of dimensions of sexual identity and possible developmental trajectories” (p. 649). With this model, and the associated Measure of Sexual Identity Exploration and Commitment (MoSIEC; Worthington et al., 2008), researchers can examine sexual identity development across all sexual identities, including heterosexuality.

For this study, when considering sexual identity groups, lesbian, gay, bisexual, or queer (LGBTQ) will be utilized. These labels were selected to allow for as broad a sample as possible while remaining focused on sexual identity development. Transgender, genderqueer, and other gender-related groups were intentionally not included in this study as those identities are associated with gender identity. The focus of the current study is on sexual identity (LGBTQ), and doing so exclusively allows for a more in-depth examination of those identities and their development. In this review, and throughout the study, the language of LGBTQ individuals will be used for consistency while respecting

that initial research may not have considered/included the full spectrum of sexual identity.

Campus Climate and Heterosexism

Rankin (2003) provided an extensive overview of research on GLBT experiences within institutions of higher education and noted that since the mid-1980s, it has been known that “the campus community has not been an empowering place for GLBT people and that anti-GLBT intolerance and harassment has been prevalent” (p. 3). Herek (1993) noted the prevalence of verbal insults, harassment, and discrimination, which fostered an environment of secrecy and fear, while D’Augelli (1989a), along with D’Augelli and Rose (1990), examined homophobia on campuses and the ways in which it fostered negative attitudes towards LGBQ individuals among first-year students and potential resident assistants. Considering the possible impact of these experiences, D’Augelli (1992a) found that students wanted to disclose their sexual identity and find community and support but were afraid to do so based upon previous or feared harassment. Examining where heterosexism finds its roots, Simoni (1996) found that “being younger, having less education, being male, and having less educated parents” were linked to negative attitudes towards LGBQ individuals (p. 68). Simoni (1996) also posited that higher levels of self-esteem were associated with more positive interactions with LGBQ individuals and lower levels of heterosexism. Many of these previous findings were confirmed by Engstrom and Sedlacek (1997), who found that attitudes toward openly LGBQ students were more negative than those whose sexual identity was unknown.

Much of the current, foundational work on campus climate has been done by Sue Rankin, either individually or in conjunction with other scholars or organizations. In a report for The Policy Institute of the National Gay and Lesbian Task Force, Rankin (2003) explored the “physical and psychological harassment, discrimination, and violence” that individuals face and how those acts “obstruct achievement of both educational and professional goals” (p. 9). Rankin (2003) found, like previous studies, that campus climates continue to be hostile towards GLBT individuals. Unlike many studies, which looked only at students, Rankin (2003) looked at the campus climate for all, including administrators, faculty, staff, and students. Broadly, Rankin (2003) observed that (a) “nearly 30 percent of the respondents have personally experienced harassment due to their sexual orientation or gender identity within the last 12 months” and (b) “sixty percent felt that GLBT people were likely to be the targets of harassment on campus” (p. 3).

Concerning students’ experiences, Rankin (2003) noted that “nearly 60 percent of students conceal their sexual orientation/gender identity to avoid intimidation” and continued to state, “not surprisingly, student respondents reported experiencing the greatest amount of harassment” (p. 25). Rankin (2003) observed that when harassed, students were “most often in a public space on campus (63 percent), in their place of residence (40 percent) and in the classroom (30 percent)” (p. 29). Rankin’s (2003) “largest of its kind” study confirmed the findings of previous works, while also providing “a new perspective into the situations and experiences of GLBT people in higher education” (p. 9). Despite progress in society and higher education, Burn et al. (2005)

pointed out that “subtle heterosexism” remains a concern and perpetuates the marginalization and stigmatization of LGB students.

There is enough evidence in the literature (D’Augelli, 1989a, 1989b, 1992a; D’Augelli & Rose, 1990; Engstrom & Sedlacek 1997; Herek, 1993; Simoni, 1996; Stevens, 2004) to argue that many LGBQ students encounter a negative campus climate. However, it is also evident that campus climate is not monolithic and may include pockets of support, acceptance, and tolerance. Similarly, there can be a contradiction among perceptions, particularly between majority and minority individuals. Rankin (2003) highlighted that while almost three-fourths of students considered the campus to be homophobic, they also described the general campus climate as “friendly, concerned, and respectful” (p. 31). The current study provides updates to Rankin’s now aged study and addresses a gap in the literature by exploring campus climate in conjunction with the ways it can influence student experiences.

Residence Hall Climate

Bourassa and Shipton (1991) noted that “the literature reflects that homophobic attitudes, beliefs, and behaviors are pervasive inside residence hall communities” (p. 80). Specifically, Bourassa and Shipton (1991) highlight issues facing LGBQ students, which include (a) coming out, (b) lack of privacy, (c) roommates, (d) lack of activities (e.g., activities not based on assumed heterosexuality), and (e) dealing with harassment. LGBQ students have long reported feeling alienated within the residential context (Lopez & Chism, 1993). Rhoads (1994) noted that LGBQ students experienced various forms of harassment in residence halls and that this harassment extended even to those in the

leadership role of a resident assistant (RA). Perhaps one of the most striking stories shared by Rhoads (1994) was that of a group of students that organized and demanded a gay student be moved off their floor; despite attempts to address the behavior, the gay student eventually moved out of the hostile environment. Evans and Broido (1999) noted that “coming out to one’s roommate . . . presented particular challenges” (p. 662). Recognizing the importance of residence hall climate, Evans and Broido (1999) argued that environment, and even perceptions of it, was influential in the decision to come out and to whom.

In their work on perceptions of residence hall climate, Fanucce and Taub (2010) indicated that change has been minimal over the last decade, and instead argued that “as outward expressions of homophobia have become more and more taboo socially, heterosexism and forms of homonegativity have begun to replace homophobia” (p. 27). The use of homonegativity was a conscious choice by Fanucce and Taub (2010) to “move away from the notion of ‘phobia’ or fear-based attitudes” (p. 27). Additionally, Fanucce and Taub (2010) pointed out that “homonegativity is considered to have cognitive, affective, and behavioral components” (p. 27). Fanucce and Taub (2010) noted that while there have been large studies on campus climate broadly, “little has been published regarding LGBT students and residence hall climates specifically” (p. 27). Recognizing the role of residence hall environments in sense of belonging, Fanucce and Taub (2010) noted that “LGBT students found their residence hall environments to be homonegative” and “when LGBT students perceive their residence hall climate to be negative towards them, they are unable to feel like they are part of the community” (pp. 34–35). Fanucce

and Taub (2010), like many before them (Bourassa & Shipton, 1991; Evans & Broido, 1999; Rhoads, 1994), explain that “a climate of homonegativity in the residence hall environment is both stigmatizing and problematic for all students” (p. 36).

These early researchers all called for additional studies and continued work in this area, each in their own way. Bourassa and Shipton (1991) closed their chapter with a focus on how institutions and departments can adapt to better the environment for LGBTQ students. Rhoads (1994) concluded his work with a call to action for student affairs professionals, faculty, and administrators alike to work for “more just environments for all students” (p. 73). Similarly, Schrier (1995) recognized the developmental work that can occur in the residential environment and argued that programming to address LGBTQ issues should shift frameworks from tolerance to nurturance. Evans and Broido (1999) argued that future research was needed on climate and the influence it has on identity development for LGBTQ students. Finally, Fanucce and Taub (2010) noted that future studies were needed to look at residence hall climate, and particularly called for multi-campus studies to better understand LGBTQ students more broadly.

Microaggressions

The presence and impact of microaggressions were first noted by Pierce et al. (1977), who stated that “these subtle, stunning, often automatic, and non-verbal exchanges” were “the chief vehicle for pr racist behaviors” (p. 65). However, it was not until much later that Sue outlined a model and taxonomy of microaggressions. Sue (2010b, 2010a) offered multiple definitions for microaggressions, but at their core they are subtle, passive instances that communicate negative attitudes towards certain identity

groups. For this study, microaggressions are defined as “the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Sue, 2010a, p. 3).

Sue (2010b) explained that microaggressions provide “reflections of marginality” to the recipient, giving a glimpse into the values and worldview of the perpetrator and/or environment. Sue (2010a) considered the biological and physical, emotional, cognitive, and behavioral effects of microaggressions, noting that persistent exposure to microaggressions could lead to increased health problems. Later, Sue (2010a) discussed that microaggressions could cause very real harm regarding mental health and quality of life as it relates to health care, education, and employment.

In their taxonomy, Sue et al. (2007) explored three variations of microaggressions: microassaults, microinsults, and microinvalidations. Sue (2010a) noted that these can be interpersonal and/or environmental and explained the forms as:

1. Microassaults—“Conscious biased beliefs or attitudes that are held by individuals and intentionally expressed or acted out overtly or covertly toward a marginalized person or socially devalued group” (p. 8).
2. Microinsults—“Either interpersonal interactions (verbal/nonverbal) or environmental cues that communicate rudeness, insensitivity, slights, and insults that demean a person . . . subtle snubs often unconsciously disguised as a compliment or positive statement” (p. 9).

3. Microinvalidations—“Generally occur outside the level of conscious awareness . . . perhaps the most insidious, damaging, and harmful . . . interpersonal and environmental cues that exclude, negate, or nullify the psychological thoughts, feelings, beliefs, and experiences of the target group” (p. 10).

Sue (2010b) argued that dealing with microaggressions has become more difficult for two compounding reasons. Because of their unconscious nature, microinsults and microinvalidations are often more problematic. This lack of consciousness, coupled with the fact that various forms of bias are becoming vaguer, instead of going away, makes recognizing and responding to microaggressions significantly harder.

Sue (2010b) developed a microaggression process model that looked at how individuals—in his case, people of color—experience, react, and respond to microaggressions. Sue (2010b) noted that this model is not successive by design and argued that “we must entertain the possibility that these phases may occur in a different order, overlap with one another, be cyclical, and/or interact in a more complex manner” (p. 82). Although he developed the model based on racial microaggressions, Sue (2010b) said he saw it as generally applicable to all microaggressions and called for further research to develop an LGBT model. The model designed by Sue includes five phases: (1) Incident; (2) Perception and Questioning; (3) Reaction; (4) Interpretation and Meaning; and (5) Consequences and Impact.

Beginning the model, Sue (2010b) noted that microaggression incidents might present through verbal, behavioral (non-verbal), or environmental channels. Sue (2010b)

posited that these incidents might (a) involve the recipient and perpetrator directly, (b) be indirectly experienced by the recipient, or (c) be environmental. The second phase outlined by Sue (2010b) is that of Perception and Questioning. In this phase, individuals grapple with whether the incident was motivated by bias. Sue (2010b) noted that many factors influence this decision, including the recipient/target's identity development. Because "microaggressions are often ambiguous, filled with double messages, and subtle in their manifestations," the questioning process can lead to "an internal struggle that is often times energy depleting" (Sue, 2010b, p. 72).

The focus of this study is conceptually on the later phases presented by Sue (2010b) in his microaggression model, which are (a) Reaction, (b) Interpretation and Meaning, and (c) Consequences and Impact. In Reaction, which is the third phase of the microaggression model, "a more integrated response of the person becomes central in dealing with the offending event, the emotional turmoil, and the need for self-care" (Sue, 2010b, p. 73). Sue (2010b) provided an overview of several common reactions, including (a) healthy paranoia—individuals evaluate incidents through past experiences; (b) sanity check—using other LGBQ individuals to validate, affirm, and support; (c) empowering and validating self—standing strong in one's identity and holding the perpetrator responsible; and (d) rescuing offenders—rather than focusing on self, responding to perpetrators' feelings. During the Interpretation and Meaning phase, the recipient attributes meaning and significance to the microaggression based on their reaction. Several themes of meaning are reviewed, including one Sue (2010b) called "You Do Not Belong," which communicates to the recipient that they do not belong, either contextually

or existentially. Sue (2010b) noted that it is challenging to isolate the impact of microaggressions on one phase. However, in the Consequences and Impact phase, he focused on “the psychological effects of microaggressions” (Sue, 2010b, p. 80). Regarding these consequences, Sue (2010b) considered powerlessness, invisibility, forced compliance/loss of integrity, and the pressure to represent one’s group. Looking to the future, Sue (2010b) noted that this model is simply meant to be descriptive and that further research is needed to explore each phase and how individuals adapt their response in a variety of contexts.

LGBQ Microaggressions

Nadal et al. (2010) explored microaggressions targeting sexual identity, explaining that often the discourse around microaggressions is focused on race and gender. These scholars applaud Sue and Capodilupo (2008) for highlighting that LGBT individuals also face subtle and overt discrimination, including microaggressions. Pointing out the scope of these issues, Nadal et al. (2010) shared that up to 94% of LGB individuals are targeted due to their sexual orientation.

Despite having some statistics, Sue (2010b) challenged that putting true numbers to the experiences of LGB individuals is difficult due to inconsistent definitions and the societal pressure to be “closeted.” This lack of data can present several challenges to researchers. Fortunately, organizations such as the Williams Institute at the UCLA School of Law (2016) have attempted to address these gaps. The Williams Institute (2016) reported that an estimated 3.8% of the population identifies as lesbian, gay, bisexual, or transgender, with a much larger 27% of those aged 18-24 identifying as

LGBT. Sue (2010b) argued that “there is a conspiracy of silence in our society to keep LGBTs and their issues invisible in our daily lives and in the broader society at large” (p. 186). Summarizing this lived experience, Sue (2010b) outlined three realities that emerge for LGB individuals: (a) the struggle to be visible; (b) a sense of identity confusion/conflict; and (c) the possibility for self-hatred (internalized homophobia). These realities echoed throughout the literature on LGBQ microaggressions (Nadal, 2013; Platt & Lenzen, 2013; Wegner, 2014; Woodford, Chonody et al., 2015; Woodford, Kulick, et al., 2015; Wright & Wegner, 2012). Shelton and Delgado-Romero (2011) argued that LGBQ microaggressions within therapeutic relationships could leave clients feeling “uncomfortable, confused, powerless, invisible, rejected, and forced or manipulated to comply with treatment” (p. 217). Shifting to the thematic categories of LGBQ microaggressions, the works of Nadal (2013), Shelton and Delgado-Romero (2011), Sue (2010a, 2010b), and Wegner (2014) provide a sound overview. A summary of these works can be found in Table 1.

Table 1

Themes from LGBQ Microaggression Literature

Scholar(s)	Themes/Categories
Sue (2010a)	(a) Use of heterosexist or transphobic terminology (b) Endorsement of heteronormative or gender normative culture and behaviors (c) Assumption of universal LGBT experience (d) Exoticization (e) Discomfort with or disapproval of LGB experience (f) Denial of societal heterosexism/transphobia (g) Assumption of sexual pathology/abnormality (h) Denial of individual heterosexism/transphobia.

Table 1

Cont.

Scholar(s)	Themes/Categories
Sue (2010b)	<ul style="list-style-type: none"> (a) Oversexualization (b) Homophobia (c) Heterosexist language/terminology (d) Sinfulness (e) Assumption of abnormality (f) Denial of individual heterosexism (g) Endorsement of heteronormative culture and behaviors
Shelton and Delgado-Romero (2011)	<ul style="list-style-type: none"> (a) Assumption that sexual orientation is the cause of all presenting issues (b) Avoidance and minimization of sexual orientation (c) Attempts to overidentify with LGBQ clients (d) Making stereotypical assumptions about LGBQ clients (e) Expressions of heteronormative bias (f) Assumption that LGBQ individuals need psychotherapeutic treatment (g) Warnings about the dangers of identifying as LGBQ
Nadal (2013) <i>Based on the works of Nadal et al. (2010) and Nadal et al. (2011)</i>	<ul style="list-style-type: none"> (a) Use of heterosexist terminology (b) Endorsement of heteronormative culture and behaviors (c) Assumption of universal LGB experience (d) Exoticization (e) Discomfort with or disapproval of LGB experience (f) Assumption of sexual pathology, deviance, or abnormality (g) Denial of the reality of heterosexism (h) Physical threat or harassment
Wegner (2014)	<ul style="list-style-type: none"> (a) Assumed deviance (b) Second-class citizen (c) Assumptions of gay culture (d) Stereotypical knowledge and behavior

Sue (2010b) outlined a foundational taxonomy of microaggressions and distinguished between three forms—microinsults, microassaults, and microinvalidations (for more see Chapter I, Figure 2). Having come to understand the challenging climate faced by LGBQ individuals, Sue (2010b) noted:

Bombarded daily in a heteronormative society with microaggressive messages that (1) view them as only sexual beings, (2) convey discomfort and fear of their presence and existence, (3) equate their lifestyles with sin and debauchery, and (4) perceive them and their actions as abnormal or pathological, [there is] little wonder that LGBTs are fearful that they will become victimized by these beliefs. (p. 197)

With regard to the categorization of LGBQ microaggressions, Sue (2010a) stated the following themes, with support from existing literature: (a) use of heterosexist or transphobic terminology; (b) endorsement of heteronormative or gender normative culture and behaviors; (c) assumption of universal LGBT experience; (d) exoticization; (e) discomfort with or disapproval of LGB experience; (f) denial of societal heterosexism/transphobia; (g) assumption of sexual pathology/abnormality; and (h) denial of individual heterosexism/transphobia.

Shelton and Delgado-Romero (2011) examined the impact of microaggressions on LGBQ clients in therapy and outlined themes that in many ways mirrored the concerns presented by Sue (2010a). In addition to confirming much of what Sue (2010b) had posited, Shelton and Delgado-Romero (2011) concluded that “correctly recognizing and labeling the confusion, resentment, and silence sexual orientation microaggressions leave in their wake is not an easy task” (p. 219). Nadal (2013) provided a sound overview of existing taxonomies and pulled from real life experiences submitted to The Microaggression Project (microaggressions.com) to highlight categories of microaggressions very much in line with Sue (2010a). Nadal (2013) closes with three case studies to illustrate (a) the varied levels of intention behind microaggressions, (b) the

importance of support for those targeted by microaggressions, and (c) the range of reactions from victims of microaggressions.

Wegner (2014) used the Homonegative Microaggressions Scale (HMS) (Wright & Wegner, 2012) to examine microaggressions and possible outcomes for LGBTQ people. Wegner (2014) found themes that were distinctive, yet overall aligned with those presented by Sue (2010a). This scale was based on the taxonomy outlined by Sue et al. (2007), but the resulting subscales of the HMS highlight “what it is like to be a sexual minority rather than a racial minority” (p. 48). Wegner (2014) points out that among the themes, there is a progression of hostility; however, the damage of even unintentional microaggressions can be impactful for the victim.

The overarching foci of these works are the judgment of LGBTQ individuals by others, a fear of becoming or being associated with LGBTQ individuals, and unconscious heterosexism. Sue (2010b) summarized these well, arguing that “among sexual minorities, the process of self-stigma, self-hate, or internalized oppression is an additional powerful concern that strikes at the core of self-identity and self-esteem” (p. 191). Wegner (2014) noted that “little research has been conducted on how microaggressions specifically affect LGBTQ individuals, and comprehending the negative consequences of these everyday, often inadvertent, slights has significant implications” (p. 47).

Microaggressions and Residence Halls

Shifting from microaggressions to the environment, the current study intends to focus on the collegiate residence hall. Although much research has framed residence halls as a site for student development (Astin, 1977; Flowers, 2004; Pascarella & Terenzini,

2005; Platt & Lenzen, 2013; Woodford et al., 2012), there are fewer works that examine the subtle behaviors making LGB students feel unwelcome and/or threatened. This gap in scholarship is particularly impactful given the role of residence halls in student success. Harwood et al. (2012) noted that “decades of research have supported the claim that students who live on campus typically do better than those who do not” (p. 160). Referring to Pascarella and Terenzini (1991, 2005), Harwood et al. (2012) argued that residence hall living could improve many outcomes, including sense of belonging. That said, Harwood et al. (2012) were adamant that the residence hall experience is not homogenous for all students and that, instead, perceptions of climate are situated based on social identities.

The study conducted by Harwood et al. (2012), which examined racial microaggressions, aimed to “better understand what goes on in the residence halls . . . to shed light on the specific experiences that underlie the students’ negative assessments” (p. 161). Not surprisingly, Harwood et al. (2012) found that students of color faced both interpersonal and environmental microaggressions within the residence hall. Furthermore, the microaggressions described by participants confirmed the taxonomy of Sue et al. (2007) regarding microassaults, microinsults, and microinvalidations. Harwood et al. (2012) found “both subtle and overt forms of racial microaggressions within residence halls with significant negative effects on their residential life and sense of belonging to the university” (p. 168). These adverse consequences worsened with perceived segregation of space (i.e. students of color being disproportionately assigned to one set of

halls while majority students were assigned to others) and when students felt staff minimized or trivialized the microaggressions.

Several valuable lessons are learned from Harwood et al. (2012). First and foremost, for a variety of reasons it is hard to recruit students for climate studies. Regarding LGBTQ students, some barriers prevent targeted outreach; even when researchers reach students, there are such societal pressures to stay silent and/or invisible that many may choose not to participate. Second, Harwood et al. (2012) argued that studies that include multiple campuses are needed to examine differences and increase possible generalizations. Finally, the researchers highlighted the need for quantitative work to dive deeper via larger samples and statistics. This study aimed to learn from these lessons while filling the gap in the existing literature related to microaggressions, LGBTQ students, residence halls, and sense of belonging.

Microaggressions and Potential Impacts

In reviewing the literature, it becomes clear that experiencing microaggressions, particularly persistent ones, is detrimental for those targeted. Harwood et al. (2012) argued that the impacts could be broad in scope, impacting a student's academics, development, and emotional and physical health. Sue (2010b) explored the impact of LGBTQ microaggressions in four areas: (a) hiding, invisibility, and being in the closet; (b) internalized sexual stigma; (c) identity development and disruption; and (d) psychological distress and mental disorders. These areas of impact will be the focus of this literature review, as literature on the outcomes is limited when existent. For example, Wegner (2014) found that there was no support for the claim that experiencing LGBTQ

microaggressions led to lower self-esteem. Wegner (2014) did, however, argue for further exploration, citing a study by Grant et al. (2014) who found that LGBQ students already faced more challenges than their heterosexual peers.

