Campus Climate and Bullying’s Influence on Student Health/Well-Being

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Learning Objectives

• Identify indicators and other tools for assessing climate for GLBT and other historically marginalized student groups on their campuses.
• Creating a framework for identifying bullying on college campuses.
• Develop appropriate educational and conduct approaches to address bullying and related behaviors.
• Provide appropriate resources to support students who may experience bullying and other acts of micro-aggression.

Please click on the link or the play button to view the video. You will only be able to hear the audio through your computer speakers.

http://www.youtube.com/watch?v=Xjkv8toLIOk
Polling Questions

1. Type of institution:
   - public
   - private
   - two year
   - four year
   - community college

2. Size of institution
   - small (under 5000)
   - medium (5001 – 20,000)
   - large (20,001 – above)

3. Do you have an on-campus system for reporting bias-motivated incidents?
   - Yes
   - No
   - Not sure

Polling Questions

4. If you have an on-campus system for reporting bias-motivated incidents, where is it located?
   - Counseling Center
   - Dean of Students Office
   - Office of Res life/Housing
   - Student Conduct
   - Other
   - Not sure
   - We do not have one on our campus.

Polling Questions

5. Is there an individual in your counseling & psychological services office who is knowledgeable of LGBTQ issues/concerns?
   - Yes
   - No
   - Not sure

6. Is there an individual or office on your campus who’s role is to provide services and programs for LGBTQ students?
   - Yes
   - No
   - Not sure

7. Bullying is a significant problem on our campus.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly disagree
   - Not Sure
Polling Questions

8. Your Functional Area on Campus
   – Res. Life/Housing
   – Student Activities
   – Counseling Center
   – Student Activities
   – Student Conduct
   – Other

Campus Climate & Students

1. Pascarella & Terenzini, 1991, 2005

LGBTQQ Campus Climate

1. Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004; Evans & Broido, 2002; Garber, 2002; Malaney, Williams, & Geller, 1997; Rankin, 2003; Waldo, 1998.

1. Perceptions of campus quality of life for people who are LGBTQQ and those who work and study with them.
2. Other studies have documented experiences of harassment and violence.
3. Still others examined the success of and best practices for programs to improve campus climate.
Positive Experiences with Campus Climate

Positive Perceptions of Campus Climate

Persistence & Retention

Success

Positive educational experiences
Positive identity development

Changes in Psychosocial Well-Being During Stages of Gay Identity Development

Halpin & Allen, 2004

5149 participants from all 50 states representing all Carnegie Basic Classifications of Institutions of Higher Education

2384 undergraduate students, 863 graduate students; 458 faculty, 2071 staff; 333 administrators

1335 People of Color

2010 LGBT Campus Report
“Troubling Terminology”

2010 Report Findings
Experiences

- 43% of queer spectrum students hide their sexual identity (43%) and 63% of trans-spectrum students hide their gender identity to avoid intimidation.
- 43% of trans-spectrum students and 13% of queer spectrum students feared for their physical safety due to their sexual/gender identity.
- 25% of queer spectrum students reported experiencing harassment. Sexual identity was the reason for the harassment (83%).
- An even greater percentage of trans-spectrum students reported experiencing harassment (39%) with 87% identifying their gender identity as the basis for the harassment.

Form of Experienced Harassment
= Bullying

- Queer spectrum: Trans-masculine 38%
- Transfeminine: Transgender 36%
- GNC: 43%

"There is general tolerance, but there is still pervasive heteronormativity and expectations for gender conformity."

"I would best describe the environment as 'don't ask don't tell.'"

"I have witnessed examples of both great acceptance and great discrimination."

"There is general tolerance, but there is still pervasive heteronormativity and expectations for gender conformity."

"I am FTM I do not feel safe enough to be out as trans, so I live stealth on campus, which honestly makes me sad because it prevents me from doing as much activism as I would like to."

"Professors have pathologized my experiences as a member of the LGBT community by claiming that participating in activism within the LGBT community is indicative of mental illness."

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2010 Report Findings

Responses to Challenging Climate

43% (Queer spectrum) & 63% (Trans spectrum) concealed their identity to avoid intimidation

One-third of Queer (33%) and Trans (38%) students have seriously considered leaving their institution due to the challenging climate.

13% (Queer spectrum) & 43% (Trans spectrum) feared for their physical safety

40% (Queer spectrum) & 63% (Trans spectrum) considered their experiences as a member of the LGBT community by claiming that participating in activism within the LGBT community is indicative of mental illness.

