The Academic Colloquium

Emerging Research on Queer-Spectrum and Trans-Spectrum Students in Higher Education
WELCOME TO

The Academic Colloquium

Exploring the latest research on queer-spectrum and trans-spectrum student populations across higher education.

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As of 2015, less than 15% of American colleges and universities provided dedicated staff and operational support to address the unique needs of queer-spectrum and trans-spectrum populations. In the context of institutional research, survey instruments measuring student experience have historically omitted demographic variables measuring sexual orientation and gender identity. In an increasingly data-driven culture, these omissions have rendered queer-spectrum and trans-spectrum students invisible to university decision-makers and program planners. Quantitative scholarship addressing sexual orientation and gender identity in higher education is consistently under-represented among higher education journals. A study of quantitative research articles published among all tier-one higher education journals from 2010–2012 found that only 1.88% addressed sexual identity and 0.54% addressed gender identity. Conversely, while qualitative studies provide deep insight into the experiences of queer-spectrum and trans-spectrum students, their findings offer limited generalizability and present a significant obstacle to demonstrating the need for increased support of queer-spectrum and trans-spectrum students. This landscape is at the precipice of a major shift, as leading higher education research centers increasingly incorporate sexual orientation and gender identity demographic variables to their respective instruments.

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1 Dedicated staff defined as either one graduate assistant fully dedicated to service of queer-spectrum and trans-spectrum student support or one professional staff whose job duties are at least 50% dedicated to queer-spectrum and trans-spectrum student support (The Consortium of Higher Education LGBT Resource Professionals).

2 The terms queer-spectrum and trans-spectrum describe identities that depart from heterosexual and cisgender identities respectively, while honoring that sexual and gender identities are fluid and do not always align with socially constructed, fixed categories commonly conveyed by terms such as “LGBT.”

3 Taken from a report by the Consortium of Higher Education LGBT Resource Professionals.


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Year Sexual Orientation and Gender Identity Variables were Included in National Surveys

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<thead>
<tr>
<th>Survey Instrument</th>
<th>Year Sexual Identity</th>
<th>Year Gender Identity</th>
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<tbody>
<tr>
<td>CIRP Your First College Year Survey (2000)</td>
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<tr>
<td>ACHA National College Health Assessment (2000)</td>
<td>2008*</td>
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1 Year estimates are based on the last year in which the variable was included. 2 From 1966–2004, the variable was not collected. 3 From 2000–2007, sexual orientation and gender identity were ineffectively collapsed into a single question, “Which of the following best describes you? Heterosexual, Gay/Lesbian, Bisexual, Transgendered, Other.” 4 In 2008, the ACHA revised the survey with two distinct questions.
IMPORTANT INFORMATION

To connect to wifi, just connect to “RUWireless”. You will be prompted verify that you are a guest and agree to Terms of Service to gain access.

A single-use restroom is located on the 3rd floor of this building. Female/Male restrooms are located just outside of the MPR in the Main Lounge.

We encourage attendees to post/tweet throughout the day! Please use the hashtag #TCCColloquium2017 and follow the TCC on Facebook or @RU_ClementiCtr on Twitter and Instagram!

Workshops will be held on the 1st and 4th floors of this building. Please see the floor map to locate your workshop location.

Stairs to each floor are located adjacent to the elevator. The elevator on each floor is denoted on the floor map with a ★

Are you inspired by today’s presentations? Would you like to share your thoughts on this Colloquium? On Queer-Spectrum and Trans-Spectrum student experience? We will be doing video interviews during lunch and the reception if you’d like to participate!
SCHEDULE OF EVENTS

8:00 - 9:30
Registration & Continental Breakfast

9:30 - 10:00
Welcome & Opening Remarks

SPEAKERS
Jane Clementi
Founder, Tyler Clementi Foundation
Dr. Ben Sifuentes-Jauregui
Vice Chancellor of Undergraduate Academic Affairs, Rutgers University
Dr. Karen Stubaus
Executive Vice Chancellor for Administration, Rutgers University

SESSION 1
10:00 - 11:30
The Power of Language
Uncovering the challenges and complexities of demographic data.