Beginning his exploration of the impact of LGBQ microaggressions, Sue (2010b) explored the exhaustion, fear, and isolation that can result from hiding, being invisible, or being “in the closet.” Pachankis, Cochran, and Mays (2015) operationalized closeted individuals (being “in the closet”) as those who “have not disclosed their identity to another person” (p. 891). Sue (2010b) considered two sets of experiences that may lead individuals to conceal their sexual orientation. The first is individuals, often youth, who experience conflict between expectations and feelings. These people often “sidetrack their sexual identity development, deny their own sexual orientation, and engage in self-deception,” which Sue (2010b) argued can lead to “feelings of isolation, confused identities and psychological distress” (p. 198). The second group that Sue (2010b) considered are those who embrace their sexual orientation but cannot disclose it. Sue (2010b) explained that being in situations where one faces the choice of remaining silent or face harm can damage the individual’s sense of integrity and fuel self-anger or hatred.

Sue (2010b) next turned his attention to internalized sexual stigma and explained that this concept is often called by other names. For this study, internalized homophobia was utilized to describe this concept. Sue (2010b) explained that individuals begin to internalize the heterosexist/homophobic language, behaviors, etc. experienced around them. According to Sue (2010b), this is “the most insidious and harmful outcome of heterosexism” (p. 199). The two major results of internalized homophobia, according to

Sue (2010b), are identity separation and identity denigration. In identity separation, individuals separate their sexual orientation from their sense of self, thereby furthering feelings of loneliness, otherness, and conflict. Sue (2010b) explained that in many cases this separation, and the associated conflict, stems from a desire to see oneself as “good, moral, and worthwhile,” but feeling that being LGBTQ is “immoral, indecent, and repugnant” (p. 199). Identity denigration, on the other hand, indicates that an individual acknowledges their sexual identity but has guilt, and in many cases hatred, towards that identity, both within oneself and externally towards other individuals, causes, etc. Sue (2010b) explained that this guilt and/or hatred could result in “a constant state of inner emotional turmoil that ultimately takes its toll on subjective feelings of well-being” (p. 200).

Reflecting on the identity development of LGBTQ individuals, Sue (2010b) was adamant that society creates disruption and conflict on the journey to a healthy identity. Noting that adolescence is a period of vulnerability, Sue (2010b) explained that framing exploration as a “passing phase” can not only result in immediate damage but can also downplay the importance of a healthy sexual identity. Sue (2010b) considered development through the lens of Cass (1979) but notes that “heterosexism is such a powerful force . . . that many . . . never make it out of the first stage, and that others may be stuck in earlier stages throughout their lives” (p. 203).

Finally, Sue (2010b) turned attention to the psychological stress and mental disorders that many LGBTQ individuals may face. Sue (2010b) was quick to make clear that he does not entertain the idea that LGBTQ individuals are inherently mentally ill, but

pointed out that the experiences of navigating life in a heterosexist society can lead to depression, anxiety, and substance abuse. Wegner (2014) also addressed stress and the mental health of LGBQ individuals, explaining that many suffer from minority stress, which is “the excess stress to which individuals from stigmatized social categories are exposed as a result of their social, often a minority, position” (p. 3). Wegner (2014) noted that the level of perceived homonegativity within the environment influences the amount of minority stress and/or victimization an LGBQ individual might feel. Wegner (2014), based on his review of the literature, argued that perceived homonegativity was linked to depression, anxiety, and suicidality.

Sexual Identity

In the current study, sexual identity is explored as a moderator of the influence between microaggressions and sense of belonging. Sue (2010b) noted that upon experiencing a microaggression, recipients must first decide if an incident was motivated by bias. Among the various factors that may influence this assessment, Sue (2010b) noted the “identity development of the recipient” (p. 72). Evans and Broido (1999) highlighted that LGBQ students often grappled with whether harassment targeted with their sexual identity. Evans and Broido (1999) noted that these students “were able to consider the views of people very different from themselves, and were reluctant to label or ascribe motives to those hostile to them” (p. 664). In this sense, sexual identity development may moderate the influence, but to evaluate that claim one must first gauge sexual identity development. The section that follows gives an overview of sexual identity development,

the historical models, the Unifying Model, and sexual identity development within the collegiate environment.

Sexual Identity Development

While the literature on sexual identity development may be vast, there are but a few seminal models. Bilodeau and Renn's (2005) overview placed those models in two primary categories: stage (linear) and lifespan (non-linear). Stage models include works by Cass (1979) and Troiden (1979) and focus on progression by individuals through a series of stages. Lifespan models are primarily based around the work of D'Augelli (1994) and center on any number of developmental tasks. While the lifespan model proposed by D'Augelli (1994) approached development as a lifelong journey without a finite end, the stage models treat development more like an equation with stages that must be sequentially completed to construct an identity. The goal of all models, as expressed by Bilodeau and Renn (2005), is to "understand how students come to have and enact . . . identities" (p. 25). This study will utilize the Unifying Model of Sexual Identity Development (Dillon et al., 2011).

Stage models. As Bilodeau and Renn (2005) noted, many of the stage-based models referred to today were introduced in the late 1970s, including Cass (1979) and Troiden (1979). These models typically outline development as a number of stages, ranging from four (Troiden, 1979) to six (Cass, 1979), through which individuals progress as they develop their sexual identity. While these models may have commonalities, they present differing views on "coming out." Fassinger (1991) described "coming out" as the developmental tasks associated with developing a positive sexual

identity. One of the major challenges to the stage models is that they “imply an endpoint and appear to value achievement of that endpoint as most healthy outcome of identity development” (Bilodeau & Renn, 2005, p. 35). While this argument may be true of Cass (1979), the same cannot be said for Troiden (1979), who stated that “identities are not viewed as being acquired in an absolute, fixed, or final sense” (p. 372). That said, the models reviewed below are widely accepted and referred to even today to describe sexual identity development.

Lifespan models. D’Augelli (1994) developed a model of sexual identity development based on a lifespan perspective. The model viewed identity as (a) complex, (b) fluid, (c) individually unique, and (d) socially constructed (Bilodeau & Renn, 2005; D’Augelli, 1994). Bilodeau and Renn (2005) praised the model for its inclusion of social contexts in addition to an individual’s internal identity. In his work, D’Augelli (1994) made clear that his model was different from existing models and argued that those models reflect “a philosophical position that privileges certain kinds of individual action, reflection, and accomplishment while marginalizing others” (p. 312). D’Augelli (1994) argued that as individuals develop, they must first give up their heterosexual identity and then construct an LGBTQ identity. Unlike the stage models, D’Augelli (1994) described the process of identity development as a “prolonged one. . . . greatly complicated by the many real societal barriers” (p. 315). D’Augelli (1994) also asserted that “traditional models of development underestimate the impact that individuals have on their own development” and continued to state that “behavioral development also results from conscious choice and directed action” (p. 322).

Unifying model. In response to limitations with previous models, Dillon et al. (2011) developed a Unifying Model of Sexual Identity Development, which blends previous models of identity development for sexual minorities and heterosexual individuals, to examine sexual identity development for all individuals, regardless of sexual identity. The Unifying Model is based on “two parallel, reciprocal developmental determinants: (a) an individual sexual identity development process and (b) a social identity process” but involves other factors outlined below in Figure 3 (Dillon et al., 2011, p. 657).

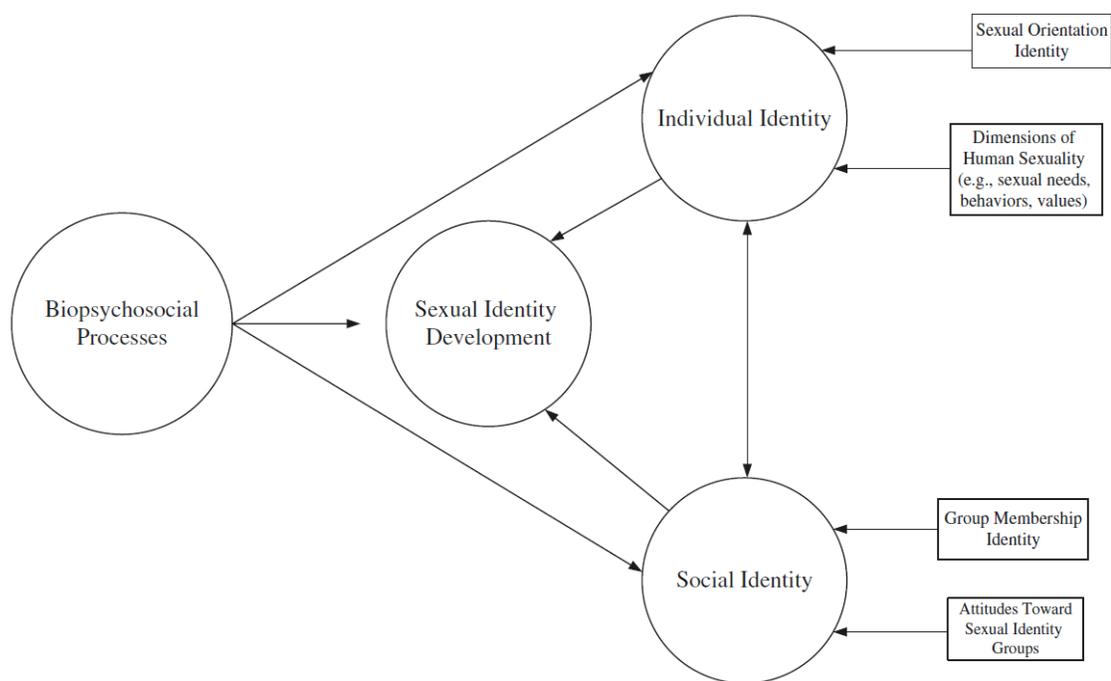


Figure 3. “Determinants of Sexual Identity Development.” Reprinted from *Sexual Identity as a Universal Process* (p. 657), by F. R. Dillon et al., 2011, New York, NY: Springer. Copyright [2011] by Springer Science+Business Media, LLC.

Dillon and colleagues posited that sexual identity development occurred “within five discernable sexual identity development statuses – . . . (a) compulsory heterosexuality . . . , (b) active exploration, (c) diffusion, (d) deepening and commitment, and (e) synthesis” (p. 658). As with other lifespan models, Dillon et al. (2011) believed that individuals might move between the various sexual identity development statuses throughout their lifetime. This lifetime process of sexual identity development, as posited by Dillon et al. (2011), is visualized in Figure 4.

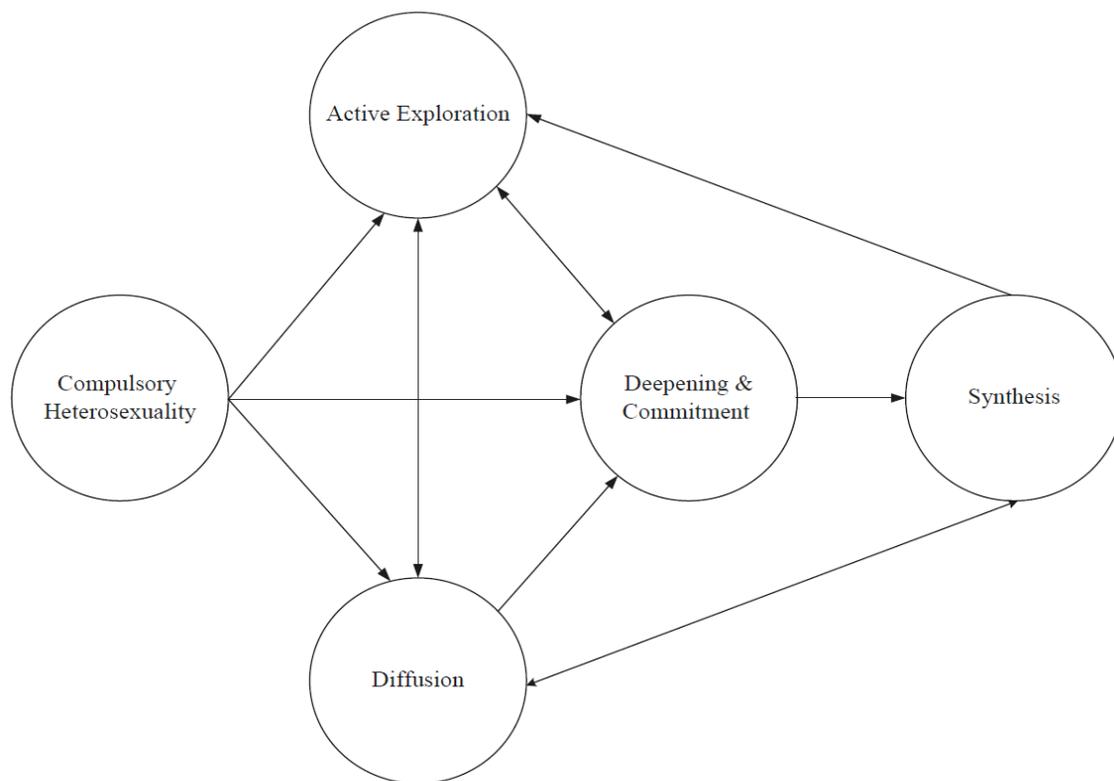


Figure 4. “Processes of Sexual Identity Development.” Reprinted from *Sexual Identity as a Universal Process* (p. 658), by F. R. Dillon et al., 2011, New York, NY: Springer. Copyright [2011] by Springer Science+Business Media, LLC.

Compulsory heterosexuality is the typical starting point for sexual identity development and based on the assumption that “(a) heterosexuality is normal and universal and (b) women and men are innately attracted to each other emotionally and sexually” (Dillon et al., 2011, p. 659). Dillon et al. (2011) argued that this identity status was often prescribed by society, rather than chosen by the individual. In addition to the assumption of universal heterosexuality, individuals in this stage often hold negative attitudes towards LGBTQ individuals. Dillon et al. (2011) stated that moving out of this stage “is likely to be permanent because entry into one of the other statuses ultimately precludes the type of naïve commitment to sexual identity characteristic of this status” (p. 659).

Active exploration is often the second status an individual enters after compulsory heterosexuality. According to Dillon et al. (2011), active exploration (a) “can be cognitive or behavioral,” (b) “is purposeful and usually tends to be goal directed,” and (c) “socially mandated aspects of heterosexuality . . . are thought to be questioned or abandoned by individuals of any sexual orientation when active exploration occurs” (p. 660). Often this status is linked to “biological maturation” but will look very different from individual to individual. Individuals in this status may focus on their group membership identity as a priority; however, at this point “the interaction of individual and social processes of identity development is thought to become considerably intertwined” (Dillon et al., 2011, p. 661). While in active exploration, individuals are more likely to associate with others from all sexual identities. Although individual attitudes regarding LGBTQ individuals are expected by Dillon et al. (2011) to vary, they argued that generally

active exploration reduces self-stigma and produces more positive attitudes towards LGBQ individuals. Regarding transitioning out of active exploration, Dillon et al. (2011) posited that individuals could move next into deepening and commitment or diffusion.

Diffusion, arguably the opposite of active exploration, can appear as “diffused diffusion” or “carefree diffusion.” Both lack a sense of purpose regarding development, with the difference coming in response to that void. While an individual in “carefree diffusion” is unbothered by the absence of exploration and/or commitment, individuals in “diffused diffusion” typically find themselves unsettled by the lack of commitment. Dillon et al. (2011) stated that regardless of the form, “diffusion typically coincides with a number of forms of psychological distress” (p. 662). While individuals may enter diffusion from any status, Dillon et al. (2011) theorized that from diffusion, individuals most often will (a) reenter compulsory heterosexuality, or (b) move into active exploration.

Deepening and commitment, which Dillon et al. (2011) hypothesize can occur with or without active exploration, is when individuals begin to commit to their sexual identity. Dillon et al. (2011) argued that LGBQ individuals would most often progress through active exploration into deepening and commitment, while heterosexual individuals might more frequently progress straight from compulsory heterosexuality into deepening and commitment. In this status, individuals not only commit to their own identity, but begin to solidify their opinions on concepts such as power, privilege, and marginalization. Dillon et al. (2011) noted that while individual attitudes might differ greatly, individuals in deepening and commitment who have gone through active

exploration typically hold more positive attitudes regarding LGBQ individuals. From deepening and commitment, Dillon et al. (2011) argued that individuals might move from deepening and commitment “(a) into synthesis . . . , (b) into active exploration, or (c) into diffusion” (p. 664).

Dillon et al. (2011) presented synthesis as the most advanced status, where individuals find congruence between whom they believe themselves to be and whom they present as to others. To arrive at synthesis, Dillon et al. (2011) posited that individuals must go through deepening and commitment but considered that active exploration might also be a requirement. In this stage, Dillon et al. (2011) noted that “individual sexual identity, group membership identity, and attitudes toward dominant and marginalized sexual orientation identity groups merge into an overall sexual self-concept, which is conscious, congruent, and volitional” (p. 664). Attitudes towards LGBQ individuals, from those in synthesis, are expected to be positive, and levels of self-stigma are expected to be low. Having developed a sound self-concept, individuals begin to bring their sexual identity together with intersecting identities (e.g., gender, race/ethnicity) in meaningful ways. While synthesis may be the pinnacle of identity development under the model presented by Dillon et al. (2011), they do not assume it to be a permanent state and noted that individuals are most likely to exit synthesis for a return to active exploration or diffusion.

Sexual Identity Development in College Students

Understanding the various explanations for how LGBQ individuals develop their sexual identity is a necessary first step for this study, but it is just that—a first step. To

truly begin making sense of this study, how these theories may be applied in and/or influenced by a collegiate environment must be considered. Bilodeau and Renn (2005) reminded, “practitioners and scholars must take into account the value-laden nature of theories related to sexual orientation” (p. 33). Stage models may communicate to students that there is a goal they should be working towards and that their identity development is not complete until they arrive at the said goal. To make the most informed decisions about theoretical foundations, it is important that researchers and practitioners understand the existing literature on college students and the collegiate environment.

Levine and Evans (1991) reminded readers that the college years are a time when much development generally occurs. D’Augelli (1991) found that almost all participants in his study had adopted an LGBTQ identity before coming to college; “however, their first disclosure to another person—their coming-out—occurred in college, as did their first relationship” (p. 144). Levine and Evans (1991) confirmed the challenges faced by LGBTQ students and stated that an LGBTQ sexual identity “complicates these developmental challenges and also adds an additional set of complicated issues that must be resolved” (p. 1).

One of the challenges in applying general development theories, such as Chickering (1969), Erikson (1980), among others, when working with LGBTQ students is that these theories were not developed with diverse populations (race, gender, sexual orientation) in mind. Evans and Wall (1991) pointed out, “unfortunately, most of these theories are based exclusively on the experiences of White heterosexual men” (p. 25). Erikson’s (1968, 1977) work on development provides a clear example of this bias. His

model, which served as the foundation for many later works, included developing a sexual identity as a task, yet it adopted a strictly heterosexual definition of sexual identity (Evans & Wall, 1991).

Sense of Belonging

The final variable for this study is sense of belonging, which has roots as far back as Maslow's (1970) *A Theory of Human Motivation*. In his hierarchy of needs, Maslow (1970) situates belongingness and love needs at the third level, just after physiological needs and safety needs. Maslow (1970) argued that an individual at this point would have a strong desire for connection with others, which might be satisfied by a sense of belonging within a group. Over the years, a sense of belonging, belongingness, etc., have been defined in a variety of ways. This study will use the definition outlined by Strayhorn (2012) as a "student's perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group . . . or others on campus . . ." (p. 17). Strayhorn (2012) also points out that "social identities . . . converge and intersect in ways that simultaneously influence sense of belonging" (p. 22). Sense of belonging was chosen over other outcomes because "satisfying the need to belong leads to a plethora of positive and/or prosocial outcomes such as engagement, achievement, wellbeing, happiness, and optimal functioning . . . to name a few" (Strayhorn, 2012, p. 22).

Bollen and Hoyle (1990) examined sense of belonging from the perspective of "perceived cohesion" which "encompasses an individual's sense of belonging to a particular group and his or her feelings of morale associated with membership in the

group” (p. 482). Bollen and Hoyle (1990) shifted away from previous measures, which attempted to objectively measure cohesion, to examine the role of an individual’s perception of cohesion. According to Bollen and Hoyle (1990), sense of belonging is both cognitive and affective, and serves as the foundation for any group. In their Perceived Cohesion Scale (PCS), Bollen and Hoyle (1990) presented three questions around sense of belonging: “I feel a sense of belonging to _____,” “I feel that I am a member of the _____ community,” and “I see myself as part of the _____ community” (p. 485). Hurtado and Carter (1997) used sense of belonging to evaluate integration into the collegiate community for Latino students. Hurtado and Carter (1997) used the first part of the PCS (Bollen & Hoyle, 1990) to assess sense of belonging in their study. The PCS was not selected for the current study due to its brevity and lack of depth around sense of belonging as a construct.

Even with sense of belonging having been operationalized in other ways (Bollen & Hoyle, 1990; Hurtado & Carter, 1997), one of the more widely used frameworks is the Psychological Sense of School Membership (PSSM) developed by Carol Goodenow (1993). Goodenow (1993) defines sense of belonging, or membership, as “the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment” (p. 80). The PSSM considers membership as “influenced by both personal traits and situational and contextual factors” (Goodenow, 1993, p. 88). Goodenow (1993) found that membership, and more broadly sense of belonging, “may be an important contributor to school motivation, effort, participation, and subsequent achievement” (p. 88).

While originally developed for the K-12 environment, the PSSM has been adopted as the Psychological Sense of University Membership (PSUM) for use in the higher education context (Alkan, 2016). Alkan (2016) argued that in addition to the motivation, effort, participation, and achievement noted by Goodenow (1993), sense of belonging could link to issues related to adjustment and depression. In the development of PSUM, Alkan (2016) chose to focus on issues of retention, loneliness, and satisfaction. Despite some limitations and concerns, Alkan (2016) presented the PSUM as a reliable and valid instrument. This instrument was selected for use in the current study because of its foundation in the PSSM and the need for a more robust measure to gauge sense of belonging in the collegiate context.