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Campus Climate & LGBT Retention

Challenging Experiences with Campus Climate + Negative Experiences of Campus Climate = Lack of Success = Decrease in Persistence & Retention

- Negative educational experiences
- Unhealthy identity development
- Decrease in persistence & retention

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Bullying on Campus

- Definitions
- Connection between bullying and bias
- Connection to campus
- Impact of bullying
- Ideas to think about

**BULLYING**

*What is it?*

Repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm. Bullying can be physical, verbal, psychological or any combination of these three.
Harrassment  EXCLUDED
Derogatory Comments
Bullying  Intimidation
Campus  Inclusion
civility  Being ignored

CYBERBULLYING
What is it?
Intentional and repetitive mistreatment perpetrated through the use of technology.
CYBERBULLYING
How is it different?

- Anyone can “bully”
- Causes as much or more distress:
  - Anonymity intensifies cruelty
  - Invisibility lessens empathy
  - Victimization is 24/7
  - Impact is instant, far-reaching

Bullying and Bias

- A WORLD OF DIFFERENCE® Institute-
  A CAMPUS OF DIFFERENCE™
- Bullying and cyberbullying intersect with bias and hate-motivated behaviors
- Motivation for bullying is often bias or is identity-based
- Imbalance of power exists
- Bullying unchecked can contribute to an environment where bias is acceptable
- Precursor to more destructive, hateful behavior

Middle School and High School Behavior

- In-person bullying most prevalent in middle school
- Cyberbullying peaks in high school
- 1 incident of online bullying also reported experiencing at least 1 incident of bullying in school within the past year
- Youth spend an average of 7.5 hours per day with media (11 hours of media content)
Bullying on campus?

Bullying
• Campus climate surveys reflect harassment, intimidation or other bullying-related behaviors
• Workplace bullying: NIOSH found 1/4 of companies reported bullying in the past year

Cyberbullying
• University of New Hampshire study- 10-15% of students reported receiving repeated insulting and harassing electronic messages
• Working to Halt Online Abuse- reports an average of 100 requests a week from people 18+
• Sites which promote cyberbullying behavior among college students
• Reports of faculty and staff being cyberbullied are rising
• If there is bullying, there are bystanders

Impact on target
• Depression
• Isolation and loneliness
• Anxiety
• Poor performance in school
• Health-issues
• Low self-esteem
• Marginalization
• Thoughts of suicide

Real Examples
• Fake Facebook page
  – Allison F., a college student in CT
  – 2 former high school classmates created a fake facebook page
  – “The page had all of my information, from my birthday to schools I attend, also with a fake e-mail address created using my name, with hateful things written as status updates, [and] rude things they had ‘liked’” she said.
  – The perpetrators said they were bored and it was fun
Real Examples

- Resident hall bullying
  - Student in the resident halls being bullied by roommate and others in the hall
  - Had been targeted of name-calling, exclusion, comments on social networking sites, etc.
  - Perceived as “different”
  - Staff struggling with how to handle - do you move the student or the bullies?

Misdirections and Reminders

Misdirection
- Equating bullying with conflict
- Conflict resolution/peer mediation
- Putting burden on target
- Simple, short-term solutions

Reminders
- Promote ally behavior and culture of responsibility
- Equip staff with ability to recognize bullying and support targets
- Campus codes of conduct include bully and cyberbullying

Emerging campus trends and best practices in response to bullying
Legal Considerations

- Title IX signaled a shift toward holding colleges liable for peer-on-peer conduct – that is gender based.
- If there was an injury (physical or psychological) the lawsuit will attempt to establish if there was a “duty” to protect and was the incident “foreseeable”.

State Requirements

- While not specific to bullying, the NYS Ed Law §6436 - Bias Related Crime Notification requires:
  - Each college should inform students about bias related crime prevention measures at orientation.
  - Such programs will be used to disseminate information about:
    - Bias related crime
    - Promote discussion
    - Encourage reporting of incidents
    - Facilitate prevention of such incidents

Campus Motivation

- Bullying is a form of violence.
- Regardless of legal liability, colleges should not ignore bullying.
- Prevention and education fits with the college mission and goal of creating good citizens.
- All may affect academic performance and persistence.
- Parents expect colleges to intervene.
- Negative effects of bullying are widely felt by bystanders – failure to intervene can create guilt.
Prevalence on campuses

- According to Mark Chapell’s 2004 article, *Bullying in College by Students and Teachers*, in the journal Adolescence – 33.4% of the 1,025 undergraduate students witnessed a student bully another student in college once or twice, 24.7% reported seeing bullying occasionally and 2.8% reported seeing bullying very frequently.
- Campus student conduct officers are reporting an increase of bullying incidents.