MODERATOR
Dr. Jason Garvey
Assistant Professor, Department of Leadership and Developmental Sciences, University of Vermont

SPEAKERS
Dr. Allison BrckaLorenz
Center for Postsecondary Research, NSSE Research Analyst and FSSE Project Associate, Indiana University- Bloomington
Dr. Mary Hoban
Chief Research Officer, American College Health Association
Dr. Susan Rankin
Principal and Chief Executive Officer, Rankin & Associates Consulting
Dr. Ellen Stolzenberg
Assistant Director, Cooperative Institutional Research Program, Higher Education Research Institute, The University of California, Los Angeles

SESSION 2
12:00 - 1:00
Meta-Analysis of Campus Climate for Queer-Spectrum and Trans-Spectrum Students
Presenting a revolutionary project informed by four leading research centers that measure the student experience across higher education.

MODERATOR
Maren Greathouse
Director, Tyler Clementi Center
Rutgers, The State University of New Jersey

SPEAKERS
Dr. Allison BrckaLorenz
Center for Postsecondary Research, NSSE Research Analyst and FSSE Project Associate, Indiana University- Bloomington
Dr. Mary Hoban
Chief Research Officer, American College Health Association
Dr. Ronald Huesman
Managing Director, SERU-AAU Consortium Center for Studies in Higher Education, University of California-Berkeley & Office of Institutional Research, University of Minnesota-Twin Cities
Dr. Susan Rankin
Principal and Chief Executive Officer, Rankin & Associates Consulting
Dr. Ellen Stolzenberg
Assistant Director, Cooperative Institutional Research Program, Higher Education Research Institute, The University of California, Los Angeles

1:00 - 2:15
Breakout Sessions for Q/A
Individual breakout sessions for discussion on:
National Survey of Student Engagement (Room 109)
ACHA-National College Health Assessment (411A)
Student Experience at the Research University Survey (411B)
Cooperative Institutional Research Program Surveys (411C)
Rankin & Associates Consulting Climate Studies (MPR)

11:30 - 12:00
Lunch
SCHEDULE OF EVENTS

2:00-2:15  Break

SESSION 3  
2:15-3:45  Emerging Issues in Research, Policy & Practice
Leading scholars present their unique aspects of a new generation of research.

MODERATOR
Zaneta Rago
Director, Center for Social Justice Education & LGBT Communities
Rutgers, The State University of New Jersey

SPEAKERS
Dr. Jason Garvey
Assistant Professor, Department of Leadership and Developmental Sciences,
University of Vermont

Dr. Steve Mobley
Assistant Professor, Department of Educational Leadership, Policy, and Technology Studies, University of Alabama

Dr. Erich Pitcher
Associate Director of Research and Communication, Diversity & Cultural Engagement
Oregon State University

Dr. Joshua Wolff
Assistant Professor, Clinical Psychology Doctoral Program
Adler University

Chris Woods
Associate Director of Multicultural Affairs and LGBTQ Outreach, Columbia University
Executive Board, The Consortium of Higher Education LGBT Resource Professionals

3:45-4:30  Colloquium Reception
Main Lounge (College Avenue Student Center)

Panel Descriptions

Presenting unprecedented insight into the experiences of queer-spectrum and trans-spectrum students.
Uncovering the challenges and complexities of demographic data.

Capturing demographic data on queer-spectrum and trans-spectrum students is fraught with myriad challenges and complexities, complicated by diverse and ever-evolving notions about sexuality and gender. The language with which these measures are constructed must effectively elicit the desired information, while navigating familiarity with terminology, social stigma, and the politics of language across queer-spectrum and trans-spectrum communities. These measures must also contend with issues of privacy, confidentiality, relevance, and a study’s primary audience. Leading scholars will discuss the unique challenges they have encountered and strategies for effective practice.

**Session 1:**
The Power of Language

Presenting a revolutionary project informed by four leading research centers that measure the student experience across higher education.

National and local survey instruments used to measure student experiences struggle with the parameters to operationalize sexual orientation and gender identity. In recent years, key national research institutes have initiated the incorporation of these variables into their respective instruments, providing unprecedented data on the experiences of queer-spectrum and trans-spectrum students across higher education. The marquis project presented at this Academic Colloquium will be a meta-analysis of data collected by four leading research centers measuring student experience across higher education: the National Survey of Student Engagement (Center for Postsecondary Research, Indiana University Bloomington), the CIRP Freshman Survey/Your First College Year Survey/Diverse Learning Environments Survey/College Senior Survey/Cooperative Institutional Research Program, University of California-Los Angeles), The Student Experience at the Research University Survey (SERU-AAU Consortium, University of Minnesota-Twin Cities and the University of California-Berkeley), the ACHA National College Health Assessment (American College Health Association), and over 190 institutional climate assessments (Rankin & Associates). Representing findings across American higher education, scholars from each of the aforementioned research centers will present findings that address campus climate indicators, health outcomes, and academic outcomes for queer-spectrum and trans-spectrum student populations. Following this presentation, audience members will be invited for one-on-one conversations with panelists.