Sense of belonging is an important aspect of the collegiate experience. As noted in this section, many scholars have researched and hypothesized about its impact on other areas of student development. Strayhorn (2012) noted it as a gatekeeper of sorts to many other outcomes, toward which colleges and universities strive. Furthermore, the literature suggests (Harwood et al., 2012; Sue, 2010a, 2010b) that experiencing microaggressions could impact students' sense of belonging, and thus potentially their collegiate experience.

Conclusion

Microaggressions have become a frequent experience for a variety of college students. The current study used a moderation analysis to examine the relationship between microaggressions experienced by LGBTQ college students within the residential context, the students' sexual identity development, and their sense of belonging. This

chapter reviewed the key concepts of the study, including definitional challenges, campus climate, and each of the constructs from the study's conceptual framework. The following chapters present the study's methodology, the results of the study and discussion of the findings, limitations, and implications.

CHAPTER III

METHODOLOGY

Introduction

In addition to revisiting the research questions, this chapter outlines the research design and information about the recruitment and selection of participants as well as data collection and analysis procedures by which the study was conducted.

The purpose of this study was to determine the relationship between the perception of being targeted by sexual orientation microaggressions in the residential environment, sense of belonging, and individual sexual identity among LGBQ students.

Research Questions

The research questions that guide this study are:

1. What influence does the perception of being targeted by LGBQ microaggressions, within the residential context, have on a student's sense of belonging?
2. To what degree does a student's sexual identity development moderate the influence of the perception of being targeted by LGBQ microaggressions, within the residential context, on their sense of belonging?

Research Design

This study followed a correlational design utilizing a survey methodology with three measures. Privitera (2015) described correlational research design as “the

measurement of two or more factors to determine or estimate the extent to which the values for the factors are related or change in an identifiable pattern” (p. 240). For this study, the purpose is to understand better the impact of the experiences of LGBQ students with regards to microaggressions in the residential climate on their sense of belonging within that context. Additionally, the current study aims to understand the role of LGBQ students’ sexual identity development as a moderator of the influence of microaggressions on their sense of belonging. Hayes (2013) stated that “when the goal is to uncover the boundary conditions for an association between two variables, moderation analysis is used” and continued to explain that “an association between two variables X and Y is said to be moderated when its size or sign depends on a third variable or set of variables M” (p. 8).

Sampling

Participants for the current study came from a population of students who identify as lesbian, gay, bisexual, or queer. Students, for this study, refers to undergraduate students who (a) live in university-owned/managed housing, and (b) identify as lesbian, gay, bisexual, or queer (LGBQ). Participants were recruited via email, which the researcher distributed to campus-based professionals through various professional organizations. These professionals were asked to forward a link to participate in the study to eligible students. While the initial sampling method was a purposive, convenience sample, this study also relied heavily on snowball sampling. Kalton and Anderson (1986) noted that snowball sampling is appropriate for rare populations when members of the population know each other. Under snowball sampling, “a few identified members of a

rare population are asked to identify other members of the population, those so identified are asked to identify others, and so on, for the purpose of obtaining a nonprobability sample” (Thompson, 2012, p. 211).

Discussing the challenges in sampling LGBQ populations, Meyer and Wilson (2009) argued that researchers first must grapple with definitional issues, and even then struggle to define a population properly. Sullivan and Losberg (2003) noted that “sampling is fraught with dilemmas, particularly with populations that are difficult to define, hard to reach, or resistant to identification because of potential discrimination, social isolation or other reasons” (p. 148). Having noted these difficulties, Meyer and Wilson (2009) stated that “with no proper description of the LGB population, researchers cannot evaluate whether a sample is representative of the population” (p. 24). These challenges persist regarding evaluating a population estimate for LGBQ students due to significant data gaps; however, it is agreed upon that more and more LGBQ students are coming to college (Renn & Reason, 2012). It is for these reasons that snowball sampling was used to access a broader sample of LGBQ college students for the current study.

Participants

Participants for this study were 169 students who identify as lesbian, gay, bisexual, or queer. Students, for this study, refers to undergraduate students who (a) live in university-owned/managed housing, and (b) identify as lesbian, gay, bisexual, or queer (LGBQ). Initially, 301 individuals began the survey, but 132 did not meet research criteria—be an undergraduate student who (a) is at least 18 years of age, (b) identifies as

LGBQ (lesbian, gay, bisexual, or queer), and (c) lives in university-owned/managed housing—or not completing necessary aspects of the survey.

Among participants in the current study, 62 (36.69%) identified as bisexual, 51 (30.18%) identified as queer, 32 (18.93%) identified as gay, and 24 (14.20%) identified as a lesbian; these responses can be viewed in Figure 5. With regards to gender, 88 participants (52.07%) identified as female, 44 (26.04%) identified as male, 31 (18.34%) identified in a way other than male or female—including transgender, non-binary, agender, genderqueer, etc.—and another 6 (2.84%) chose not to answer.

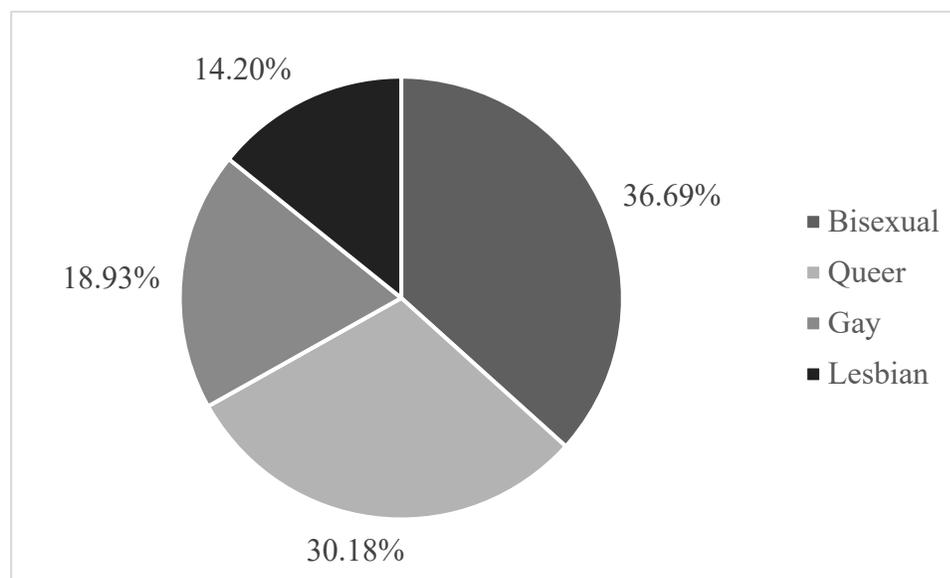


Figure 5. Participant Demographics – Sexual Identity.

When asked about race/ethnicity, participants identified overwhelmingly as White ($n = 122$, 72.19%), while 14 (8.28%) identified as multi-racial, 14 (8.28%) identified as African American/Black, and 11 (6.51%) identified as Hispanic/Latino. Other groups which represented 5% or less of the participants can be seen in Table 2; total responses to

this question exceed the number of participants, as this was a multiple-choice question to allow for individuals who identify with more than one race/ethnicity to respond fully.

Table 2

Participant Demographics—Race/Ethnicity

	# of Participants	% of Overall Participants
African American/Black	14	8.28%
American Indian/Native American	1	0.59%
Asian/Asian American	3	1.78%
Hispanic/Latino	11	6.51%
Middle Eastern	2	1.18%
Multi-Racial	14	8.28%
White	122	72.19%
Prefer Not to Answer	2	1.18%

Regarding academic classification, 69 participants (40.83%) identified as a first-year student, 45 (26.63%) identified as a sophomore, 35 (20.71%) identified as a junior, and 20 (11.83%) identified as a senior. Participants were asked about a variety of other student characteristics (i.e., full-time/part-time); their summarized responses can be seen in Table 3.

Geographic data showed that participants were drawn from across the United States, with 19 states represented in the responses (see Table 4). Most participants reported attending institutions in North Carolina ($n = 66$, 39.05%), Arizona ($n = 21$, 12.43%), New Mexico ($n = 17$, 10.06%), or Maryland ($n = 10$, 5.92%).

Table 3

Participant Demographics—Student Characteristics

	# of Participants	% of Overall Participants
Full-Time (12+ Hours)	165	97.63%
Part-Time	2	1.18%
Domestic Student	44	26.04%
International Student	3	1.78%
Resident Assistant (RA)	20	11.83%
Fraternity/Sorority Member	9	5.33%
Student-Athlete	2	1.18%
Transfer Student	12	7.10%

Table 4

Participant Demographics—States

	# of Participants	% of Overall Participants
North Carolina	66	40.00%
Arizona	21	12.73%
New Mexico	17	10.30%
Maryland	10	6.06%
Pennsylvania	8	4.85%
New York	7	4.24%
Tennessee	6	3.64%

Table 4

Cont.

	# of Participants	% of Overall Participants
Kentucky	5	3.03%
Illinois	4	2.42%
Texas	4	2.42%
Alabama	3	1.82%
Mississippi	3	1.82%
Nevada	3	1.82%
Ohio	2	1.21%
Kansas	2	1.21%
Wisconsin	1	0.61%
Florida	1	0.61%
Michigan	1	0.61%
New Jersey	1	0.61%

Regarding their experience with university-owned/managed housing (university housing), most participants ($n = 89$, 52.66%) had lived in university housing for one to two semesters (see Figure 6) while 41 (24.26%) had lived in university housing for three to four semesters, 24 (14.20%) for five to six semesters, 13 (7.69%) for seven to eight semesters, and 2 (1.18%) for nine or more semesters.

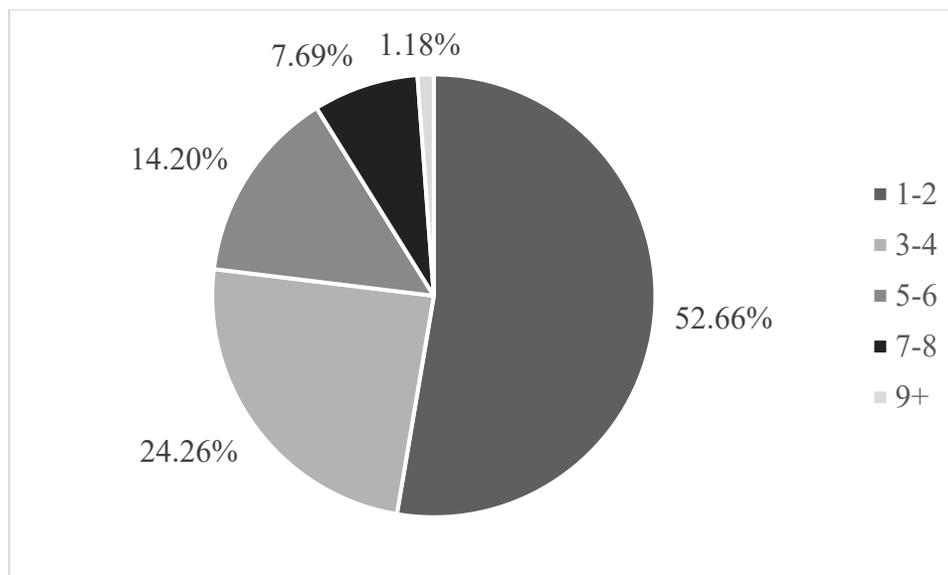


Figure 6. Participant Demographics – Semesters in University Housing.

Ninety-three participants (55.03%) reported that their institutions had no residential requirement, 63 (37.28%) reported a one-year live-on requirement, 10 (5.92%) reported a two-year live-on requirement, two (1.18%) reported a three-year live-on requirement, and one (0.59%) reported a four-year live-on requirement. Students reported varied experiences regarding how they selected/were assigned housing and the type of housing they had lived in over the past year. These experiences can be found in Table 5.

Similar to their personal characteristics, participants were asked about a variety of institutional characteristics (i.e., Public/Private); those responses have been summarized in Table 6.

Table 5

Housing Experiences

	# of Participants	% of Overall Participants
Type of Housing		
Single-Sex Housing	39	23.08%
Co-Ed Housing	92	54.44%
Gender Neutral Housing	20	11.83%
Living Learning Community	34	20.12%
Greek Housing	1	0.59%
Hall Style	94	55.62%
Semi-Suite Style <i>(Shared Bathroom, No Living Area)</i>	54	31.95%
Suite Style <i>(Shared Bathroom and Living, No Kitchen)</i>	23	13.61%
Apartment Style	32	18.93%
Housing/Roommate Selection		
Assigned to housing and roommate(s) by college/university	77	45.56%
Assigned to housing by college/university; self-selected roommate(s)	28	16.57%
Self-selected housing and roommate(s)	64	37.87%

Table 6

Institutional Characteristics

	# of Participants	% of Overall Participants
Public	121	71.60%
Private (Non-Profit)	23	13.61%
Private (For Profit)	10	5.92%
2-Year	4	2.37%
4-Year	150	88.76%
All-Male	0	0.00%
All-Female	2	1.18%
Co-Ed	123	72.78%
Community College	4	2.37%
Hispanic Serving Institution	3	1.78%
Historically Black College/University	1	0.59%
Liberal Arts Institution	50	29.59%
Native American Serving/ Tribal College	5	2.96%
Religious Affiliated	3	1.78%
Small (<2,000)	30	17.75%
Medium (2,000-4,999)	29	17.16%
Large (5,000-9,999)	19	11.24%
Very Large (10,000+)	69	40.83%
Rural Setting	44	26.04%
Urban Setting	58	34.32%

Finally, participants answered about the level of support for LGBTQ students at their institution. Thirty-one participants (18.34%) reported having an office/center

dedicated to LGBQ support with more than one full-time professional. An additional 29 participants (17.16%) reported having an office/center dedicated to LGBQ support with one full-time professional. Other forms of support included a full-time professional dedicated to LGBQ support housed in another office or unit ($n = 26$, 15.38%) and a part-time professional dedicated to LGBQ support housed in another office or unit ($n = 10$, 5.92%). Thirteen participants (7.69%) indicated no dedicated resources for LGBQ support, and 55 (32.54%) were unsure about the level of support on their campus. Five participants (2.96%) responded that there was some other type of support, with four of those five indicating student groups as an avenue for support.

Procedures

Given that this study was trying to reach LGBQ students across varied campuses, primary distribution was through professional organizations, with secondary distribution via professional groups on social networks. These organizations were selected intentionally for a focus either on university housing, such as the Association of College and University Housing Officers – International (ACUHO-I) and its regional affiliates, or on LGBQ student services, such as the Consortium of Higher Education LGBT Resource Professionals. The organizations, a contact person, and their distribution methods are documented in Appendix A.

As a preparatory step, the researcher contacted each of these organizations to receive authorization to distribute the current study to their membership. After receiving IRB approval, the researcher then worked with the organizations to distribute the study to their membership of campus-based professionals. Due to privacy concerns, the

organizations were unable to provide a membership list for direct messaging. Many of the organizations were willing to send two messages on behalf of the study, or include the study in two existing messages, with the remainder agreeing to share the study once. The researcher crafted language for these communications (available in Appendix B) and encouraged distribution on campuses via student listservs when possible, and thru direct outreach to known LGBTQ students when listservs were not possible. Finally, once students received and completed the survey online via Qualtrics, they were provided with information for sharing via email or social media and encouraged to refer other LGBTQ students, thus creating a snowball sample.

In addition to this primary sampling method, the researcher also promoted the study via professional groups on social networks. This secondary distribution method was to address the multiple steps built into the primary distribution and help ensure a robust sample. The researcher shared study information on Facebook professional group pages, such as *LGBTQ Research and Researchers in Higher Education and Student Affairs* and *Student Affairs Professionals*. This recruitment information guided students to the survey and then presented them the opportunity to invite other students via email or social media.

Instrumentation

LGBQ Microaggressions on Campus Scale

Microaggressions were measured using the LGBQ Microaggression on Campus Scale (Woodford, Chonody, et al., 2015). The 20-item scale “assesses the prevalence of both interpersonal and environmental sexual orientation microaggressions targeting

LGBQ students on college campuses” (Woodford, Chonody, et al., 2015, p. 1662). Of the 20 items, which are meant to assess experiences within the past year or since coming to college for first-year students, 15 items measure interpersonal microaggressions with the additional five items measuring environmental microaggressions. Examples of items on the LGBQ Microaggressions on Campus Scale include “Someone said or implied that all LGBQ people have the same experiences,” “People assumed that I have a lot of sex because of my sexual orientation,” or “I heard someone say ‘that’s so gay’ to describe something as negative, stupid, or uncool.” Woodford, Chonody, et al. (2015) trumpeted their scale as a step forward for measuring microaggressions because of its intentional inclusion of queer individuals, and “the use of queer as a sexuality among young people” (p. 1680). Finally, it should be noted that Woodford, Chonody, et al. (2015) intended this scale for use with college students and based their work on Sue (2010a), making the scale a good fit for this study.

Individuals respond to the items on the LGBQ Microaggressions on Campus Scale based on a 6-point scale (0 = *Never*, 1 = *Very Rarely*, 2 = *Rarely*, 3 = *Occasionally*, 4 = *Frequently*, 5 = *Very Frequently*). Each subscale, along with the overall scale, can be evaluated using the mean score and the same *Never* to *Very Frequently* scale as individual items. For this study, the analysis included the overall scale as well as the interpersonal and environmental subscales.

Woodford, Chonody, and colleagues (2015) measured internal consistency with Cronbach’s alpha, reported at .94 for the interpersonal subscale and .81 for the environmental subscale. Construct validity was considered by looking at the

“relationships between the LGBQ microaggressions subscales and subscales of Sexual Orientation Victimization questionnaire” and also items assessing social acceptance on campus (p. 1677). Woodford, Chonody, et al. (2015) found positive correlations between both of their microaggression subscales and the subscales of the Sexual Orientation Victimization questionnaire, but negative correlation between the microaggression subscales and social acceptance. The correlations found by Woodford, Chonody, et al. (2015) have been outlined in Table 7.

Table 7

LGBQ Microaggressions on Campus Subscale Correlations

	Interpersonal LGBQ Microaggressions	Environmental LGBQ Microaggressions
SOV Verbal Abuse	.56***	.40***
SOV Minimal Attack	.39***	.26***
SOV Physical Assault	.25***	.13**
Social Acceptance on Campus	-.10**	-.09*
PHQ-9	.29***	.25***
Developmental Challenge	.22***	.15***

Note. SOV = sexual orientation victimization. PHQ-9 = Patient Health Questionnaire (depression symptoms). Adapted from “The LGBQ Microaggressions on Campus Scale: A Scale Development and Validation Study,” by M. R. Woodford, J. M. Chonody, A. Kulick, D. J. Brennan, and K. Renn, 2015, *Journal of Homosexuality*, 62(12), p. 1678.

* $p < .05$. ** $p \leq .01$. *** $p \leq .001$.

To establish predictive validity, Woodford, Chonody, et al. (2015) paired their scale with a portion of the Patient Health Questionnaire (PHQ) designed to assess depression along with a subscale of the Inventory of College Students’ Recent Life Experience scale measuring academic development challenge. Like their tests of

construct validity, Woodford, Chonody, et al. (2015) found positive relationships, as described in Table 7, between microaggressions and these outcomes of depression and development challenge.

Measure of Sexual Identity Exploration and Commitment (MoSIEC)

Sexual identity development was measured using the Measure of Sexual Identity Exploration and Commitment (MoSIEC) developed by Worthington et al. (2008). The 22-item measure has four subscales: (a) Exploration (8 items), (b) Commitment (6 items), (c) Sexual Orientation Identity Uncertainty (Uncertainty) (3 items), and (d) Synthesis/Integration (5 items). Dillon et al. (2011) noted that MoSIEC's

four factors also represent constructs from the unifying sexual identity development model: (a) active exploration indicated by the exploration factor, (b) compulsory heterosexuality and deepening and commitment represented by the commitment factor, and (c) synthesis characterized by the synthesis/integration factor. (p. 665)

For this reason, the MoSIEC scale aligns well with how identity is conceptualized for the current study.

Examples of MoSIEC items include, “My sexual orientation is clear to me,” “I am actively trying new ways to express myself sexually,” and “The ways I express myself sexually are consistent with all of the other aspects of my sexuality.” Worthington et al. (2008) contended that “one of the major innovations of the MoSIEC is its availability for use with persons of any sexual orientation identity, and it is the only instrument that allows measurement of sexual identity among heterosexual individuals” (p. 32). Responses to MoSIEC items were captured on a 6-point Likert-scale (1=*Very*

Uncharacteristic of Me, 6=Very Characteristic of Me). After reverse scoring four items on the measure, “higher scores on each of the subscales are indicative of higher levels of the construct being measured” (Navarro, Savoy, & Worthington, 2010, p. 435). Similar to the author’s intended usage, in this study, scores were used to group individuals into identity status groups based on the highest scored subscale.

At initial development, Worthington et al. (2008) noted Cronbach’s alphas of .83, .87, .87, and .76 for the subscales Commitment, Exploration, Sexual Orientation Identity Uncertainty, and Synthesis/Integration, respectively. In a later reliability study, Worthington et al. (2008) estimated internal consistency as follows: Commitment ($r = .83$), Exploration ($r = .86$), Uncertainty ($r = .79$), and Synthesis/Integration ($r = .80$). Two of these values, the alpha for Synthesis/Integration ($\alpha = .76$) and the r value for Uncertainty ($r = .79$), warrant additional exploration. Examining the Synthesis/Integration subscale, which contains five items, the size of the subscale appears it could be a concern with regards to its reliability. Similarly, the Uncertainty subscale only contains three items, two of which are the inverse of each other, which may contribute to its lower reliability estimate ($r = .79$). Despite these borderline values ($\alpha = .76$, $r = .79$), both Worthington et al. (2008) and Navarro et al. (2010) argued that the MoSIEC subscales had “high internal consistency” (Navarro et al., 2010, p. 435).