- College students were more likely to bully if they had been bullied in Elementary or High School.
- Gender is not a difference in college bullying.
  - Males tend to be more physical
  - Females tend to be social

Bullying Plan

- Response should be multifaceted
  - Prevention
  - Policy
  - Reporting
  - Education and Programming
  - Intervention
  - Support
  - Enforcement
Prevention

- Efforts must be campus wide – both systems oriented and individual oriented – and reflect campus values.
- Design programs based on a thorough needs assessment using objective data.
- Establish a set of measurable goals and objectives linked to identified needs.
- Implement prevention activities that research or evaluation have shown to be effective in preventing bullying and violent behavior.
- Use evaluation results to refine, improve, and strengthen the program and refine goals and objectives as appropriate.

Policy

- Definition of bullying for the code of conduct can be broad – and sanctions can be specific for groups and/or individuals.
- Often times a campus code of conduct will not use the term “bullying”, but define behavior as harassment or intimidation.
- Make sure policy includes cyber-bullying – the modern means of communication provides a readily available venue for students to bully.

Reporting

- Multiple means of communication
  - Anonymous as an option
  - Web based
  - “hot line” to campus police
  - Identified personnel to receive reports
  - Promote by-stander reporting
Response

• Give students the opportunity to file judicial charges
  – Decide on the appropriate type of hearing
  – Appropriate consequences
    • Educational
    • Meaningful
    • Beneficial

Questions?

Resources

http://www.campuspride.org/research/
Take a Stand Against Bullying
http://regions.adl.org/action-center/issues/take-a-stand-against-bullying.html

Bullied: A Student, a School and a Case That Made History
Video/teaching tool available for free at http://www.tolerance.org/bullied

http://www.thetrevorproject.org/

http://www.campuspride.org/

http://www.nyacyouth.org/

http://www.lgbtcampus.org/
Campus Climate for LGBTIQ Students
Potential Best Practices

- Develop Inclusive Policies
- Demonstrate Institutional Commitment
- Integrate LGBTIQ Issues and Concerns in Curricular and Co-Curricular Education
- Respond Appropriately to Anti-LGBTIQ Incidents/Bias
- Considerations for On-Campus Housing
- Offer Comprehensive Counseling & Healthcare
- Improve Access & Retention Efforts


A WORLD OF DIFFERENCE® Institute resources:

- www.adl.org/combatbullying
- www.adl.org/cyberbullying

A CAMPUS OF DIFFERENCE™

www.cyberbullying.us

http://stopbullyingnow.hrsa.gov/kids
Developing proactive and reactive programming

- Examples of Programming
  - “Don’t Call Me ________”
  - Hall meetings
  - Orientation speakers
  - Bulletin boards
  - Peer Educator promotions
  - Develop your own “YouTube” clip

Bias Response Team

- Mission
  - “The Bias Response Team serves as a collaborative and proactive committee providing appropriate educational and reflective responses to incidents of bias at Alfred University. The Bias Response Team works to remediate prejudicial influences in order to encourage a campus of inclusivity that welcomes the perspectives, voices and gifts of all community members.”

- Composition
- Scope of Authority

Reporting to the Bias Response Team

“Please submit a report through AU Report It by clicking here. AU Report It may be used to report a variety of campus concerns, but those reports that deal specifically with incidents of bias, discrimination and issues with campus climate will be reviewed by the Bias Response Team. If you have questions or concerns about filling out the report, please contact the Dean of Students at 607-871-2132 or by email at pollard@alfred.edu.”
References


References


• Chapell, Mark and et al. (2006). Bullying in Elementary, High School and College, *Adolescence*, 41, 633-34


References

• National Institute of Occupational Safety and Health (NIOSH)


• Caleb Daniloff, “Cyberbullying Goes to College: Online harassment can turn campus life into a virtual hell,” (BU Today, April 22, 2009), [http://www.bu.edu/today/node/8732](http://www.bu.edu/today/node/8732)

• [http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html)
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