**PRESENTERS**
Dr. Susan Rankin (Rankin & Associates Consulting), Dr. Ronald Huesman (SERU-AAU Consortium, University of Minnesota-Twin Cities), Dr. Allison BrckaLorenz (Center for Postsecondary Research, Indiana University Bloomington), Dr. Ellen Stolzenberg (Cooperative Institutional Research Program, University of California-Los Angeles) and Dr. Mary Hoban (American College Health Association).

**Session 2:**
Meta-Analysis of Campus Climate for Queer-Spectrum and Trans-Spectrum Students

**PRESENTERS**
Dr. Susan Rankin (Rankin & Associates Consulting), Dr. Ronald Huesman (SERU-AAU Consortium, University of Minnesota-Twin Cities), Dr. Allison BrckaLorenz (Center for Postsecondary Research, Indiana University Bloomington), Dr. Ellen Stolzenberg (Cooperative Institutional Research Program, University of California-Los Angeles) and Dr. Mary Hoban (American College Health Association).
A new generation of scholars and practitioners are redefining the way that higher education addresses scholarship and practice related to queer-spectrum and trans-spectrum students.

Panelists will address deficits among research and practice, offering a critical analysis of research instruments and measures, the influence of personal identities on scholarship and practice, the elements of the academic culture/climate that mitigate and marginalize this work, the absence of representative narratives in existing scholarship, and the challenges that arise in translating research to effective policy and practice. Panelists will explore challenges in multiple institutional settings, including 2-year and 4-year public/private institutions, Historically Black Colleges & Universities (HBCUs) and faith-based institutions.

**PRESENTERS**
Dr. Jason Garvey (University of Vermont), Dr. Steve Mobley (University of Alabama), Dr. Erich Pitcher (Oregon State University), Dr. Joshua Wolff (Adler University) and Chris Woods, M.A. (The Consortium of Higher Education LGBT Resource Professionals)

**Session 3:**
Emerging Issues in Policy, Practice & Research

**Campus Climate**

- Queer-spectrum freshmen felt more unsafe (37.9%) after their first year on campus than heterosexual peers (21.6%).
- Queer-spectrum seniors (31.2%) more frequently felt discriminated against at their institution because of their race/ethnicity, gender, sexual orientation, disability status, or religious affiliation than their heterosexual peers (12.9%).
- Only 34.1% of queer-spectrum students reported being satisfied or very satisfied with their institution’s administrative response to instances of discrimination, compared to 46.4% of heterosexual peers.
- Trans-spectrum freshmen (53.0%) more frequently felt discriminated against at their institution because of their race/ethnicity, gender, sexual orientation, disability status, or religious affiliation than their non-transgender peers (14.4%).
- Only 31.1% of trans-spectrum students reported being satisfied or very satisfied with their institution’s administrative response to instances of discrimination, compared to 44.9% of non-transgender peers.

- Nearly one-quarter of queer-spectrum students reported being verbally threatened (23.4%) within the last 12 months, compared to 15.2% of heterosexual peers.
- Queer-spectrum students (52.2%) were more likely to report that they had difficulty getting along with their roommate than heterosexual peers (44.2%).
- Queer-spectrum students were slightly more likely (28.6%) to take a break of at least one term because they did not feel that they “fit in” at their college than heterosexual peers (23.5%).
- Trans-spectrum students (58.3%) were more likely to report that they had difficulty getting along with their roommate than non-transgender peers (45.0%).
- Trans-spectrum students were significantly more likely (52.6%) to take a break of at least one term because they did not feel that they “fit in” at their college than non-transgender peers (23.5%).