To check for convergent validity, Worthington et al. (2008) paired the MoSIEC factors with scales to gauge sexual conservatism, sexual self-consciousness, sexual self-monitoring, sexual assertiveness, and sexual appeal awareness. Among the resulting

correlation coefficients, the following were found to be significant ($p \leq .05$) and accounted for a substantial proportion of shared variance:

- Commitment had a positive association with Sexual Self-Consciousness ($r = .45$) and Sexual Assertiveness ($r = .41$)
- Exploration had a negative association with Sexual Conservatism ($r = -.36$) and a positive association with Sexual Self-Consciousness ($r = .32$) and Sexual Self-Monitoring ($r = .30$)
- Synthesis/Integration had a positive association with Sexual Self-Consciousness ($r = .42$) and Sexual Assertiveness ($r = .29$)

After conducting multiple studies (Study 1: Scale Development, Exploratory Factor Analysis, and Initial Reliability and Validity Estimates; Study 2: Factor Structure Reliability and Construct Validity; Study 3: Convergent Validity and Additional Reliability Data; and Study 4: Test-Retest Reliability) to develop and validate their measure, Worthington et al. (2008) presented “the MoSIEC as a theoretically based, multidimensional measure of the process of sexual identity development” (p. 32). While the MoSIEC has not been used broadly in studies focused on college students, it was used by Moreira, Halkitis, and Kapadia (2015) to gauge identity development and examine between-group differences in college-aged individuals (18-19 years old), and in doing so, were able to validate several of the sexual identity development statuses.

Psychological Sense of University Membership (PSUM)

Sense of belonging was assessed using the Psychological Sense of University Membership (PSUM) scale (Alkan, 2016). This 18-item scale was adapted from the

Psychological Sense of School Membership (PSSM) scale (Goodenow, 1993) and focuses on “an individual's perceptions of fitting in and belonging with others at the same institution” (Alkan, 2016, p. 432). The PSUM items distribute across three factors: acceptance by faculty members (8 items), belonging (5 items), and acceptance by students (5 items). Examples of items on the PSUM include, “I feel like a real part of ‘name the university,’” “I am treated with as much respect as other students,” and “I can really be myself at this university” (Alkan, 2016, p. 449).

Responses on the PSUM are gathered using a 5-point Likert-type scale (5 = *Totally Agree* to 1 = *Totally Disagree*) with five items being reverse coded. Using these scores, one can evaluate the factors (acceptance by faculty, belonging, or acceptance by students) as well as an overall sense of university membership based on mean scores within the 1-5 range. For this study, the analysis used overall sense of university membership.

Alkan (2016) calculated Cronbach's alpha to measure internal consistency and reported alphas of .84 for the overall scale, with factor alphas of .70 for acceptance by faculty members, .75 for belonging, and .71 for acceptance by students. These lower alpha levels could lead to power loss for factor-level analyses. These levels are a limitation in that it restricts the analysis to the overall scale. However, it is important to note that the PSSM, which is the base for the PSUM, has alphas ranging from .77 to .88. In considering the alpha levels for the PSUM, it is important to note that the scale was (a) adapted for use both in a different country, Turkey versus the United States; and (b) with a different population, university students versus K-12 students. Furthermore, to date, a

study has not been found that utilizes the PSUM with college students in the United States.

Convergent validity for the PSUM was considered by correlating the factors with “self-report sense of belonging and degree of satisfaction with the university” (Alkan, 2016, p. 438). Alkan (2016) found that each of the PSUM factors (acceptance by faculty members, belonging, and acceptance by students) were highly and positively correlated ($p = .01$) with sense of belonging ($r = .49, .72, \text{ and } .45$, respectively) and university satisfaction ($r = .64, .51, \text{ and } .26$, respectively). To measure discriminant validity, Alkan (2016) paired PSUM scores with those from the UCLA Loneliness Scale (Russell, 1996; Russell, Peplau, & Cutrona, 1980) and a single item to assess intent to drop out. Factors from the PSUM (acceptance by faculty members, belonging, and acceptance by students) were negatively correlated with loneliness ($r = -.18, -.29, \text{ and } -.43$, respectively) and intent to drop out ($r = -.32, -.57, \text{ and } -.21$, respectively). However, it is reasonable to utilize the PSUM since the PSSM has been used in the United States with school-aged students, and the PSUM has been used in Turkey with college-aged students.

Demographics

In addition to these conceptual scales, participants were asked to complete a group of demographic questions which included questions regarding both the institution and the student. Student demographic questions included: Age (*Under 18; 18-20; 20-22; 22-24; 24-26; 26+*); Housing (*I live in university-owned/managed housing, I do NOT live in university-owned/managed housing*); Sexual Identity (*Lesbian, Gay, Bisexual, Queer, Heterosexual/Straight*); Gender (*Male, Female, Transgender, Other - Please Specify*);

Race/Ethnicity (*African American/Black, American Indian/Native American, Asian/Asian American, Hawaiian/Pacific Islander, Hispanic/Latino, Multi-Racial, White, Other - Please Specify*); Academic Classification (*Freshman, Sophomore, Junior, Senior, Graduate Student, Other - Please Specify*); Enrollment Status (*Full-Time - 12+ Hours, Part-Time - <12 Hours*); Domestic Status (*Domestic Student, International Student*); and Semesters in University-Owned/Managed Housing (1, ..., 8, 9+). The following answers ruled a participant ineligible to participate in the study: Age < 18 years old; Sexual Identity \neq Lesbian, Gay, Bisexual, or Queer; and Housing = I do NOT live in university-owned/managed housing. As reflected above, participants were not asked to provide identifying information. Institutional information questions included: Institution State; Institutional Setting; Institution Characteristics; Residency Requirement; Housing Arrangements; and Housing Selection. For all response options to these questions, and to review the full instrument for this study, refer to Appendix C.

Data Analysis

Analyses began by obtaining descriptive statistics, outlining assumptions, and highlighting data transformations. Next, the researcher calculated and evaluated Cronbach's alphas to ensure the reliability of the construct scales. Research Question #1 (What influence does the perception of being targeted by LGBTQ microaggressions, within the residential context, have on a student's sense of belonging?) was answered using two linear regressions. Sense of belonging, as measured by the PSUM, was the response (dependent variable) in both regressions. The predictor (independent variable) was microaggressions as measured by the LGBTQ Microaggressions on Campus Scale,

with the first regression focusing on the interpersonal subscale and the second on the environmental subscale. Research Question #2 (To what degree does a student's sexual identity development moderate the influence of the perception of being targeted by LGBQ microaggressions, within the residential context, on their sense of belonging?) was answered using two analysis of covariances (ANCOVAs). The analyses explored if sexual identity development—as assessed by the MoSIEC – (factor) moderated the relationship between sense of belonging—as measured by the PSUM – (dependent variable) and the perception of being targeted by LGBQ microaggressions—as measured by the Interpersonal and Environmental subscales of the LGBQ Microaggressions on Campus scale (covariates). Hayes (2013) explains moderation as “the effect of X on some variable Y is moderated by M if its size, sign, or strength depends on or can be predicted by M. In that case, M is said to be a moderator of X's effect on Y, or that M and X interact in their influence on Y” (p. 208).

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to determine the relationship between the perception of being targeted by sexual orientation microaggressions in the residential environment, sense of belonging, and individual sexual identity among LGBQ students.

The research questions that guided this study were:

1. What influence does the perception of being targeted by LGBQ microaggressions, within the residential context, have on a student's sense of belonging?
2. To what degree does a student's sexual identity development moderate the influence of the perception of being targeted by LGBQ microaggressions, within the residential context, on their sense of belonging?

Underlying these questions were the hypotheses that:

1. A student's sense of belonging within the residential environment will be significantly influenced by the perception that their LGBQ identity is targeted by microaggressions.
2. A student's sexual identity development will moderate this influence, with the influence being less among those students with more advanced sexual identity development.

In this chapter, the research findings are presented using descriptive and inferential statistics.

Preliminary Data Analysis

To begin, means and standard deviations were calculated for each of the scales and subscales (see Table 8). Responses to MoSIEC, which measures sexual identity, were captured on a 6-point Likert-type scale (1 = *Very Uncharacteristic of Me* to 6 = *Very Characteristic of Me*). Individuals responded to the items on the LGBQ Microaggressions on Campus Scale based on a 6-point scale (0 = *Never*, 1 = *Very Rarely*, 2 = *Rarely*, 3 = *Occasionally*, 4 = *Frequently*, 5 = *Very Frequently*). Finally, responses to the PSUM, measuring sense of belonging, were gathered using a 5-point Likert-type scale (1 = *Totally Disagree* to 5 = *Totally Agree*).

Table 8

Means and Standard Deviations for the Scales and Subscales

Scale	<i>M</i>	<i>SD</i>	<i>Range</i>	<i>N</i>
MoSIEC				
<i>Subscale</i>				
Exploration (8 items)	4.15	1.17	4.86	169
Commitment (6 items)	4.53	1.15	5.00	169
Uncertainty (3 items)	2.15	1.20	5.00	169
Integration (5 items)	4.47	0.99	4.80	169

Table 8

Cont.

Scale	<i>M</i>	<i>SD</i>	<i>Range</i>	<i>N</i>
<i>LGBQ Microaggressions on Campus Scale - Housing Context</i>				
<i>Subscale</i>				
Interpersonal Microaggressions (15 items)	1.61	1.23	4.27	169
Environmental Microaggressions (5 items)	2.37	1.34	5.00	169
PSUM (18 items)	3.58	0.48		155
Acceptance by faculty members (8 items)	3.57	0.48	2.38	155
Belonging (5 items)	3.30	0.59	3.15	155
Acceptance by students (5 items)	3.89	0.63	3.60	155

Note. MoSIEC = Measure of Sexual Identity Exploration and Commitment; PSUM = Psychological Sense of University Membership.

In terms of classifying participants into their dominant MoSIEC category, the distribution was as follows: Exploration, $n = 41$; Commitment, $n = 63$; Uncertainty, $n = 9$; and Integration, $n = 33$.

Cronbach's Alphas

As noted in Chapter III, the researcher calculated and evaluated Cronbach's alphas to ensure the reliability of the construct scales. Table 10 highlights the alpha levels from instrument development as well as those observed in the current study. The observed alphas fall well within the respectable range (.70 to .80) outlined by DeVellis (1991).

Table 9

Cronbach's Alpha by Scale

	Instrument Development	Current Study
LGBQ Microaggressions on Campus Scale		
Interpersonal Subscale	.94	.94
Environmental Subscale	.81	.81
Measure of Sexual Identity and Commitment (MoSIEC)		
Commitment	.83	.85
Exploration	.87	.87
Uncertainty	.87	.82
Integration	.76	.80
Psychological Sense of University Membership (PSUM)		
	.84	.77

Correlations

To evaluate correlation between the scales, Pearson Correlations were calculated. Table 9 highlights the correlation coefficients between each of the scales used in this study. Significant correlations are observed between interpersonal and environmental microaggressions ($r = .672$), sense of belonging and interpersonal microaggressions ($r = -.282$), and sense of belonging and environmental microaggressions ($r = -.322$). Sexual identity development, as measured by the MoSIEC, had no significant correlations. These results should be interpreted with caution, as Howell (2013) notes that “the correlation coefficient is simply a point on the scale between -1 and 1, and the closer it is to either of those limits, the stronger is the relationship between the two variables” (p. 260).

Table 10

Correlations

		MoSIEC	INTERMA	ENVIRMA	PSUM
MoSIEC	Pearson Correlation	1	-.101	-.105	.130
	Sig. (2-tailed)		.204	.190	.118
	<i>N</i>	159	159	159	146
INTERMA	Pearson Correlation	-.101	1	.672**	-.282**
	Sig. (2-tailed)	.204		.000	.000
	<i>N</i>	159	169	169	155
ENVIRMA	Pearson Correlation	-.105	.672**	1	-.322**
	Sig. (2-tailed)	.190	.000		.000
	<i>N</i>	159	169	169	155
PSUM	Pearson Correlation	.130	-.282**	-.322**	1
	Sig. (2-tailed)	.118	.000	.000	
	<i>N</i>	146	155	155	155

Note. ** Correlation is significant at the 0.01 level (2-tailed). MoSIEC = Sexual Identity Development, INTERMA = Interpersonal Microaggressions, ENVIRMA = Environmental Microaggressions, and PSUM = Sense of Belonging.

Research Questions

Research Question 1

What influence does the perception of being targeted by LGBQ microaggressions, within the residential context, have on a student's sense of belonging?

Two linear regressions were used to explore if being targeted by LGBQ microaggressions—as measured by the Interpersonal and Environmental subscales of the LGBQ Microaggressions on Campus scale (independent variables) – predicted sense of belonging—as measured by the PSUM (dependent variable). The researcher evaluated

the subscales in separate regressions based upon a recommendation from the scale developers. Woodford, Chonody, et al. (2015) noted that “the two scales are correlated, $r = .87$, which suggests they are related but not redundant” and continued to advocate that “until further testing occurs, we suggest researchers use both scales as separate subscales” (p. 1676). In the current study, a significant correlation ($r = .672$, $n = 169$, $p < .01$) was also found between the two subscales.

Research Question 1a: What influence does the perception of being targeted by interpersonal LGBQ microaggressions, within the residential context, have on a student’s sense of belonging?

To begin the analysis, utilizing the Interpersonal Subscale of the LGBQ Microaggressions on Campus Scale, the researcher tested the various assumptions associated with regression. Linearity was assessed using a scatterplot (see Figure 7) of sense of belonging against perceptions of being targeted by interpersonal LGBQ microaggressions with a superimposed regression line. Visual inspection of this plot indicated a linear relationship between the variables. A Durbin-Watson statistic of 1.956 indicates observations were independent. Analysis identified one participant with a mean sense of belonging value of 1.82 as an outlier. The outlier was included in the analysis because upon review, removing the case would not have significantly changed the results. A review of the plot of standardized residuals versus standardized predicted values (see Figure 8) highlighted that there was homoscedasticity. Finally, a P-P plot of standardized residuals (see Figure 9) indicated that the assumption of normality was upheld.

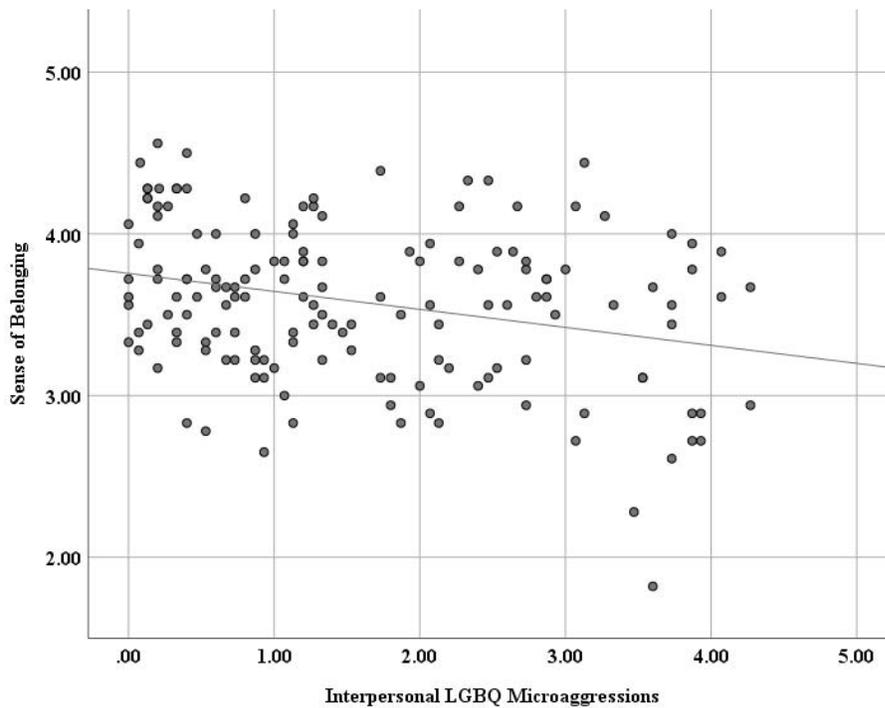


Figure 7. Scatterplot of Sense of Belonging against Perceptions of Being Targeted by Interpersonal LGBQ Microaggressions with a Superimposed Regression Line.

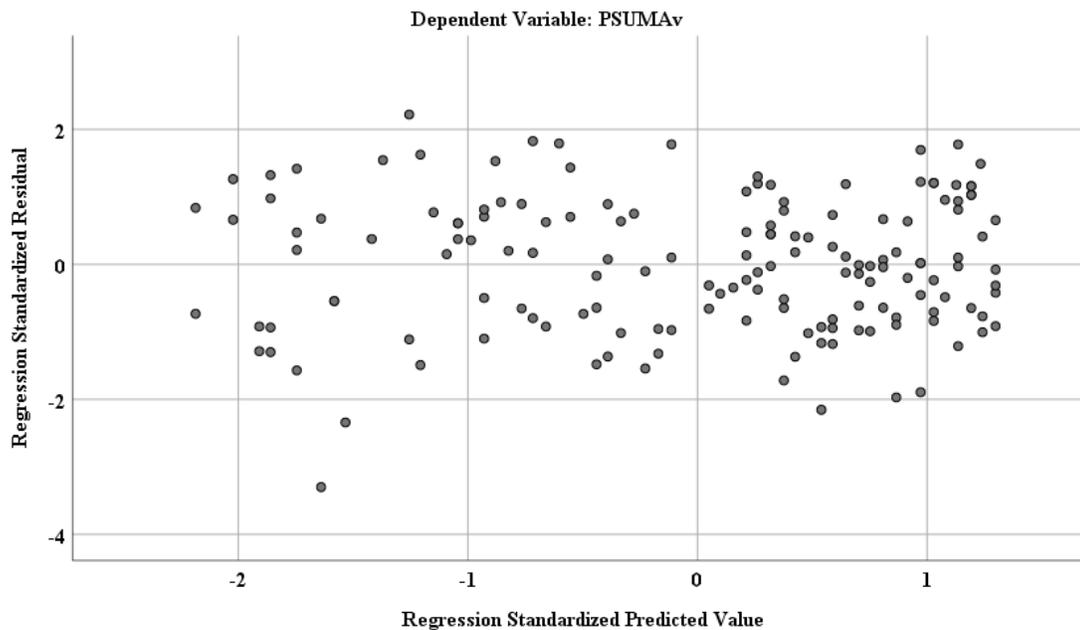


Figure 8. Scatterplot of Standardized Residuals Versus Standardized Predicted Values for Sense of Belonging.

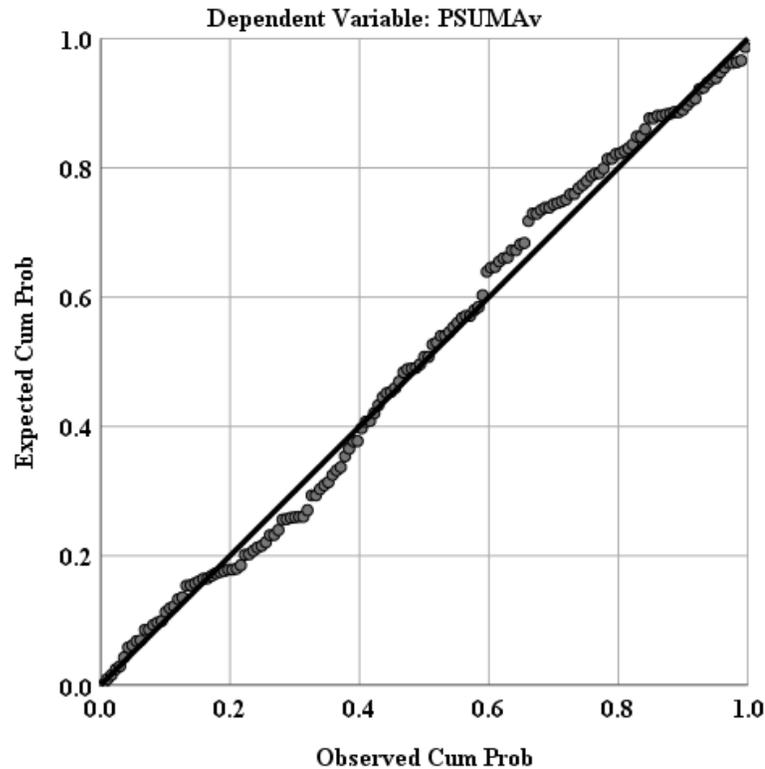


Figure 9. P-P Plot of Standardized Residuals for Sense of Belonging.

The perception of being targeted by interpersonal LGBQ microaggressions significantly predicted sense of belonging, $F(1,153) = 13.25, p < .01$. The model summary (Table 11) notes an R^2 of .08, indicating that 8% of the variance in sense of belonging is explained by the independent variable, a medium-size effect, according to Cohen (1988). The regression equation was noted as $Sense\ of\ Belonging = 3.76 - 0.11 * Interpersonal\ LGBQ\ Microaggressions$, indicating that an increase of one in perceptions of being targeted by interpersonal LGBQ microaggressions would lead to a decrease of 0.11 in their score related to sense of belonging. The analysis of the regression results (see Table 12) indicates that the slope is significantly different from zero ($p < .001$).

Table 11

Model Summary of Perceptions of Being Targeted by Interpersonal LGBQ
Microaggressions Predicting Sense of Belonging

Model	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	Standard Error of the Estimate
1	.28	.08	.07	.47

Table 12

Regression Analysis Summary of Perceptions of Being Targeted by Interpersonal LGBQ
Microaggressions Predicting Sense of Belonging

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Constant	3.76	.06	---	61.22	.000
Interpersonal LGBQ Microaggressions	-.11	.03	-.28	-3.64	.000

A scatterplot showing values, as well as the regression line and individual 95% confidence intervals, can be seen in Figure 10 and highlights that the majority of cases fall within that confidence range. Predictions were made to determine sense of belonging for people whose perception of being targeted by interpersonal LGBQ microaggressions were 0.38 (-1 SD), 1.61 (Mean), 2.84 (+1 SD), and 4.07 (+2 SD).