1. ACHA-National College Health Assessment (2018). 157 institutions, total n=43,781. Queer Spectrum n=1,835 (12.9%), Trans Spectrum n=2,042 (14.1%)
2. National Survey of Student Engagement (2017). 617 institutions, total n=397,233. Queer Spectrum n=36,806 (9.3%), Trans Spectrum n=42,879 (11.4%)
3. Student Experience at the Research Universities- AAI (2016). 18 institutions, total n=47,084. Queer Spectrum n=3,970 (11.3%), Trans Spectrum n=1,526 (1.7%)
4. The Freshman Survey, CRP (2013). 25 institutions, total n=20,033. Queer Spectrum n=1,397 (6.5%), Trans Spectrum n=720 (3.6%)
5. Your First College Year, CRP (2014). 54 institutions, total n=15,529. Queer Spectrum n=2,047 (13.1%), Trans Spectrum n=157 (1.0%)
6. Your First College Year, CRP (2013). 90 institutions, total n=17,871. Queer Spectrum n=3,184 (18%), Trans Spectrum n=272 (1.6%)
7. College Senior Survey, CRP (2016). 79 Institutions, total n=22,390. Queer Spectrum n=4,940 (22.3%), Trans Spectrum n=84 (0.4%)
### Academic Outcomes

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<th>Non-Transgender</th>
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<tr>
<td>GPA</td>
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<td>AAU Schools</td>
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<tr>
<td>Queer-Spectrum</td>
<td>3.37</td>
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1 of 3 queer-spectrum students (30.4%) said that depression impacted their academic performance.

49.9% of queer-spectrum students turned in course assignments late either occasionally or frequently during their freshman year, compared to 37.1% of their non-queer peers.

28.1% of queer-spectrum students have considered dropping out of college.

### Health Outcomes

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<tr>
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1 of 3 queer-spectrum students (32.1%) said that depression impacted their academic performance.

62.3% of queer-spectrum students turned in course assignments late either occasionally or frequently during their freshman year, compared to 38.5% of their non-queer peers.

39.9% of queer-spectrum students have considered dropping out of college and 34.5% of seniors report taking one or more college courses, compared to 18.7% and 16.5% of non-queer peers, respectively.

#### REPORTED MAJORS (%)

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<td>Business</td>
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1 ACHA National College Health Assessment (2016): 137 institutions, total n=95,763, Queer-Spectrum n=1,925 (12.3%), Trans-Spectrum n=2,942 (5.1%)
2 National Survey of Student Engagement (2017) 657 institutions, total n=97,233, Queer-Spectrum n=5,806 (6.0%), Trans-Spectrum n=6,879 (1.7%)
3 Student Experience at the Research Universities - AAU (2016) 18 institutions, total n=97,584, Queer-Spectrum n=8,879 (11.3%), Trans-Spectrum n=1,229 (1.7%)
4 The Freshman Survey, CRB (2015) 255 institutions, total n=200,533, Queer-Spectrum n=13,197 (6.6%), Trans-Spectrum n=1,164 (0.6%)
5 The Queer Learning Environments Survey, CRB (2016) 30 institutions, total n=53,115, Queer-Spectrum n=2,184 (4.3%), Trans-Spectrum n=272 (0.6%)
6 College Senior Survey, CRB (2016) 79 institutions, total n=22,700, Queer-Spectrum n=1,940 (8.5%), Trans-Spectrum n=94 (0.4%)

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Presenters

Allison BrckaLorenz, Ph.D.

Allison BrckaLorenz, Ph.D. is the project manager for the Faculty Survey of Student Engagement and a research analyst for the National Survey of Student Engagement. In her work at the Center for Postsecondary Research, she helps people use data to make improvements on their campuses, uses data to highlight the experiences of traditionally marginalized subpopulations, and provides professional development opportunities and mentoring to graduate students. Her research interests focus on the teaching and learning of college students and the accompanying issues faced by faculty, and the experiences of small and understudied populations with an emphasis on the engagement of queer and gender variant students.

Jason C. Garvey, Ph.D.

Jason C. Garvey, Ph.D. is an Assistant Professor of Higher Education and Student Affairs in the Department of Leadership and Developmental Sciences at the University of Vermont. His research examines student affairs and college classroom contexts with focus on assessing and quantifying student experiences across social identities, with particular attention to people with marginalized sexual and gender identities. His recent publications appear in the Journal of College Student Development, The Journal of Higher Education, Research in Higher Education, the Journal of Student Affairs Research and Practice, and the Journal of Diversity in Higher Education. Dr. Garvey has taught graduate courses in student development theory I and II, student affairs administration, college students and environments, counseling and helping skills, assessment and evaluation, and research methods, among others. Prior to his faculty appointment, Dr. Garvey worked in student services across a variety of functional areas, including academic advising, LGBTQ student involvement and advocacy, undergraduate research, and student affairs assessment. He is a 2016 recipient of the Association-Wide Coalition Advocate Award, and is a 2017 Emerging Scholar, both with ACPA: College Student Educators International.
Maren Greathouse