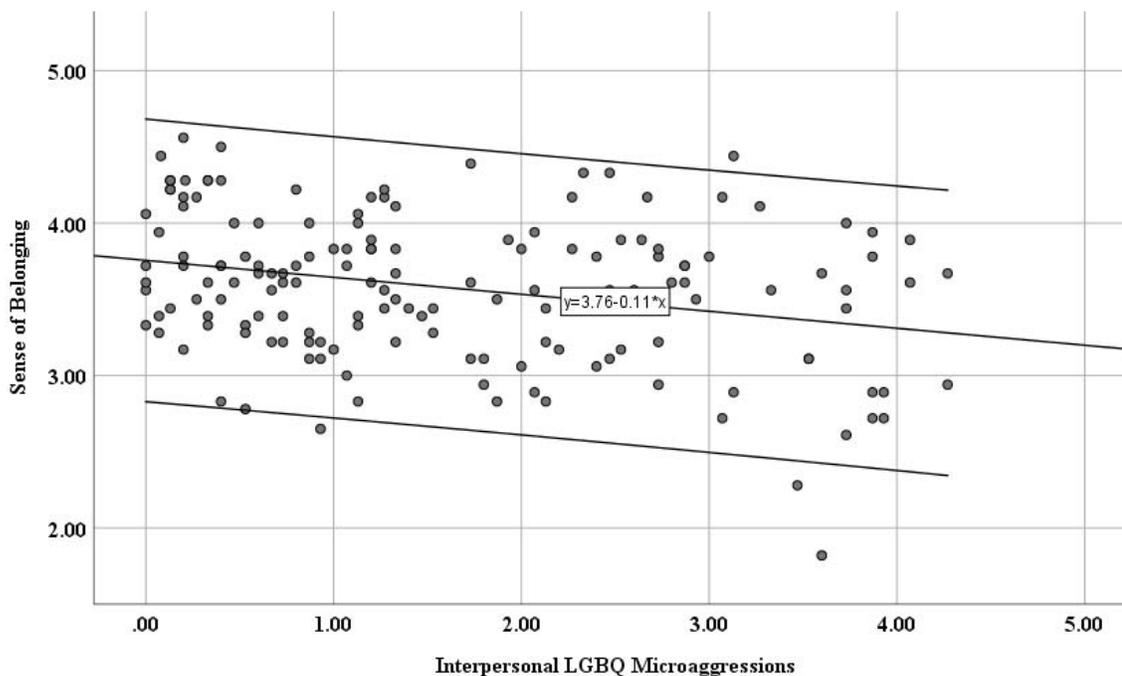


Figure 10. Scatterplot of Sense of Belonging against Perceptions of Being Targeted by Interpersonal LGBQ Microaggressions with Regression Line and 95% Confidence Intervals.

For individuals who reported perceptions of nearly never being targeted by interpersonal LGBQ microaggressions (0.38), sense of belonging was predicted as 3.713 (95% CI, 3.609 to 3.817). For those who reported perceptions of very rarely to rarely being targeted by interpersonal LGBQ microaggressions (1.61), it was predicted as 3.576 (95% CI, 3.503 to 3.650). For those who reported perceptions of rarely to occasionally being targeted by interpersonal LGBQ microaggressions (2.84), it was predicted as 3.440 (95% CI, 3.334 to 3.545). Finally, for those who reported perceptions of frequently being targeted by interpersonal LGBQ microaggressions (4.07), it was predicted as 3.303 (95% CI, 3.136 to 3.470).

Research Question 1b: What influence does the perception of being targeted by environmental LGBQ microaggressions, within the residential context, have on a student's sense of belonging?

Similarly, to begin the analysis for regression utilizing the Environmental Subscale of the LGBQ Microaggressions on Campus Scale as the independent variable, the various assumptions of regression were tested. Linearity was assessed using a scatterplot (see Figure 11) of sense of belonging against perceptions of being targeted by environmental LGBQ microaggressions with a superimposed regression line. Visual inspection of this plot indicated a linear relationship between the variables. A Durbin-Watson statistic of 1.872 indicates observations were independent. Analysis identified one participant with a mean sense of belonging value of 1.82 as an outlier. The outlier was included in the analysis because upon review, removing the case would not have significantly changed the results. A review of the plot of standardized residuals versus standardized predicted values (see Figure 12) highlighted that there was homoscedasticity. Finally, a P-P plot of standardized residuals (see Figure 13) indicated that the assumption of normality was upheld.

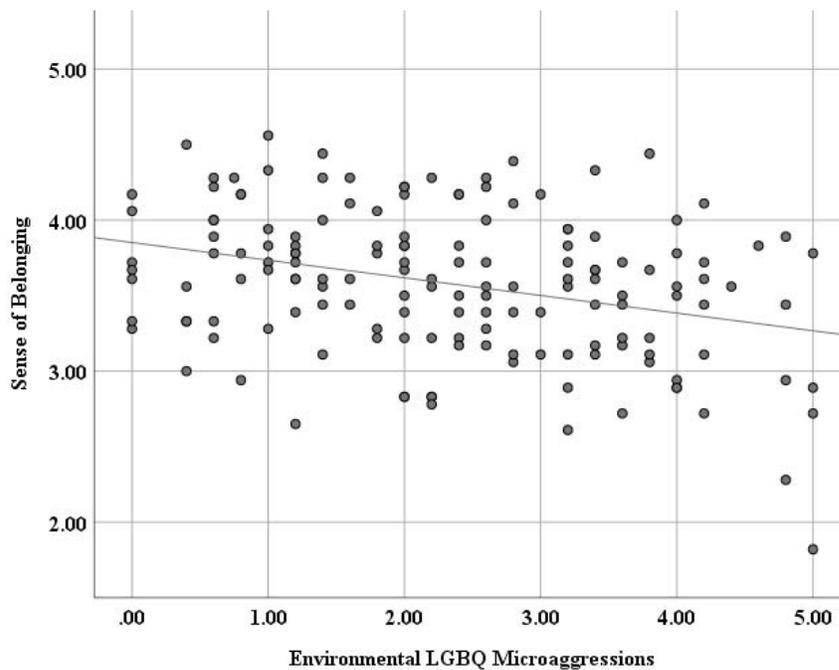


Figure 11. Scatterplot of Sense of Belonging against Perceptions of Being Targeted by Environmental LGBQ Microaggressions with a Superimposed Regression Line.

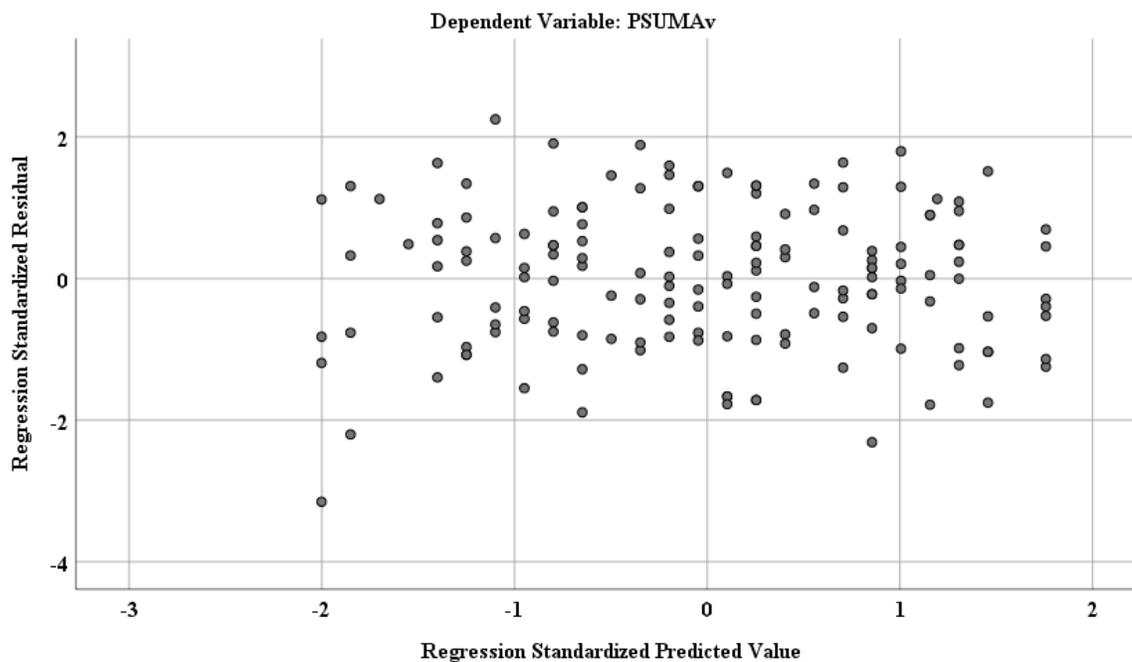


Figure 12. Scatterplot of Standardized Residuals Versus Standardized Predicted Values for Sense of Belonging.

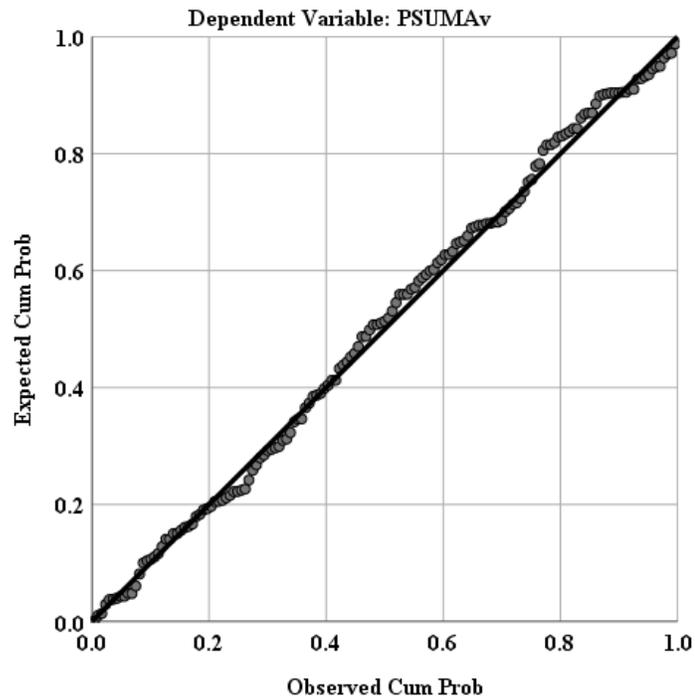


Figure 13. P-P Plot of Standardized Residuals for Sense of Belonging.

The perception of being targeted by environmental LGBQ microaggressions significantly predicted sense of belonging, $F(1,153) = 17.64, p < .01$. The model summary in Table 13 notes an R^2 of .10, indicating that 10% of the variance in sense of belonging is explained by the independent variable, a medium-size effect, according to Cohen (1988). The regression equation was noted as *Sense of Belonging* = $3.85 - 0.12 * \text{Environmental LGBQ Microaggressions}$, indicating that an increase of one in perceptions of being targeted by environmental LGBQ microaggressions would lead to a decrease of 0.12 in their score related to sense of belonging. The analysis of the regression results (see Table 14) indicates that the slope is significantly different from zero ($p < .001$).

Table 13

Model Summary of Perceptions of Being Targeted by Environmental LGBQ
Microaggressions Predicting Sense of Belonging

Model	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	Standard Error of the Estimate
1	.32	.10	.10	.46

Table 14

Regression Analysis Summary of Perceptions of Being Targeted by Environmental
LGBQ Microaggressions Predicting Sense of Belonging

Model	B	<i>SE</i>	β	<i>t</i>	<i>p</i>
Constant	3.85	.08	-	51.52	.000
Environmental LGBQ Microaggressions	-.12	.03	-.32	-4.20	.000

A scatterplot showing values, as well as the regression line and individual 95% confidence intervals, can be seen in Figure 14 and highlights that the majority of cases fall within that confidence range. Predictions were made to determine sense of belonging for people whose perception of being targeted by environmental LGBQ microaggressions were 1.03 (-1 SD), 2.37 (Mean), and 3.71 (+1 SD). For individuals who reported perceptions of very rarely being targeted by environmental LGBQ microaggressions (1.03), sense of belonging was predicted as 3.731 (95% CI, 3.629 to 3.834). For those who reported perceptions of rarely to occasionally being targeted by environmental LGBQ microaggressions (2.37), it was predicted as 3.575 (95% CI, 3.502 to 3.648). Finally, for those who reported perceptions of occasionally to frequently being targeted

by environmental LGBQ microaggressions (3.71), it was predicted as 3.418 (95% CI, 3.313 to 3.523).

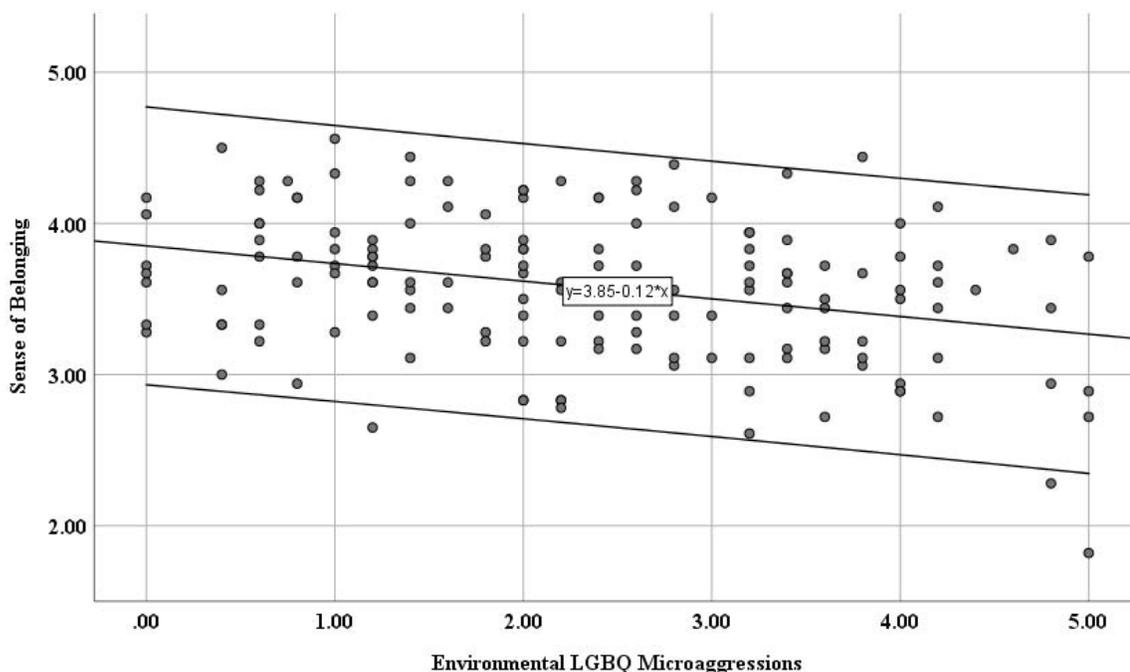


Figure 14. Scatterplot of Sense of Belonging against Experiences with Environmental LGBQ Microaggressions with Regression Line and 95% Confidence Intervals.

Research Question 2

To what degree does a student's sexual identity development moderate the influence of the perception of being targeted by LGBQ microaggressions, within the residential context, on their sense of belonging?

Two analyses of covariance (ANCOVAs) were used to explore if sexual identity development—as assessed by the MoSIEC (factor) moderated the relationship between sense of belonging—as measured by the PSUM (dependent variable) and the perception of being targeted by LGBQ microaggressions—as measured by the Interpersonal and

Environmental subscales of the LGBQ Microaggressions on Campus scale (covariates).

As noted under Research Question 1, the scales were kept separate based on a recommendation by Woodford, Chonody, et al. (2015).

Research Question 2a: To what degree does a student's sexual identity development moderate the influence of the perception of being targeted by interpersonal LGBQ microaggressions, within the residential context, on their sense of belonging?

An ANCOVA was run to determine the effect of sexual identity development on sense of belonging after controlling for perceptions of being targeted by interpersonal LGBQ microaggressions. There was a linear relationship between sense of belonging and the perception of being targeted by interpersonal LGBQ microaggressions for each level of sexual identity development, as assessed by visual inspection of a scatterplot. There was homogeneity of regression slopes as the interaction term was not statistically significant, $F(3,138) = 1.55, p = .204$. Standardized residuals for the levels of sexual identity development were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$). There was homoscedasticity, as assessed by visual inspection of the standardized residuals plotted against the predicted values. Variances were homogeneous, as assessed by Levene's test of homogeneity of variance ($p = .775$). There were no outliers in the data, as assessed by no cases with standardized residuals greater than ± 3 standard deviations. After adjusting for perceptions of being targeted by interpersonal LGBQ microaggressions, there was not a statistically significant difference in sense of belonging between the levels of sexual identity development, $F(3,141) = 1.46, p = .227, partial \eta^2 =$

.03. The details related to this ANCOVA (Table 15) as well as the associated parameter estimates (Table 16) are displayed below.

Table 15

Tests of Between-Subjects Effects Using Interpersonal LGBQ Microaggressions

Dependent Variable: PSUMAv					
Source	Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Corrected Model	2.316 ^a	4	.579	3.067	.019
Intercept	603.008	1	603.008	3193.315	.000
INTERMA	1.489	1	1.489	7.883	.006
MOSIEC	.829	3	.276	1.463	.227
Error	26.626	141	.189		
Total	1922.903	146			
Corrected Total	28.942	145			

Note. ^a $R^2 = .080$ (Adjusted $R^2 = .054$)

Table 16

Parameter Estimates Using Interpersonal LGBQ Microaggressions

Dependent Variable: PSUMAv						
Parameter	<i>B</i>	Std. Error	<i>t</i>	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	3.867	.089	43.636	.000	3.692	4.042
INTERMA	-.084	.030	-2.808	.006	-.143	-.025
[MOSIEC=1.00]	-.147	.102	-1.440	.152	-.348	.055
[MOSIEC=2.00]	-.178	.093	-1.902	.059	-.362	.007
[MOSIEC=3.00]	-.244	.163	-1.496	.137	-.568	.079
[MOSIEC=4.00]	0 ^a	.	.	.	.	.

Note. ^a This parameter is set to zero because it is redundant.

Research Question 2b: To what degree does a student's sexual identity development moderate the influence of the perception of being targeted by environmental LGBQ microaggressions, within the residential context, on their sense of belonging?

A second ANCOVA was run to determine the effect of sexual identity development on sense of belonging after controlling for perceptions of being targeted by environmental LGBQ microaggressions. There was a linear relationship between sense of belonging and perceptions of being targeted by environmental LGBQ microaggressions for each level of sexual identity development, as assessed by visual inspection of a scatterplot. There was homogeneity of regression slopes as the interaction term was not statistically significant, $F(3,138) = .50, p = .681$. Standardized residuals for the levels of sexual identity development were normally distributed, as assessed by Shapiro-Wilk's test ($p > .05$). There was homoscedasticity, as assessed by visual inspection of the standardized residuals plotted against the predicted values. Variances were homogeneous, as assessed by Levene's test of homogeneity of variance ($p = .505$). There were no outliers in the data, as assessed by no cases with standardized residuals greater than ± 3 standard deviations. After adjusting for perceptions of being targeted by environmental LGBQ microaggressions, there was not a statistically significant difference in sense of belonging between the levels of sexual identity development, $F(3,141) = 1.75, p = .159$, *partial* $\eta^2 = .04$. The details related to this ANCOVA (Table 17) as well as the associated parameter estimates (Table 18) are displayed below.

Table 17

Tests of Between-Subjects Effects Using Environmental LGBQ Microaggressions

Dependent Variable: PSUMAv					
Source	Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Corrected Model	2.739 ^a	4	.685	3.685	.007
Intercept	447.978	1	447.978	2410.602	.000
ENVIRMA	1.911	1	1.911	10.285	.002
MOSIEC	.977	3	.326	1.752	.159
Error	26.203	141	.186		
Total	1922.903	146			
Corrected Total	28.942	145			

Note. ^a $R^2 = .095$ (Adjusted $R^2 = .069$)

Table 18

Parameter Estimates Using Environmental LGBQ Microaggressions

Dependent Variable: PSUMAv						
Parameter	<i>B</i>	Std. Error	<i>t</i>	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	3.947	.099	39.680	.000	3.750	4.144
ENVIRMA	-.088	.027	-3.207	.002	-.142	-.034
[MOSIEC=1.00]	-.150	.101	-1.485	.140	-.349	.050
[MOSIEC=2.00]	-.190	.093	-2.052	.042	-.374	-.007
[MOSIEC=3.00]	-.278	.163	-1.708	.090	-.599	.044
[MOSIEC=4.00]	0 ^a	.	.	.	.	.

Note. ^a This parameter is set to zero because it is redundant.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

As noted in Chapter I, researchers have highlighted the harmful experiences of (a) microaggressions within higher education (Young et al., 2015); (b) specifically microaggressions occurring within residence halls (Harwood et al., 2012); and (c) microaggressions targeting LGB individuals (Nadal, 2013). The existing research on microaggressions targeting sexual identity focuses on the experiences of LGBQ students and the internalized influence of those experiences (Nadal, 2013; Platt & Lenzen, 2013; Wegner, 2014; Woodford, Kulick, et al., 2015; Wright & Wegner, 2012). Despite a growing interest in the prevalence of microaggressions experienced by LGBQ individuals, research looking at the relationship between microaggressions and student outcomes is still lacking. Woodford, Chonody, et al. (2015) highlighted this, stating that “in the future, it is important that researchers examine the relationship between these microaggressions and other student outcomes” (p. 1681).

The purpose of this study was to determine the relationship between the perception of being targeted by sexual orientation microaggressions in residential environments, sense of belonging, and individual sexual identity among LGBQ students. The research questions focused on (a) whether the perception of being targeted by LGBQ microaggressions predicted sense of belonging, and (b) whether sexual identity

development moderated the relationships between that perception and sense of belonging. This chapter will discuss the findings presented in Chapter IV, present limitations of the study, recommendations for future research, significance of the findings, implications for practice, and conclusions.

Discussion

The findings of this study indicate that the perception of being targeted by LGBQ microaggressions—both interpersonal and environmental—are significant negative predictors of sense of belonging. However, while significant, they only account for 8-10% of the variance, indicating other variables contribute to LGBQ students' sense of belonging. In the current study, sexual identity development was found not to moderate the relationships between the perceptions of being targeted by LGBQ microaggressions and sense of belonging. While Chapter IV presented the findings, this chapter will discuss the findings as they relate to each research question and present implications for both practice and future research.

Microaggressions and Sense of Belonging

The first research question explored what influence the perception of being targeted by LGBQ microaggressions, within the residential context, had on a student's sense of belonging. The hypothesis underlying this question was that a student's sense of belonging within the residential environment would be significantly influenced by the perception that their LGBQ identity was targeted by microaggressions. As noted in Chapter IV, linear regressions were used to explore this research question, with the first

focusing on interpersonal LGBQ microaggressions and the second focusing on environmental LGBQ microaggressions.

The results showed that the perception of being targeted by interpersonal LGBQ microaggressions did significantly predict sense of belonging ($F[1,153] = 13.25, p < .01, r^2 = .08$). Similarly, the second regression showed that environmental microaggressions significantly predicted sense of belonging ($F[1,153] = 17.64, p < .01, r^2 = .10$). As a student's perception with regards to being targeted by LGBQ, interpersonal or environmental, microaggressions increases their sense of belonging decreases. In considering this finding, it is important to understand that microaggressions are rooted in perception. Sue (2010b) noted that "perception refers to the participants' belief about whether an incident was bias-motivated" and that "there is an internal struggle that is oftentimes energy depleting" (p. 72). Recognizing the value of lived experiences, Sue (2017) argued, "microaggressions are about experiential reality and about listening to the voices of those most oppressed, ignored, and silenced" (p. 171). These findings align with prior research which link microaggressions and other forms of discrimination to negative physical and emotional consequences (Hagerty, Williams, Coyne, & Early, 1996; Meyer, 1995, 2003; Seelman, Woodford, & Nicolazzo, 2017; Strayhorn, 2012; Sue, 2010a, 2010b; Woodford, Kulick, et al., 2015). However, this study is unique in that it links those consequences to a student outcome: sense of belonging.

Woodford, Chonody, et al. (2015) argued that future research should “examine the relationship between these microaggressions and other student outcomes, including intent to persist” (p. 1681). Instead of intent to persist, the current study focused on sense of belonging. Sense of belonging, however, has been found to be a predictor of intent to persist (Hausmann, Schofield, & Woods, 2007; Hoffman, Richmond, Morrow, & Salomone, 2003). Feeling a lack of belonging, particularly when dealing with a hidden (“closeted”) part of identity, can foster “emergent need to belong” (Strayhorn, 2012, p. 43). Individuals will go to great lengths to feel as if they belong and/or are not alone; however, in the process, their development, academic success, and wellbeing may suffer (Strayhorn, 2012).

In this way, microaggressions, even simply the perception of them, can be understood as a disrupting factor to a student’s collegiate experience at such a foundational level that it can affect their intent to persist. Strayhorn (2012) noted that sense of belonging could positively influence things like retention and persistence. Merging Sue (2010b) and Strayhorn (2012), microaggressions are understood to isolate individuals and thus negatively impact their sense of belonging. Strayhorn (2012) argued that “the absence of belonging is marginalization, isolation, or alienation from others” (p. 17). Referencing Maslow (1962), Strayhorn (2012) noted that the “deprivation of middle motivations, like belongingness, also prevents movement toward knowledge and understanding” (p. 24). So while a sense of belonging can positively influence persistence, a lack of belonging can both hinder a student’s ability to learn and thus their ability to persist.

Sexual Identity Development as a Moderator

Research Question 2 examined the degree to which a student's sexual identity development moderated the influence of the perception of being targeted by LGBQ microaggressions—within a residential context—on sense of belonging. Analysis for this question utilized two analyses of covariance (ANCOVAs). Sexual identity development (assessed by the MoSIEC) was tested as the moderating factor on the relationship between the dependent variable, sense of belonging (assessed by the PSUM), and the independent variables or covariates, which were the perception of being targeted by LGBQ microaggressions (assessed by the Interpersonal and Environmental subscales of the LGBQ Microaggressions on Campus scale). The hypothesis for Research Question 2 was that a student's sexual identity development would moderate this influence. It was expected that as a student's sexual identity development advances, being targeted by microaggressions would have less influence on their sense of belonging. Such that, students early on in their sexual identity development would see their sense of belonging more impacted by microaggressions, whereas those further along in their development with the influence being less among those students with more advanced sexual identity development.

After adjusting for perceptions of being targeted by interpersonal LGBQ microaggressions, there was not a statistically significant difference in sense of belonging between the levels of sexual identity development ($F[3,141] = 1.46, p = .227, \text{partial } \eta^2 = .03$). Similarly, there was not a statistically significant difference in sense of belonging between the levels of sexual identity development after adjusting for perceptions of being

targeted by environmental LGBQ microaggressions ($F[3,141] = 1.75, p = .159, \text{partial } \eta^2 = .04$). These findings highlight that a student's sexual identity development does not influence the relationship between the perception of being targeted by LGBQ microaggressions and their sense of belonging. As noted in the findings from Research Question 1, as a student's perception regarding the frequency of being targeted by LGBQ microaggressions increases their sense of belonging will decrease. The findings from Research Question 2 confirm that this relationship maintains regardless of where the student is in their sexual identity development.

These findings, while surprising, can be understood through prior research. In a closely related study, Seelman et al. (2017) examined the role of gender identity as a moderator between victimization, microaggressions, and psychological distress. In their research, Seelman et al. (2017) found there was not a significant interaction, which indicates that gender did not moderate the relationship between victimization, microaggressions, and psychological distress. Recognizing the pervasiveness of microaggressions, Seelman et al. (2017) noted that "LGBTQ students . . . may regularly feel the impact of microaggressions . . . such that there is no differentiation in these relationships among these subgroups" (p. 121). Meyer (2003), on the other hand, presented a model of minority stress where an individual's minority identity is in close relationship with the other portions of their identity to inform their overall experience. Related to LGB populations, Meyer (2003) argued that "minority identity leads to additional stressors related to the individual's perception of the self as a stigmatized and

devalued minority” but continues to note that “minority identity is not only a source of stress but also an important effect modifier in the stress process” (p. 678).

Bringing these two studies together, we might begin to understand that while an LGBQ identity could moderate the influence of microaggressions, the current study found no significant between-group differences based on one’s sexual identity development status, as measured by the Measure of Sexual Identity Exploration and Commitment (MoSIEC). In research involving social identities, it is important always to consider the role of intersectionality. As reminded by Evans et al. (2010), “the ways in which individual identities such as race, class, and gender are woven together to create a whole, unique individual, not a person with separate, distinct, unrelated identity categories, demands more study” (p. 247). Through the lens of intersectionality, an individual’s various identities (e.g., race, gender, socioeconomic status) could serve to mitigate or exacerbate the impact of microaggressions on that individual in conjunction with sexual identity development. Finally, while the current study looked at LGBQ individuals grouped by sexual identity development statuses (Exploration, Commitment, Uncertainty, and Synthesis), others might look at the difference between lesbian, gay, bisexual, and queer students or between LGBQ and heterosexual students and as a result arrive at different findings.

Limitations

Research involving marginalized groups will have inherent limitations; central among them are challenges related to sampling. Sullivan and Losberg (2003) noted that “sampling is fraught with dilemmas, particularly with populations that are difficult to

define, hard to reach, or resistant to identification because of potential discrimination, social isolation or other reasons” (p. 148). When working with LGBQ individuals, there are typically concerns related to how a sample is selected from the population. In the current study, campus professionals were asked to distribute study information either to groups of students or to individual students who might meet the participant criteria. To address this limitation, the current study utilized snowball sampling, where participants were encouraged to forward study information to other potential participants. As a result, it is likely that the sample reflects individuals who are more open with, or “out,” their LGBQ identity. Seelman and colleagues (2017) faced similar challenges and noted that students connected to LGBTQ networks “may be more ‘out’ about their sexuality and/or gender identity, more resilient to discrimination, or possess more personal and social resources than others” (p. 121). Recognizing these challenges, Meyer and Wilson (2009) argued that “with no proper description of the LGB population, researchers cannot evaluate whether a sample is representative of the population” (p. 24).

Another area of limitations is around instrumentation. Regarding measures used, this study marked the first application of the PSUM (Alkan, 2016) in the United States, it has yet to be widely vetted. Due to concerns around alpha levels at the subscale levels, the PSUM was treated as one scale score in the current study. This application works to get an overall sense of belonging but prevented drilling down into the various aspects of it. Another challenge in the current study entailed questions that were either misconstrued or excluded from the instrumentation. For example, while participants were asked their age, the categories overlapped by a year; thus, the results from that question were

unusable. Similarly, the researcher received feedback from participants about the conflation of gender and gender expression into one question. Future research should heed the words of Rankin and Garvey (2015) that

when researching queer-spectrum and trans-spectrum individuals, most scholars consider only sexual identity (for example, gay, lesbian, bisexual) and sometimes gender identity (man, woman, trans*). However, there are numerous other social identity classifications that capture a different and more nuanced aspect of a person's identity. (p. 78)

Garvey (2107) furthers this arguing that “methodologically, scholars should consider both including items about sexual identity, behavior, and attraction as well as response option techniques (e.g., ‘select all that apply,’ ‘not listed, please describe: ___’) to elicit more complex and nuanced dimensions of sexuality” (p. 1117). The current study also failed to include a question capturing how students were directed to the study. Future studies should collect information on referral source in order to examine the portions of the sample sourced from snowball versus convenience sampling.

A final area of limitations in this study is the data itself. First, based on the methodology, all data is self-reported with no opportunity for verification. Self-reporting, however, arguably encourages participants to share about sensitive experiences and topics related to their sexual orientation. This thought is validated by Fowler (2002), who notes that “sensitive information is more frequently, and almost certainly more accurately, reported in self-administered modes” (p. 64). Secondly, the current study intentionally focused on LGBTQ students. The lack of a heterosexual comparison group

prevented the researcher from comparing the experiences of LGBTQ students to those of heterosexual students, such as in Woodford et al. (2014).

Missing and/or complex data also presented a limitation to the current study. The fact that not all questions were required, coupled with a lengthy instrument, appears to have resulted in survey fatigue for some participants. Regarding missing data, the amount of concern varied by scale. For example, ten participants left items unanswered on the MoSIEC scale, with the number of unanswered items ranging from one to six out of 22 total items. Four participants left items unanswered on the interpersonal subscale of the LGBTQ Microaggressions on Campus scale, and the number of unanswered items ranged from one to two out of 15 total items. Two participants each left one item unanswered on the environmental subscale of the LGBTQ Microaggressions on Campus scale. Regarding the PSUM scale, three participants left one or two unanswered items. However, an additional 14 participants left all 18 items unanswered. Scales were analyzed using scale averages, so except the 14 participants who left the entire PSUM unanswered, responses with missing items were included in data analysis.

Significance of the Study

This study adds to existing literature on the psychology of microaggressions and the experiences of LGBTQ college students in facing microaggressions (Harwood et al., 2012; Nadal, 2013; Nadal et al., 2011; Nadal et al., 2010; Nadal, Wong, Griffin, Davidoff, & Sriken, 2014; Platt & Lenzen, 2013; Sue, 2010a, 2010b; Sue & Capodilupo, 2008; Sue et al., 2007; Wegner, 2014; Woodford, Chonody, et al., 2015; Woodford, Kulick, et al., 2015; Wright & Wegner, 2012) by examining the relationship between the

perception of being targeted with LGBTQ microaggressions and student outcomes, such as sense of belonging. Furthermore, this study is unique in that instead of looking at the campus context; it focuses on microaggressions within a student's residential experience. Lastly, this study marks the first application of the Psychological Sense of University Membership (PSUM) scale within the United States. The significance of the current study comes from both the gap it fills in the existing scholarship and its practical implications.

Implications for Practice

The current study provides meaningful data to higher education administrators, student affairs professionals, and LGBTQ scholars in an area where data were previously lacking. Microaggressions have known connections to mental and/or physical health concerns for LGBTQ students. This study, however, goes a step further to link it to a student outcome, sense of belonging. Recognizing the role that sense of belonging can play in a student's development, success, and persistence, there needs to be better education and training around the topic. Faculty, staff, student groups, and others could use better training on microaggressions including what they are, the dangers behind them, and how to address them. Additionally, institutions might want to consider how to reframe microaggressions as equally unacceptable as more violent forms of discrimination. In doing so, institutional response to microaggressions and support for those targeted needs to reflect the potential for significant impact through sense of belonging. One idea in this vein of education would be to organize a social norm campaign similar to those for alcohol, drugs, mental health, and sexual assault.

In doing so, it is likely that institutions will need to consider how to approach education around environmental and interpersonal microaggressions differently. Sue (2010b) noted that, “the term ‘environmental microaggression’ refers to the numerous demeaning and threatening social, educational, political, or economic cues that are communicated individually, institutionally, or societally to marginalized groups” and continued to argue that “when people refer to the ‘campus climate’ as hostile and invalidating, . . ., they are probably alluding to the existence of environmental microaggressions” (p. 25). Environmental microaggressions include the cues students are given in media or through the diversity, or lack thereof, around them. University administrators need to be mindful when crafting websites, marketing pieces, etc. that they are both reflecting a true picture of diversity on their campus while also being inclusive of individuals from all identities. Additionally, with regards to housing and residence life, staff need to be mindful that rates, processes, etc. are not inadvertently furthering environmental microaggressions. For example, rate structures can sometimes unintentionally result in communities becoming overwhelmingly homogenous.

In regards to interpersonal microaggressions, attention is needed to the ways in which we provide support and follow-up to students who are victimized. When responding to microaggressions, it is important for staff to remember that often the most harmful experiences are those where the perpetrator is someone close to the victim and/or where the perpetrator did not intend harm and is unaware of the impact of the microaggression. In these cases, particular care is needed to support the victim and help them think of how they want to respond. When responding, a often overlooked

consideration is how do we educate perpetrators on the costs of oppression for themselves. Goodman (2011) notes that “as we participate in the dehumanization of others, which we inevitably do by participating in institutions, practices, and social relations that support societal inequality, our own freedom, authenticity, and humanity is diminished” (p. 98). Howard-Hamilton and Hinton (2011) challenge institutions to ensure students are exposed to difference as a part of their collegiate experience and review the work of Goodman (2011) to outline costs of oppression for the oppressor in the higher education context. Goodman (2011) outlines the psychological, social, intellectual, moral and spiritual, and material and physical costs of oppression. Goodman (2011) notes that while socialized into oppressive systems, the costs of oppression can include “denial of emotions and empathy; limited self-knowledge and distorted view of self; isolation from people who are different; ignorance of own culture and history; moral ambivalence; and negative health implications” (p. 97). In addition to bettering their students, universities can benefit from education on the costs of oppression. Hughes and Hurtado (n.d.) noted that “bias and harassment continue to happen on campus, they are associated with increased homophobic stigma awareness, and these experiences are not isolated to LGBO students” and continued to argue that “creating a more inclusive campus environment improves the climate for more than just minority students” (p. 29).

Of particular significance is the fact that the current study focused on microaggressions experienced in university-owned/managed housing. Residence halls have been documented as a developmentally significant space (Astin, 1977; Evans & Broido, 1999; Flowers, 2004; Hughes, 1994; Longerbeam, Inkelas, Johnson, & Lee,

2007; Pascarella & Terenzini, 2005; Platt & Lenzen, 2013; Woodford et al., 2012) and in many ways serve as a student's home away from home, thus the need for safety and belonging within them is crucial (Schroeder & Jackson, 1987). Johnson et al. (2007) noted that "the residence hall appears to provide a compelling environment for shaping students' sense of belonging" (p. 536). University housing and residence life departments can help address microaggressions through more in-depth training and resources on microaggressions. Training staff of all levels, but particularly peer-level undergraduate staff—often known as resident assistants or advisors (RAs)—could be a way to support LGBQ students and help them discover a sense of belonging. In this training, staff should be educated on what microaggressions are, the ways they harm victims, and finally on how to respond both immediately and thru follow-up. Furthermore, this study aids institutions by providing a methodology to better understand the experience and needs of LGBQ students within their residential environments. For example, the duplication of this study might provide the data needed to advocate for a living-learning community focused on the LGBQ community. It is the hope of the researcher that this study encourages institutions to examine their residential environments, ensuring they are inclusive and positive contexts for all students.

Another challenge facing students struggling to find a sense of belonging is how higher education and student affairs have come to view student involvement. Frequently, students can rattle off a list of the things they are involved in and they are quickly dismissed as involved and thus must feel a sense of belonging. Strayhorn (2012), referring to Astin's (1999) theory of student involvement, began to trouble this thought

process as it relates to gay men of color. In doing so, Strayhorn (2012) noted that gay men of color often find themselves with an “emergent need to belong” (p. 43) and will utilize unproductive, and sometimes dangerous, methods to fulfill that need. In this scenario, a student might appear to be highly involved but if they are still facing high levels of microaggressions their sense of belonging might still be low. It is important that student affairs professionals remain critical of student involvement, looking for signs of concern and challenging students when they seem to be seeking belonging thru over involvement. Lastly, a more meaningful way to discuss and evaluate students’ involvement in ways that balances quantity and quality is crucial to being able to evaluate sense of belonging effectively.

Finally, as noted, the current study linked microaggressions to a student outcome—sense of belonging. This is significant because prior research focused on the impact of microaggressions for students. However, linking the impact to a student outcome makes microaggressions of significance for both students and institutions. If students are experience microaggressions on campus and their sense of belonging declines, they might be more likely to leave the institution. Regardless of whether students leave via withdrawal or transfer, the implications for the institution are important. Of course, there is the financial loss that comes with losing students tuition and other fees. Additionally, there is the potential reputation damage that institutions would face if their campus climate were labeled as non-inclusive or hostile towards the LGBTQ community. Accordingly, all levels of faculty, staff, and administration have a responsibility for protecting both students and the institution alike.

Implications for Research

As noted in Chapter I, prior research has highlighted the harmful experience of microaggressions within higher education (Young et al., 2015), specifically within residence halls (Harwood et al., 2012), and targeting LGB individuals (Nadal, 2013). The existing research focuses on the experiences of LGBQ students and the internalized influence of those experiences (Nadal, 2013; Platt & Lenzen, 2013; Wegner, 2014; Woodford, Kulick, et al., 2015; Wright & Wegner, 2012). Despite a growing interest in the prevalence of microaggressions experienced by LGBQ individuals, research examining the relationship between microaggressions and student outcomes has been lacking.

The current study provides a model for studying not only the prevalence or frequency of LGBQ microaggressions but also the influence of those microaggressions on an outcome—sense of belonging—within a residential environment. Future research, both quantitative and qualitative, can both broaden and deepen our understanding of the experiences of LGBQ students and the climate they face on campuses. In doing so, it is important that future studies seek a broad sample of LGBQ students to make results more generalizable. Future studies should be mindful to include other trans- and queer-spectrum students who were outside the scope of the current study. Heterosexual students should be included in future studies to allow for a more direct comparison between the lived experiences. Finally, future research should be national in scope in order to better benchmark the experience of LGBQ students, faculty, and staff. Ideally, these studies

would also be longitudinal in nature to establish scholarship on trends related to the LGBQ experience in higher education.

The current study also examined the role of sexual identity development as a moderator of that influence. Future research should aim to confirm or challenge the findings from the current study, as well as add to the understanding of sexual identity development. Particular focus should be given to whether sexual identity development moderates the impact of hostile climates or experiences on student outcomes. Further, researchers might want to explore whether sexual identity development moderates other relationships. In fact, future research might look at whether sexual identity itself is a moderator. However, to fully achieve these future research goals there is a need to consolidate the scholarship in this area. A large step towards this goal would be to establish consistency in language for behavior targeting marginalized populations. Current language includes a plethora of terms and concepts (e.g., microaggressions, harassment, bias, hate speech), each with their own intricacies.

Methodologically, the current study validated the Psychological Sense of University Membership (PSUM; Alkan, 2016) for use within the context of American higher education. In doing so, it has provided future researchers an additional robust scale to use when measuring sense of belonging. As noted in this study, the microaggressions subscales only accounted for a small percentage of the variance in sense of belonging. Future research is needed to understand the various predictors of sense of belonging better in order to best aid in fostering it. Despite scales such as the MoSIEC (Worthington et al., 2008) and LGBIS (Mohr & Kendra, 2011), better methods are needed to assess

sexual identity development in ways that allow for categorization. The ability to group participants into categories, similar to how this study grouped participants by sexual identity development status, allows for more robust testing of between-group difference. Having these tools would allow for researchers to better answer questions related to the impact of identity development. Lastly, it is worth noting that the current study split the analysis based on recommendations from the scale developers. The results, however, were different when the regression analysis utilized both subscales together. In this case, only environmental LGBTQ microaggressions were found to be a significant negative predictor. Further research is needed to understand how microaggressions, both holistically and by type, may impact outcomes as well as how various types of microaggressions might influence each other.