Maren Greathouse serves as Director of the Tyler Clementi Center. She oversees all strategic planning, research efforts, academic initiatives, external partnerships and operations. Prior to assuming this role, Maren founded and served as the inaugural Director of the LGBTQ and Diversity Resource Center at Rutgers University–Newark, Director of LGBT Student Development at Towson University and Student Support Specialist at the LGBT Campus Center at University of Wisconsin-Madison. Maren graduated from St. Cloud State University with a Masters of Science degree in Social Responsibility, a program grounded in the study of social identity politics, structural oppression, and the social responsibility of individuals, organizations, governments and the private sector. Maren is currently pursuing a terminal degree in Higher Education Leadership with the Rutgers Graduate School of Education. Her research interests include equity and diversity, student affairs praxis and class dynamics in higher education.

Ronald Huesman Jr., Ph.D.

Ronald L. Huesman, Jr., Ph.D. is the Managing Director of the Student Experience in the Research University-Association of American Universities Consortium (SERU-AAU). SERU-AAU is an academic and policy research partnership between the Center for Studies in Higher Education at the University of California – Berkeley and the University of Minnesota. The SERU-AAU consortium is a group of leading research extensive universities in the United States made up of researchers and scholars who collaborate to generate institutional, comparative, and longitudinal data on the student experience in the research university. In his role as the SERU-AAU Managing Director Ron has broad responsibilities for overall project and budget management of the consortium, leads SERU-AAU survey content and design, develops psychometric research and reports, and supports and maintains SERU-AAU policies and procedures. Ron is currently the Director of Institutional Assessment at the University of Minnesota. In that capacity he works collaboratively with many diverse units (e.g. Student and Academic Affairs) to design research studies, collect data, provide analysis, and report results to inform assessment efforts, policy development, and decision-making. He also works closely with other institutions to develop comparable data for benchmarking purposes.

Steve D. Mobley, Jr., Ph.D.

Steve D. Mobley, Jr., Ph.D. is an assistant professor of Higher Education in the Department of Educational Leadership, Policy, and Technology Studies at the University of Alabama. Dr. Mobley’s research highlights the understudied facets of historically Black college (HBCU) communities and underscores topics surrounding race, social class, and student sexuality. He also explores how low-income and first generation students access and persist within higher education environments and how African American collegians experience post-secondary contexts. His scholarly work has also garnered national attention as he is the recipient of three national dissertation awards. His dissertation, Difference Amongst Your Own: The Lived Experiences of Low-Income African-American Students and Their Encounters with Class within Elite Historically Black College (HBCU) Environments has received recognition from the American Association of Blacks in Higher Education (AABHE), the National Association of Diversity Officers in Higher Education (NADOHE) and the Southern Association for College Student Affairs (SACSA) respectively. Dr. Mobley, Jr. is a proud native of Washington, DC and has dedicated his life to enhancing the post-secondary educational experiences of underrepresented students.
Erich N. Pitcher, Ph.D.

Erich N. Pitcher, Ph.D. serves as the Associate Director of Research and Communication with Diversity & Cultural Engagement at Oregon State University. In this Erich leads various research, assessment, and communication efforts to support the unit’s mission. Erich’s scholarship uses critical organizational perspectives to understand equity, diversity, and inclusion within higher education. Well-versed in LGBTQ+ issues and processes of racialization, they use critical perspectives to engage in qualitative, quantitative, and mixed methods inquiries to advance social justice. He serves on the Editorial Board of the American Education Research Journal, NASPA Journal of Women in Higher Education and the Journal of Critical Studies in Higher Education and Student Affairs. Dr. Pitcher’s work can be found in Qualitative Studies in Education, Educational Studies and Journal of Diversity in Higher Education. Erich’s forthcoming book with Peter Lang, focuses on the lived experiences of trans* academics. Having worked at three different institutions in areas such as service learning, student success, LGBTQ+ student services, and diversity and inclusion, Erich brings a wealth of experience to this current role. Erich has a passion for working with students and theorizing everything, perhaps to a fault. On a more personal note, they are a devout foodie, novice gardener, home improvement specialist, and partner and pet-parent.

Susan Rankin, Ph.D.