Future research is also needed to examine some of the concepts from this study critically. For example, sexual identity and sense of belonging are both complex concepts with a multitude of definitions available. Strayhorn (2012) highlights a commonality among definitions for sense of belonging, noting that “they all deal with students’ psychological experiences and, importantly, their subjective evaluation of the level of integration in a particular context” (p. 8). Similar challenges exist with regards to sexual identity, sexual orientation, and sexual behavior as noted in Chapters I and II. With regards to studies examining sexual identity, Swindell and Pryce (2012) advocate for more complex conceptualizations to more fully understand the connections between identity and behavior. Through their study which uses trauma to examine troubling behavior among lesbians, Swindell and Pryce (2012) highlight that

simple descriptions suggest that problems lie within individuals themselves; more complex conceptualizations shed light on the many contextual factors that might better explain them. Through greater complexity, research can help society to better understand the circumstances that lead to dysfunctional behaviors. (p. 106)

One such lens for more complex conceptualizations could be queer theory. Sullivan (2003) explains that queer theory, “involves critically engaging with cultural artefacts in order to explore the ways in which meaning and identity is (inter)textually (re)produced” (p. 190). Renn (2010) calls for the broader use of queer theory in higher education research and notes that it can be “key to opening doors to theoretical advances across higher education research” and “casts new light on existing questions and problems, and indeed makes scholars question what is or might be a question to investigate” (p. 137).

Conclusion

Many scholars have examined the difficulties that lesbian, gay, bisexual, and queer (LGBQ) students face on college campuses (Nadal, 2013; Platt & Lenzen, 2013; Rankin et al., 2010; Wright & Wegner, 2012). We know that to thrive, students need to feel safe, physically and psychologically (Maslow, 1943; Rankin et al., 2010; Strayhorn, 2012; Sue, 2010a, 2010b). Unfortunately, LGBQ individuals often do not feel safe, and thus can never advance into resolving higher-level needs such as their “love needs,” which include a sense of belonging (Maslow, 1943). One of the many challenges LGBQ college students face, which has been linked to negative outcomes (Platt & Lenzen, 2013; Woodford et al., 2012; Woodford, Kulick, et al., 2015), is consistent exposure to heterosexism. Heterosexism can surface in many ways, one of which is microaggressions. Microaggressions targeting sexual identity have been linked to developmental harm

(Nadal, 2013; Platt & Lenzen, 2013; Sue, 2010a, 2010b; Wright & Wegner, 2012). These challenges hinder the ability to develop an individual sense of identity, which can impact overall sexual identity development. Residence halls have been documented as influential spaces for student development and success (Astin, 1977; Evans, Forney, Guido, Patton, & Renn, 2010; Flowers, 2004; Pascarella & Terenzini, 2005; Platt & Lenzen, 2013; Woodford et al., 2012). While the residential environment produces positive outcomes for many, the cost for minority students with regard to “the overall benefits of residence halls and the benefits to diversity in higher education . . . may be overlooked” (Harwood et al., 2012, p. 161). Students can spend a significant portion of their time at college in the residential environment; thus, microaggressions in this space have the potential to be extremely detrimental (Schroeder & Jackson, 1987).

Despite studies to understand the prevalence of microaggressions targeting LGBTQ individuals, a connection to student outcomes has been lacking. The results from this study showed that the perception of being targeted by LGBTQ microaggressions negatively impacted a student’s sense of belonging. That is that as a student’s perception of being targeted by LGBTQ microaggressions increases their sense of belonging decreases. However, the findings from the current study also highlighted that this is only one of a possible multitude of predictors for sense of belonging and only one of the various forms harassment and discrimination can take against LGBTQ people. Future research is needed to more fully understand both of these topics and the relationships between them. For as Harvey Milk (1977) so eloquently stated, “all young people,

regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential” (as cited in Mallon, 2010, p. 172).

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APPENDIX A

TABLE OF ORGANIZATIONS

Organization	Contact	Distribution Method
ACUHO-I	Katie Sorokas <Katie@acuho-i.org>	Targeted emails; online posting; strategic partnerships
SACSA	Danielle Molina <dmolina@colled.msstate.edu>	Direct Messaging via Listserv
AIMHO	Brad Shade <Brad.Shade@unco.edu>	Direct Messaging via Listserv
GLACUHO	Tiffany Gonzales <president@glacuho.org>	Bi-monthly State Update Messaging
MACUHO	Debbie Scheibler <deborah.scheibler@wilkes.edu>	Direct Messaging via Listserv
NWACUHO	Shelly Clark <president@nwacuho.org>	Monthly Newsletter
SEAHO	Falon Thacker <research@seaho.org>	Direct Messaging via Listserv
WACUHO	Todd McGregor <Todd.McGregor@ucsf.edu>	Monthly Newsletter
Consortium of Higher Education LGBT Resource Professionals	N/A	Online Posting in Member Forum

APPENDIX B

RECRUITMENT COMMUNICATIONS

Email Messages.

Hi -

Participants are being sought for a study exploring LGBTQ students' experiences with microaggressions (e.g., That's so gay!), the impact of those experiences on their sense of belonging at the institution, and the influence of individual sexual identity development on that impact.

This study is being shared with you as a campus based professional and member of <ORGANIZATION>. The study is being overseen by the Institutional Review Board at the University of North Carolina at Greensboro. Your assistance is requested in sharing the information below with residential students and/or LGBTQ students on your campus.

To learn more about the study, please review the information below or visit tinyurl.com/LGBQMAStudySite. If you have any questions about the study, please contact Zach Blackmon at z_blackm@uncg.edu.

Thank you for your support of this important study!

Zachary Blackmon

Doctoral Student, University of North Carolina at Greensboro

Message for Students

Participants are being sought for a study exploring LGBTQ students' experiences with microaggressions (e.g., That's so gay!), the impact of those experiences on their sense of belonging at the institution, and the influence of individual sexual identity development on that impact.

To take part in this study, you are asked to complete an online survey via Qualtrics. This survey is estimated to take around ten (10) minutes to complete. **To be able to take part in this study, individuals must be an undergraduate student who is at least 18 years of age, identifies as lesbian, gay, bisexual, or queer (LGBQ), and live in university-owned/managed housing.**

While you are receiving this email from me, please note that your email address and/or name have not been provided to the research team. The survey is made available below via an anonymous link, as personal identifiers are not a part of the study.

Should you wish to participate in the study, you may access the survey and associated consent statement at tinyurl.com/LGBQMAStudy.

If you have any questions about the study, please contact Zach Blackmon at z_blackm@uncg.edu, or one of his faculty advisors (Dr. Brad Johnson at rbjohnso@uncg.edu, or Dr. Laura Gonzalez at lmgonza2@uncg.edu).

Thank you for your consideration of this important study!

Monthly Newsletter Blurb

Participants are being sought for a study exploring LGBTQ students' experiences with microaggressions (e.g., That's so gay!), the impact of those experiences on their sense of belonging at the institution, and the influence of individual sexual identity development on that impact. This study is being shared with you as a campus based professional and member of <ORGANIZATION>. The study is being overseen by the Institutional Review Board at the University of North Carolina at Greensboro.

Your assistance is requested in sharing the study with residential students and/or LGBTQ students on your campus. A brief blurb is below for quick sharing with residential and/or LGBTQ students:

To be able to take part in this study, individuals must be an undergraduate student who is at least 18 years of age, identifies as lesbian, gay, bisexual, or queer (LGBQ), and live in university-owned/managed housing. To refer a student directly to the study, consent form, and survey, they can visit tinyurl.com/LGBQMAMStudy.

To learn more about the study and to access text for sharing with your students, visit tinyurl.com/LGBQMAMStudySite. If you have any questions about the study, please contact Zach Blackmon at z_blackm@uncg.edu.

Thank you for your support of this important study!

Zachary Blackmon
 Doctoral Student, University of North Carolina at Greensboro

Social Media Posts

Participants are being sought for a study exploring LGBTQ students' experiences with microaggressions (e.g., That's so gay!), the impact of those experiences on their sense of belonging at the institution, and the influence of individual sexual identity development on that impact. The study is being overseen by the Institutional Review Board at the University of North Carolina at Greensboro. Your assistance is requested in sharing the study with residential students and/or LGBTQ students on your campus. To learn more about the study and to access text for sharing with your students, visit tinyurl.com/LGBQMAMStudySite. If you have any questions about the study, please contact Zach Blackmon at z_blackm@uncg.edu. Thank you for your support of this important study! -- Zachary Blackmon; Doctoral Student, University of North Carolina at Greensboro

APPENDIX C

INSTRUMENTATION

LGBQ Microaggressions, Sexual Identity Development and Sense of Belonging

Start of Block: Consent

Q1

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: LGBQ Microaggressions, Sense of Belonging and Sexual Identity Development: A Moderation Analysis

Research Team

Principal Investigator - Zachary Blackmon - z_blackm@uncg.edu - Doctoral Student, Higher Education - University of North Carolina at Greensboro

Faculty Advisors - Dr. Laura Gonzalez - lmgonza2@uncg.edu - Associate Professor, Teacher Education / Higher Education - University of North Carolina at Greensboro | Dr. Brad Johnson - rbjohnso@uncg.edu - Clinical Assistant Professor, Teacher Education / Higher Education - University of North Carolina at Greensboro

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty. Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or your university.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is provided above.

What is the study about?

This is a research project that through survey methods will explore (a) the sexual orientation microaggressions experienced by LGBQ (lesbian, gay, bisexual, and queer) students in university-owned/managed housing; (b) the influence of those microaggressions on LGBQ students' sense of belonging; (c) whether individual sexual identity development influences the impact of these microaggressions on sense of belonging.

As stated above, your participation is voluntary.

Why are you asking me?

You've been referred to this study by a campus-based professional or peer. The only requirements for participation in this study are that you are an undergraduate student who (a) is at least 18 years of age, (b) identifies as LGBQ (lesbian, gay, bisexual, or queer), and (c) lives in university-owned/managed housing.

What will you ask me to do if I agree to be in the study?

This study will involve you taking an online survey via Qualtrics. According to Qualtrics, the survey is estimated to take approximately ten (10) minutes for completion. At the completion of the survey, you will have the opportunity to pass along information about the study to other potential participants. Your overall commitment to the study is thereby estimated to be no more than twenty (20) minutes.

What are the risks to me?

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. When answering questions about microaggressions, there is a chance you could experience some emotional distress associated with the memory of those events. In an effort to minimize the potential risks to the subjects, subjects can always choose to skip an item and continue to complete the rest of the survey. Additionally, if emotional distress prevents completion you may choose to opt out of the study at any time.

Further, individuals are suggested to reach out to support resources (such as Counseling Center, LGBTQ Center, Dean of Students, etc.) on their campuses as needed. Further, there are many national resources available, such as The Trevor Project which has a 24/7 crisis hotline available at 1-866-488-7386.

If you have questions, want more information or have suggestions, please contact the research team (contact information included above). If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855) 251-2351.

Are there any benefits to society as a result of me taking part in this research?

As a result of your participation, institutions of higher education may be able to learn more about the experiences of LGBQ students on-campus and in university-owned housing, which could help improve climate and services for LGBQ students.

Are there any benefits to me for taking part in this research study?

There are no direct benefits to participants in this study.

Will I get paid for being in the study? Will it cost me anything?

You will not be compensated for participating in this study. There are no costs to you for participating in this study.

How will you keep my information confidential?

Information for this study will be collected via an anonymous Qualtrics survey link - a reusable link that can be pasted into emails or onto a website and is unable to track identifying information of respondents. Once collected, data will be stored in secure files on the UNCG Google Drive system and shared only with the other members of the research team. Info will be stored for 5 years and then permanently deleted.

Please note that absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. For more on Qualtrics security and privacy efforts, please visit <https://www.qualtrics.com/security-statement/>.

What if I want to leave the study?

You have the right to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Q2 By completing this survey you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly and willingly consenting to take part in this study. All of your questions concerning this study have been answered. By selecting "Yes" below, you are confirming that you are 18 years of age or older and are agreeing to participate in this study as described above.

Yes, I consent to participate in this study. (1)

No, I refuse to consent to participate in this study. (2)

Display This Question:

If By completing this survey you are agreeing that you read, or it has been read to you, and you ful... = No, I refuse to consent to participate in this study.

Q3 We appreciate your consideration and interest in this study. Unfortunately, without your consent, you will be unable to move forward as a participant.

Skip To: End of Survey If We appreciate your consideration and interest in this study. Unfortunately, without your consent,...() Is Displayed

End of Block: Consent

Start of Block: Demographics**Q4 Age**

- Under 18 (1)
 - 18 - 20 (2)
 - 20-22 (3)
 - 22-24 (4)
 - 24-26 (5)
 - 26+ (6)
-

Q5 Housing

- I live in university-owned/managed housing. (1)
 - I do NOT live in university-owned/managed housing. (2)
-

Q6 Sexual Identity

In this context, queer is used as an umbrella term to recognize individuals who do not identify as lesbian, gay, or bisexual but also don't identify as heterosexual.

As noted by GLAAD (2016), queer refers to an individual "whose sexual orientation is not exclusively heterosexual (e.g. queer person, queer woman). Typically, for those who identify as queer, the terms lesbian, gay, and bisexual are perceived to be too limiting and/or fraught with cultural connotations they feel don't apply to them"

- Lesbian (1)
 - Gay (2)
 - Bisexual (3)
 - Queer (4)
 - Heterosexual/Straight (5)
-

Q7 Gender

- Male (1)
 - Female (2)
 - Transgender (3)
 - Other (Please Specify) (4) _____
 - Prefer Not to Answer (0)
-

Q8 Race/Ethnicity

- African American/Black (1)
- American Indian/Native American (2)
- Asian/Asian American (3)
- Hawaiian/Pacific Islander (4)
- Hispanic/Latino (5)
- Multi-Racial (6)
- White (7)
- Other (Please Specify) (8) _____
- Prefer Not to Answer (0)

Q9 Academic Classification

- First-Year Student (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Graduate Student (5)

Q10 Semesters in College

- One (1) (1)
- Two (2) (2)
- Three (3) (3)
- Four (4) (4)
- Five (5) (5)
- Six (6) (6)
- Seven (7) (7)
- Eight (8) (8)
- Nine or more (9+) (9)

Q11 Student Characteristics (Check all that apply)

- Full-Time (12+ hours) (1)
- Part-Time (2)
- Domestic Student (3)
- International Student (4)
- Resident Assistant (5)
- Fraternity/Sorority Member (6)
- Student Athlete (7)
- Transfer Student (8)

Display This Question:

If Student Characteristics (Check all that apply) = Transfer Student

Q12 Semesters at Current University

- One (1) (1)
- Two (2) (2)
- Three (3) (3)
- Four (4) (4)
- Five (5) (5)

Six (6) (6)
 Seven (7) (7)
 Eight (8) (8)
 Nine or more (9+) (9)

Display This Question:

If Age = Under 18

Or Housing = I do NOT live in university-owned/managed housing.

Or Sexual Identity In this context, queer is used an umbrella term to recognize individuals who do n... = Heterosexual/Straight

Or Academic Classification = Graduate Student

Q13 We appreciate your consideration and interest in this study. Unfortunately, participants must:

**Be above the age of 18
 Identify as lesbian, gay, bisexual, or queer (LGBQ).**

Again, in this context, queer is used an umbrella term to recognize individuals who do not identify as lesbian, gay, or bisexual but also don't identify as heterosexual.

**Live in university-owned/managed housing
 Be an undergraduate student**

Based on your responses on the previous page, you don't meet at least one of these qualifications and will be unable to move forward as a participant. If you arrived at this page in error, please use the back button below to return to the previous page and adjust your responses.

Skip To: End of Survey If We appreciate your consideration and interest in this study. Unfortunately, participants must: Be...() Is Displayed

End of Block: Demographics

Start of Block: Institutional Information

Q14 Institution State

Q15 Institution Characteristics (Check all that apply)

- Public (1)
 - Private (Non-Profit) (2)
 - Private (For-Profit) (3)
 - 2-Year (4)
 - 4-Year (5)
 - All-Male (6)
 - All-Female (7)
 - Co-Ed (8)
 - Community College (9)
 - Hispanic Serving Institution (10)
 - Historically Black College/University (11)
 - Liberal Arts Institution (12)
 - Native American Serving/Tribal College (13)
 - Religiously Affiliated (14)
 - Small (<2,000) (15)
 - Medium (2,000-4,999) (16)
 - Large (5,000-9,999) (17)
 - Very Large (10,000+) (18)
 - Rural Setting (19)
 - Urban Setting (20)
-

End of Block: Institutional Information

Start of Block: Housing Information

Q16 Semesters in University-Owned/Managed Housing

Note: Please be sure to include the current semester in your answer.

- One (1) (1)
 - Two (2) (2)
 - Three (3) (3)
 - Four (4) (4)
 - Five (5) (5)
 - Six (6) (6)
 - Seven (7) (7)
 - Eight (8) (8)
 - Nine or More (9+) (9)
-

Q17 Does your institution have a residential requirement?

- 1-Year Live-On Requirement (1)
 - 2-Year Live-On Requirement (2)
 - 3-Year Live-On Requirement (3)
 - 4-Year Live-On Requirement (4)
 - No Residential Requirement (5)
-

Q18 Please indicate which housing arrangements you've lived in over the PAST YEAR. (Check all that apply)

- Single-Sex Housing (1)
 - Co-Ed Housing (2)
 - Gender Neutral Housing (3)
 - Living Learning Community (4)
 - Greek Housing (5)
 - Hall Style (6)
 - Semi-Suite Style (Shared Bathroom, No Living Area) (7)
 - Suite Style (Shared Bathroom and Living Area, No Kitchen) (8)
 - Apartment Style (9)
-

Q19 How did you select your housing, and if applicable roommate(s), for the PAST YEAR?

- Assigned to housing and roommate(s) by my college/university (1)
- Assigned to housing by my college/university; self-selected my roommate(s) (2)
- Self-selected my housing and roommate(s) (3)

End of Block: Housing Information**Start of Block: LGBTQ Microaggressions Scale****Q20**

We are interested in your experiences of discrimination over the PAST YEAR (or if you have been a college student for less than 1 year, since you have been a college student) how often have you experienced these incidents, ON-CAMPUS.

Q21 Interpersonal LGBTQ Microaggressions ON-CAMPUS SCALE: Never (1), Very Rarely (2), Rarely (3), Occasionally (4), Frequently (5), Very Frequently (6)

STATEMENTS:

1. Someone said or implied that all LGBTQ people have the same experiences. (1)
2. I was told I should act "less lesbian, gay, bisexual or queer." (2)
3. People said or implied that I was being overly sensitive for thinking I was treated poorly or unfairly because I am LGBTQ. (3)
4. Someone told me they were praying for me because they knew or assumed I am lesbian, gay, bisexual, or queer. (4)
5. People seemed willing to tolerate my LGBTQ identity but were not willing to talk about it. (5)

6. Others thought I would not have kids because they knew or assumed I am lesbian, gay, bisexual, or queer. (6)
7. Someone said they couldn't be homophobic, biphobic, or queerphobic because they have (a) lesbian, gay, bisexual, or queer friend(s). (7)
 8. I was told that being lesbian, gay, bisexual, or queer is "just a phase." (8)
9. Straight people assumed that I would come on to them because they thought or knew I am lesbian, gay, bisexual, or queer. (9)
10. I have heard people say that they were tired of hearing about the "homosexual agenda." (10)
11. Someone said or implied that LGBTQ people engage in unsafe sex because of their sexual orientation. (11)
12. Other people said, "that's just the way it is" when I voiced frustration about homophobia, biphobia, or queerphobia. (12)
13. Someone said or implied that my sexual orientation is a result of some-thing that went "wrong" in my past (e.g., "your mother was too overbearing"). (13)
14. People assumed that I have a lot of sex because of my sexual orientation. (14)
15. Others have said that LGBTQ people should not be around children. (15)

Q22

Environmental LGBTQ Microaggressions - ON-CAMPUS

SCALE: Never (1), Very Rarely (2), Rarely (3), Occasionally (4), Frequently (5), Very Frequently (6)

STATEMENTS:

1. I saw negative messages about LGBTQ people on social media (e.g., Face-book, Twitter) posted by contacts or organizations, or in advertisements. (16)
 2. I heard the phrase, "no homo." (17)
 3. In my residential community it was OK to make jokes about LGBTQ people. (18)
4. I heard someone say "that's so gay" to describe something as negative, stupid, or uncool. (19)
5. I received information about sexual health that was limited to heterosexual sex. (20)

Q23

We are interested in your experiences of discrimination over the PAST YEAR (or if you have been a college student for less than 1 year, since you have been a college student) how often have you experienced these incidents, WITHIN UNIVERSITY-OWNED/MANAGED HOUSING

Q24 Interpersonal LGBTQ Microaggressions - WITHIN UNIVERSITY-OWNED/MANAGED HOUSING

SCALE: Never (1), Very Rarely (2), Rarely (3), Occasionally (4), Frequently (5), Very Frequently (6)

STATEMENTS:

1. Someone said or implied that all LGBTQ people have the same experiences. (1)
2. I was told I should act “less lesbian, gay, bisexual or queer.” (2)
3. People said or implied that I was being overly sensitive for thinking I was treated poorly or unfairly because I am LGBTQ. (3)
4. Someone told me they were praying for me because they knew or assumed I am lesbian, gay, bisexual, or queer. (4)
5. People seemed willing to tolerate my LGBTQ identity but were not willing to talk about it. (5)
6. Others thought I would not have kids because they knew or assumed I am lesbian, gay, bisexual, or queer. (6)
7. Someone said they couldn’t be homophobic, biphobic, or queerphobic because they have (a) lesbian, gay, bisexual, or queer friend(s). (7)
8. I was told that being lesbian, gay, bisexual, or queer is “just a phase.” (8)
9. Straight people assumed that I would come on to them because they thought or knew I am lesbian, gay, bisexual, or queer. (9)
10. I have heard people say that they were tired of hearing about the “homosexual agenda.” (10)
11. Someone said or implied that LGBTQ people engage in unsafe sex because of their sexual orientation. (11)
12. Other people said, “that’s just the way it is” when I voiced frustration about homophobia, biphobia, or queerphobia. (12)
13. Someone said or implied that my sexual orientation is a result of some-thing that went “wrong” in my past (e.g., “your mother was too overbearing”). (13)
14. People assumed that I have a lot of sex because of my sexual orientation. (14)
15. Others have said that LGBTQ people should not be around children. (15)

Q25

Environmental LGBTQ Microaggressions - WITHIN UNIVERSITY-OWNED/MANAGED HOUSING

SCALE: Never (1), Very Rarely (2), Rarely (3), Occasionally (4), Frequently (5), Very Frequently (6)

STATEMENTS:

1. I saw negative messages about LGBTQ people on social media (e.g., Face-book, Twitter) posted by contacts or organizations, or in advertisements. (16)
2. I heard the phrase, “no homo.” (17)
3. In my residential community it was OK to make jokes about LGBTQ people. (18)
4. I heard someone say “that’s so gay” to describe something as negative, stupid, or uncool. (19)
5. I received information about sexual health that was limited to heterosexual sex. (20)

End of Block: LGBTQ Microaggressions Scale**Start of Block: Sense of Belonging**

Q26 Please respond to each statement below as it relates to your role as a student and your sense of belonging to/at your current institution.