Susan Rankin, Ph.D. is the principal investigator for Rankin & Associates. She retired from the Pennsylvania State University in 2013 where she most recently served as an Associate Professor of Education and Senior Associate Research in the Center for the Study of Higher Education, and served as Head Coach for Women’s Softball at Penn State from 1979–1996. Dr. Rankin has presented and published widely on the intersections of identities and the impact of sexism, genderism, racism and heterosexism in the academy and in intercollegiate athletics. Her most recent publications include the 2010 State of Higher Education for LGBT People, The Lives of Transgender People, the 2011 NCAA Student-Athlete Climate Study, and the 2016 United States Transgender Survey. Dr. Rankin has collaborated with over 170 institutions/organizations in implementing climate assessments and developing strategic initiatives. She is the recipient of the ACDA 2008 Voice of Inclusion Medallion and 2015 Diamond Honoree recognizing her outstanding and sustained contributions to higher education and student affairs.

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Zaneta Rago-Craft

Zaneta Rago-Craft is the Director at the Rutgers University Center for Social Justice Education & LGBT Communities and current doctoral student at the Rutgers Graduate School of Education. She holds an MA in Higher Education and Student Affairs from New York University. She also graduated in 2010 from the Ramapo College of New Jersey with a BA in History and Women and Gender Studies. While at Ramapo College, she discovered her passion for student affairs while working as a Program Coordinator and Peer Services Coordinator at the campus’ Women’s Center. She transitioned to NYU immediately after graduating where she served as the Graduate Assistant for the NYU LGBTQ Student Center. While at her two former institutions, Zaneta coordinated and led Safe Zone trainings, peer education initiatives, and general LGBTQ+ diversity programming. Zaneta has a passion for infusing social justice education into her student affairs work. In the summer of 2011, Zaneta studied abroad in South Africa, where she conducted an ethnographic study and created a short documentary on the experiences of LGBTQ South African youth.

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Through research and scholarship, guidance for promising practices and applied tools/interventions, the Tyler Clementi Center (TCC) assists campus professionals in fostering an affirming and responsive institutional climate for all students attending higher education.
The Tyler Clementi Center at Rutgers University studies the impact of bias, peer aggression and campus climate on marginalized student populations across higher education, providing educational tools and interventions that prepare university professionals to foster an environment of equity and inclusion at their institution.

OUR MISSION

RESEARCH
ANNUAL ACADEMIC COLLOQUIUM
A bi-annual event exploring a trending topic in the area of bias, peer aggression and campus climate within higher education.

ON-GOING STUDIES
Various studies and partnerships with scholars across the US on research relevant to our mission.

RESEARCH FINDINGS
Downloadable executive summaries and infographics for research projects.

EDUCATION
LUNCH AND LEARN
Faculty and staff workshops discussing various aspects of diversity, inclusion and equity to increase awareness of issues facing our students.

TYLER CLEMENTI CENTER BLOG
A weekly blog that includes scholarly essays/editorials addressing issues of bias, peer aggression and campus climate. (Coming Soon)

PRACTICE
INSTRUCTIONAL TOOLKITS
Lesson plans discussion guides, educational videos, suggested reading, and learning assessments. (Coming Soon)

PROMISING PRACTICES
Program/event ideas, training curriculum, learning assessments and educational campaigns. (Coming Soon)

CAMPUS CLIMATE
Inventory of climate instruments, repository of case studies, and institutional assessment tools. (Coming Soon)

SPECIAL THANKS

The Tyler Clementi Center extends a special thank you to our partners and colleagues who made this event possible.

Dr. Stubaus and Dr. Sifuentes-Jauregui for joining us today and for providing invaluable support to the Tyler Clementi Center throughout the planning of this event.

Our moderators, Dr. Jason Garvey and Zaneta Rago-Craft, for lending us their expertise for today’s event.

Mark Schuster, Dean of Graduate Student Life and the Graduate Student Association for sponsoring the student dinner with panelists.

The departments who sponsored attendees and assisted us in promoting this project, including the Rutgers Institute for Women’s Leadership, the Institution for Research on Women, the Division of Student Affairs, the Association for Institutional Research, the Center for Postsecondary Research at Indiana University Bloomington, the Cooperative Institutional Research Program at UCLA, the SERU-AAU Consortium via Ron Huesman at University of Minnesota and the American College Health Association.

The Tyler Clementi Center Advisory Board, for their guidance and support throughout the last year.

Deb Andriano and Pete Troost from Rutgers iTV & Pat Bongiovi, Mark Sharp and the College Avenue Student Center staff for their tremendous support through the planning of this event.

A very special thanks to the team in Undergraduate Academic Affairs for their support up to and at this event!
What’s Next?

Be on the lookout this Spring for White Papers on the findings we presented today!