Each statement can be responded to on a scale from totally disagree to totally agree.

Q27 Psychological Sense of University Membership

SCALE: Totally Disagree (1) Disagree (2) Neither Disagree or Agree (3) Agree (4) Totally Agree (5)

STATEMENTS:

1. I feel like a real part of my university. (16)
2. People at this university notice when I'm good at something. (17)
3. It is hard for people like me to be accepted at this university. (21)
4. Other students in this university take my opinions seriously. (18)
5. Most faculty members at this university are interested in me. (19)
6. Sometimes I don't feel as if I belong to this university. (20)
7. There's at least one teacher or other adult from the academic or administrative staff of this university I can talk to if I have a problem. (22)
8. People at this university are friendly to me. (23)
9. Faculty members here are not interested in people like me. (24)
10. I am included in lots of activities at this university. (25)
11. I am treated with as much respect as other students. (26)
12. I feel very different from most other students at this university. (27)
13. I can really be myself at this university. (28)
14. The faculty members at this university respect me. (29)
15. People at this university know I can do good work. (30)
16. I wish I were in a different university. (31)
17. I feel proud of belonging to this university. (32)
18. Other students at this university like me the way I am. (33)

End of Block: Sense of Belonging

Start of Block: Measure of Sexual Identity Exploration and Commitment

Q28

Measure of Sexual Identity Exploration and Commitment

Please read the following definitions before completing the survey items:

Sexual needs are defined as an internal, subjective experience of instinct, desire, appetite, biological necessity, impulses, interest, and/or libido with respect to sex.

Sexual values are defined as moral evaluations, judgments and/or standards about what is appropriate, acceptable, desirable, and innate sexual behavior.

Sexual activities are defined as any behavior that a person might engage in relating to or based on sexual attraction, sexual arousal, sexual gratification, or reproduction (e.g., fantasy to holding hands to kissing to sexual intercourse).

Modes of sexual expression are defined as any form of communication (verbal or nonverbal) or direct and indirect signals that a person might use to convey her or his sexuality (e.g., flirting, eye contact, touching, vocal quality, compliments, suggestive body movements or postures).

Sexual orientation is defined as an enduring emotional, romantic, sexual, or affectional attraction to other persons that ranges from exclusive heterosexuality to exclusive homosexuality and includes various forms of bisexuality.

Q29 Please use the following scale to respond to Items 1–22.

SCALE: 1 = Very Uncharacteristic of Me -- 2 -- 3 -- 4 -- 5 --- 6 = Very Characteristic of Me

STATEMENTS:

1. My sexual orientation is clear to me. (1)
2. I went through a period in my life when I was trying to determine my sexual needs. (2)
3. I am actively trying to learn more about my own sexual needs. (3)
4. My sexual values are consistent with all of the other aspects of my sexuality. (4)
5. I am open to experiment with new types of sexual activities in the future. (5)
6. I am actively trying new ways to express myself sexually. (6)
7. My understanding of my sexual needs coincides with my overall sense of sexual self. (7)
8. I went through a period in my life when I was trying different forms of sexual expression. (8)
9. My sexual values will always be open to exploration. (9)
10. I know what my preferences are for expressing myself sexually. (10)
11. I have a clear sense of the types of sexual activities I prefer. (11)
12. I am actively experimenting with sexual activities that are new to me. (12)
13. The ways I express myself sexually are consistent with all of the other aspects of my sexuality. (13)
14. I sometimes feel uncertain about my sexual orientation. (14)
15. I do not know how to express myself sexually. (15)
16. I have never clearly identified what my sexual values are. (16)
17. The sexual activities I prefer are compatible with all of the other aspects of my sexuality. (17)
18. I have never clearly identified what my sexual needs are. (18)
19. I can see myself trying new ways of expressing myself sexually in the future. (19)
20. I have a firm sense of what my sexual needs are. (20)
21. My sexual orientation is not clear to me. (21)
22. My sexual orientation is compatible all of the other aspects of my sexuality. (22)

End of Block: Measure of Sexual Identity Exploration and Commitment

We thank you for your time spent taking this survey. Your responses have been recorded.

The text below can be copied and pasted to refer peers who may meet the following criteria:

- Must be at least 18 years of age,

- Identify as lesbian, gay, bisexual, or queer (LGBQ),
- Live in University-owned/managed housing,
- Be an undergraduate student.

If you have any questions about the study, please contact Zach Blackmon at z_blackm@uncg.edu, or one of his faculty advisors (Dr. Brad Johnson at rbjohnso@uncg.edu, or Dr. Laura Gonzalez at lmgonza2@uncg.edu).

Thank you for your help in sharing this important study!

TO SHARE VIA EMAIL

Hi There -

Participants are being sought for a study exploring LGBTQ students' experiences with microaggressions (e.g. That's so gay!), the impact of those experiences on their sense of belonging at the institution, and the influence of individual sexual identity development on that impact.

I wanted to share this information with you as a potential participant for this study. To take part in this study, you are asked to complete an online survey via Qualtrics. This survey is estimated to take around ten (10) minutes to complete. **To be able to take part in this study, individuals must be an undergraduate student who is at least 18 years of age, identifies as lesbian, gay, bisexual, or queer (LGBQ), and live in university-owned/managed housing.**

You are receiving this email from me as a peer, but please note that your email address and/or name have not been provided to the research team. The survey is made available below via an anonymous link, as personal identifiers are not a part of the study.

Should you wish to participate in the study, you may access the survey and associated consent statement at tinyurl.com/LGBQMAStudy.

If you have any questions about the study, please contact Zach Blackmon at z_blackm@uncg.edu, or one of his faculty advisors (Dr. Brad Johnson at rbjohnso@uncg.edu, or Dr. Laura Gonzalez at lmgonza2@uncg.edu).

Thank you for your consideration of this important study!

TO SHARE VIA SOCIAL MEDIA

Participants are being sought for a study exploring LGBTQ students' experiences with microaggressions (e.g., That's so gay!), the impact of those experiences on their sense of belonging at the institution, and the influence of individual sexual identity development on that impact.

Participants must be an undergraduate student who is at least 18 years of age, identifies as lesbian, gay, bisexual, or queer (LGBQ), and live in university-owned/managed housing.

To access the survey and associated consent statement, visit tinyurl.com/LGBQMAStudy. Consider this important study!

APPENDIX D

PERMISSION TO USE INSTRUMENTS

2/18/2018

UNCG Mail - Request to utilize LGBQ Microaggressions On Campus Scale in dissertation Research



Zach Blackmon <z_blackm@uncg.edu>

Request to utilize LGBQ Microaggressions On Campus Scale in dissertation Research

Michael Woodford <mwoodford@wlu.ca>
 To: Zach Blackmon <z_blackm@uncg.edu>

Mon, Jan 22, 2018 at 6:28 PM

Hi Zach

Thanks for your email. Please feel free to use the scale, which is published in the Journal of Homosexuality; see the Appendix for the scale items.

The scale is scored by calculating the mean for each of the two subscales, with the response scale coded 0 – 5. We use the mean score so the score can be interpreted using the response categories for the 0 - 5 scale.

With respect to items addressing residential environment, no we did not have such items during the scale's development. The scale was designed to assess the prevalence of microaggressions on campus, in general, thus we wanted to include measures applicable to the broad campus context.

As you can see from the scale items, we did not ask participants where the microaggressive incidents occurred.

Would it make sense for your study to ask the microaggression questions twice, with one set addressing experiences in residence and the other set addressing experiences outside of residence? If you were to take that approach, you likely want to review the environmental items to ensure they are appropriate for residence.

If you add items or adapt the scale, would you please let me know. Actually, I would be interested in your findings in the future; your study sounds very interesting.

Finally, I am wondering what measures you are using to assess sense of belonging and sexual identity development? I have a province-wide study in the planning stages that will assess these constructs, thus your measures might be helpful to me and my team. Would you mind sharing them with me?

I look forward to hearing from you.

Best,

Michael

 Michael R. Woodford, MSW, PhD

2/18/2018

UNCG Mail - Request to use MoSIEC in dissertation research



Zach Blackmon <z_blackm@uncg.edu>

Request to use MoSIEC in dissertation research

Navarro, Rachel <rachel.navarro@email.und.edu>
To: Zach Blackmon <z_blackm@uncg.edu>
Cc: Laura Gonzalez <lmgonza2@uncg.edu>

Tue, Feb 6, 2018 at 8:59 PM

Hello Zach,

Thank you for your interest in using the MoSIEC in your dissertation. Attached is the scale and scoring instructions.

Although the factor structure held across different sexual orientation groups, we did find differences in the levels of exploration and sexual orientation identity uncertainty. Thus, I would suggest asking a self-identified sexual identity question.

Please let me know if you have any other questions.

Best, Rachel

Rachel L. Navarro, Ph.D., LP

Associate Dean for Research and Faculty Development, College of Education and Human Development

Associate Professor, Counseling Psychology and Community Services

(701) 777-2635

From: Zach Blackmon <z_blackm@uncg.edu>
Date: Monday, February 5, 2018 at 2:29 PM
To: "Navarro, Rachel" <rachel.navarro@email.und.edu>
Cc: Laura Gonzalez <lmgonza2@uncg.edu>
Subject: Fwd: Request to use MoSIEC in dissertation research

[Quoted text hidden]



Zach Blackmon <z_blackm@uncg.edu>

Request to utilize PSUM in dissertation research

Nese Alkan <nese.alkan@atilim.edu.tr>
Reply-To: nese.alkan@atilim.edu.tr
To: Zach Blackmon <z_blackm@uncg.edu>

Mon, Jan 22, 2018 at 12:57 PM

Dear Zack,

Thank you for your interest in psum. **Please feel free to use the scale.** Good luck with your dissertation.

Best

Nese

On 22/01/2018 20:05, Zach Blackmon wrote:

Hello -

I hope you are doing well! I am writing because I am a doctoral student in the proposal phase of my dissertation. My research is looking at the relationship between microaggressions experienced by LGBQ students, their sexual identity development, and their sense of belonging within their residential and university climate.

As a part of my study, I was hoping to utilize your Psychological Sense of University Membership scale. So I was writing today to request your permission for use and also to request any information on scoring the scale. I see the item at the end of your article in the Journal of Psychology but struggled to understand the scale for the items as well as overall scoring.

Thanks so much and please let me know if you have any additional questions or concerns.

Best -

ZB

-

Zach Blackmon

*Doctoral Student, Teacher Education - Higher Education
Educational Research Methodology Minor | Women's and Gender Studies Certificate*

z_blackm@uncg.edu | 336-414-7671

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Nese Alkan, PhD.
Chair
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APPENDIX E

EMAILS FROM ORGANIZATIONS

3/3/2018

UNCG Mail - Access To Membership List For Research



Zach Blackmon <z_blackm@uncg.edu>

Access To Membership List For Research

Shade, Brad <Brad.Shade@unco.edu>
To: Zach Blackmon <z_blackm@uncg.edu>

Wed, Feb 21, 2018 at 8:52 PM

Zach,

Thanks for your patience, I was out at conference last week and returned Tuesday to bit of a backlog. If you will provide your written approval from ACUHO-I, we would be willing to shoot this out for you. We will not be able to provide access to our directory, so please let us know to whom you would like to have this shared and we will do our best to assist you.

Thanks, Brad

Brad Shade

AIMHO President

University of Northern Colorado

Office: (970) 351-1942



From: Zach Blackmon [mailto:z_blackm@uncg.edu]
Sent: Friday, February 9, 2018 6:21 PM
To: Shade, Brad <Brad.Shade@unco.edu>
Subject: Access To Membership List For Research

3/3/2018

UNCG Mail - Access To Membership List For Research



Zach Blackmon <z_blackm@uncg.edu>

Access To Membership List For Research

Tiffany Gonzales <president@glacuo.org>
To: Zach Blackmon <z_blackm@uncg.edu>

Wed, Feb 14, 2018 at 12:35 PM

Hi Zach,

If you'd like, you can fill out the form below and include information and a link for involvement/participation will be added to State Updates. State Updates are sent out twice per month to all members registered on our website.

https://www.glacuo.org/general/custom.asp?page=Update_Collector

Best,
TG

Tiffany Gonzales
GLACUHO President
Assistant Director | University of Illinois at Chicago
312-355-6508 | tiffany.gonzales@glacuo.org



[Quoted text hidden]

3/3/2018

UNCG Mail - MACUHO membership list- Request for Research



Zach Blackmon <z_blackm@uncg.edu>

MACUHO membership list- Request for Research

Debbie Scheibler <deborah.scheibler@wilkes.edu>
 To: z_blackm@uncg.edu

Tue, Feb 27, 2018 at 7:38 PM

Good Evening Zach,

Apologies for my delay in responding to you. Recently, you have reached out inquiring about obtaining access to the MACUHO membership list in order to perform research for your doctoral studies. Our executive Board appreciates that you would think of our region to conduct research in; however we do not provide direct access to our membership list. Instead, we would be willing to reach out to our membership on your behalf if you are able to provide to us the following:

- **A copy of your IRB and Informed Consent paperwork.**
- **Title of your research.**
- **Text content of the email body you'd like sent out to our membership on your behalf.**
- **Timeline of when you'd like the email blasts (you will get two (2) email blasts) sent out.**

In return we ask that you would, at the conclusion of your research, write an article for our quarterly e-publication, *The MACUHO Magazine* via magazine@macuho.org and share your findings with us.

If this sounds like a fair arrangement to you, please provide the content of the e-mail you'd like sent out to our membership as well as any applicable links for your research/survey.

-Debbie

Debbie Scheibler, M.S.

Director, Office of Residence Life

Pronouns: She, Her(s), Herself

Wilkes University, Office of Residence Life

Passan [Hall 3rd floor](#)

[267 S. Franklin Street](#)

[Wilkes-Barre, PA 18766](#)

Website: <http://wilkes.edu/campus-life/campus-housing/>

Email: deborah.scheibler@wilkes.edu

3/3/2018

UNCG Mail - Zach Blackmon endorsed research proposal-decision



Zach Blackmon <z_blackm@uncg.edu>

Zach Blackmon endorsed research proposal-decision

Virginia Koch <vak0001@auburn.edu>

Tue, Jan 23, 2018 at 8:33 PM

To: Zach Blackmon <z_blackm@uncg.edu>

Cc: "Kollasch, Aurelia [RES H]" <aureliak@iastate.edu>, Katie Sorokas <Katie@acuho-i.org>

Dear Zach,

Thank you for submitting your revised proposal to have your research endorsed. The changes you submitted provided sufficient information to make an easy decision. On behalf of the Research Committee I am pleased to inform you that we have decided to endorse your quantitative study "Microaggressions, Sense of Belonging and LGBTQ Identity." We will appoint a member of the research committee to serve as your liaison. The liaison will stay in contact with you until your timeline is complete and provide any support from the committee that is needed. The liaison will also inform the Research Committee of your progress.

Here are a few of action items for you:

1. Please notify us via email when you receive IRB approval for your study (April, 2018)
2. Since you plan to collect your data in April and May 2018, you will need to work with Katie Sorokas, ACUHO-I's Director of Research Initiatives, to coordinate the assistance you will need in disseminating the survey to ACUHO-I member campuses.
3. When your dissertation is complete, please plan to submit a copy of the ACUHO-I library.

I want to share a comment from one of the reviewers for your consideration: "While the researcher did a good job of outlining the challenges of surveying the intended population, the proposal is lacking in how these challenges may be overcome. More thought needs to be put into how to work with the identified organizations and the points of contact to ensure dissemination of the survey in a more intentional way than is often needed by research projects." I'm sure you are already giving this subject some thought, but please feel free to reach out through your liaison and/or Katie if you need help in this area.

We look forward to supporting your study and your research interest.

Sincerely,

Virginia Koch

Chair, ACUHO-I Research Committee

Virginia A. Koch, Ph.D.

9/23/2018

UNCG Mail - Access To Membership List For Research



Zach Blackmon <z_blackm@uncg.edu>

Access To Membership List For Research

Research and Information Committee <research@seaho.org>

Sun, Mar 4, 2018 at 7:57 PM

To: Zach Blackmon <z_blackm@uncg.edu>

Cc: pastpresident@seaho.org, SEAHO President-Elect <presidenelect@seaho.org>, president@seaho.org, Director of Committees <directorofcommittees@seaho.org>

Hi Zach,

This is something I spoke with Jerry briefly about last year. We have been able to to send out doctoral dissertation requests through the list-serv (you probably sent them :) in the past. We did discuss developing a formal application process for this in my committee and haven't quite finalized that but I think it's okay based on what we've done in the past. It's on the transition report for my new committee chair. Let me know how else I can help!

Falon

On Tue, Feb 27, 2018 at 8:06 PM, Zach Blackmon <z_blackm@uncg.edu> wrote:

Hi Fallon -

Please see the messages below and provide any guidance on an existing research process within SEAHO.

Best -

ZB

----- Forwarded message -----

From: **Myrick, Chandra** <cmyrick1@utk.edu>

Date: Tue, Feb 27, 2018 at 8:03 PM

Subject: RE: Access To Membership List For Research

To: Zach Blackmon <z_blackm@uncg.edu>

Zach,

Thanks for your message. I think it would be good to forward the request to the research and information committee chair and copy the presidential trio group on the request.

I am not clear if there is an existing process for these types of requests, but this would certainly be a good time for us to develop one, especially as we continue to promote research within the organization.

Chandra 🙄

From: Zach Blackmon [mailto:z_blackm@uncg.edu]**Sent:** Tuesday, February 27, 2018 7:41 PM**To:** Myrick, Chandra <cmyrick1@utk.edu>**Subject:** Access To Membership List For Research

9/23/2018

UNCG Mail - Research Access to SACSA Membership List



Zach Blackmon <z_blackm@uncg.edu>

Research Access to SACSA Membership List

Molina, Danielle <dmolina@colled.msstate.edu>

Wed, Mar 21, 2018 at 11:36 AM

To: "Jenkins, Tanisha Leverne" <tjenkins@utk.edu>, Zach Blackmon <z_blackm@uncg.edu>

Cc: Tanisha Jenkins <president@sacsa.org>

Congratulations!

Danielle K. Molina, Ph.D.**Program Coordinator/Assistant Professor of Student Affairs**

Department of Educational Leadership

Allen 250B, Mailstop 9698

Mississippi State, MS 39762

P: 662-325-9324

F: 662-325-0975

DMolina@colled.msstate.edu

www.msstate.edu

From: Jenkins, Tanisha Leverne [mailto:tjenkins@utk.edu]
Sent: Wednesday, March 21, 2018 8:58 AM**To:** Zach Blackmon <z_blackm@uncg.edu>**Cc:** Molina, Danielle <dmolina@colled.msstate.edu>; Tanisha Jenkins <president@sacsa.org>**Subject:** RE: Research Access to SACSA Membership List

Good morning, Zach!

9/23/2018

UNCG Mail - Research Access to SACSA Membership List

SACSA's Executive Council has approved your request. Our Vice President for Marketing and Communications, Kristin Walker, will be providing you with the membership list.

Good Luck!

Tanisha

Tanisha L. Jenkins

Director, Multicultural Student Life

THE UNIVERSITY of TENNESSEE

Frieson Black Cultural Center

1800 Melrose Avenue

Knoxville, TN 37996-4200

Phone: 865-974-6861

Fax: 865-974-0888

<http://multicultural.utk.edu>

tjenkins@utk.edu



From: Molina, Danielle [<mailto:dmolina@colled.msstate.edu>]

Sent: Monday, March 19, 2018 10:50 AM

To: Zach Blackmon <z_blackm@uncg.edu>; Jenkins, Tanisha Leverne <tjenkins@utk.edu>

Subject: RE: Research Access to SACSA Membership List

Zach,

I sent a request for the procedure to the executive board member over my area prior to break and have not yet heard back about the procedure she would like to follow. Tanisha, if you all have a procedure, please let me know.

APPENDIX F

PERMISSION TO REPRINT DIAGRAM

10/27/2018

UNCG Mail - Permission to Reprint Diagram



Zach Blackmon <z_blackm@uncg.edu>

Permission to Reprint Diagram

Sue, Derald <DeraldS@exchange.tc.columbia.edu>
 To: Zach Blackmon <z_blackm@uncg.edu>

Fri, Feb 23, 2018 at 3:13 PM

You have my permission to adapt the diagram.

DWSUE

Derald Wing Sue, Ph.D.
 Professor of Psychology and Education
 Department of Counseling and Clinical Psychology
 Teachers College, Columbia University
 Box 36
 525 W. 120th Street
 New York, New York 10027
 212-678-8165

See the following site for works by Derald Wing Sue

<http://lp.wiley.com/sueshowcase/index.html>

PBS Interview on Race Matters

<https://www.youtube.com/watch?v=mgvjnrx60CE>

Interviews on Racial Dialogues

<http://www.youtube.com/watch?v=Uc7l6sUvaYQ>

<http://www.youtube.com/watch?v=PpaicDSpF6g>

'She perceives her whiteness as something negative'

Author and professor **Derald Sue Wing** discusses the psychological constructs behind Rachel Dolezal's desire to self identify as black. <http://cnn.it/11PtWVh>

[Quoted text hidden]