

Joseph Van Matre
University of California, Office of the President
joseph.vanmatre@ucop.edu

Agenda

- Introduction and disclaimers
- Definitions and level setting
- Collecting SOGI data for Education
- Review of “best practices” documents
- ApplyUC case study
- Conclusions

The findings, conclusions and opinions in this presentation are those of the author and do not necessarily represent the views or policy of The Regents of University of California nor the UC Office of the President.

Ask good questions badly.

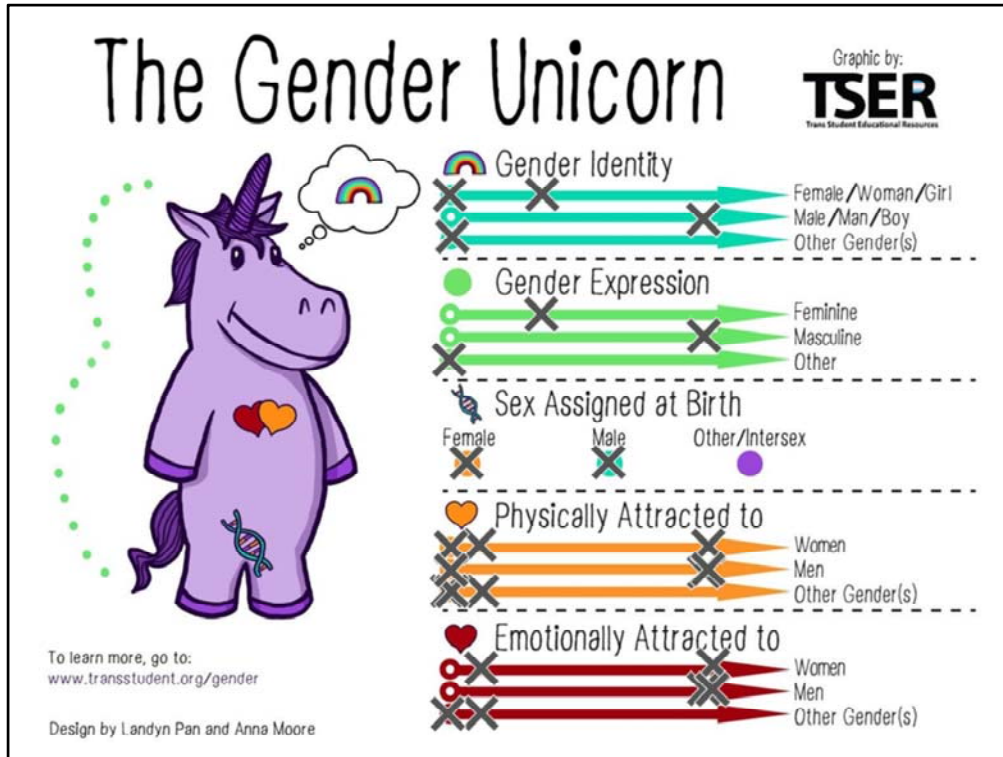
People are complicated. Gender and sexuality are complicated. The language around gender and sexuality is changing.

I often notice when I give presentations around gender and sexuality, especially in groups that skew heterosexual and cisgender, that the room can be very quiet. People will often won't ask a question because they think they won't use the right words and that they will hurt feelings.

We are all here today to learn. I don't think anyone is in this room because they are looking to be offensive or hurtful. So my ask is that we all extend a little bit of grace to each other and offer the benefit of the doubt. If you have a question, but you aren't sure exactly what the right words are, ask your good question badly, and if we need to explore new language or challenge assumptions, that's another opportunity for us to learn.



Be kind!



Disclaimer: I'm mainly focusing on western/European conceptions of gender identity and sexual orientation. Other cultures have norms and gender roles that don't fit neatly into the terms and labels presented here.

Sexual orientation and gender identity are not one thing: they are constructed from a variety of interrelated identities.

Sexual orientation: attraction (physical/emotional-romantic), behavior, identification

Gender identity: Sex or gender assigned at birth, identity, gender(ed) expression

Gender identity

Gender expression (mention pronouns)

Sex assigned at birth (discuss intersex identities)

Sexual Orientation

Physical/Emotional Attraction

Identity(s)

Behavior (give example of MSM/WSW; generally not of interest for educational contexts)

NB: These can all move independently.

Combination of different characteristics:

My personal mapping

Trans or transgender- umbrella of identities (mention agender/bigender/twospirit)

Heterosexual

Gay/Lesbian/Homosexual

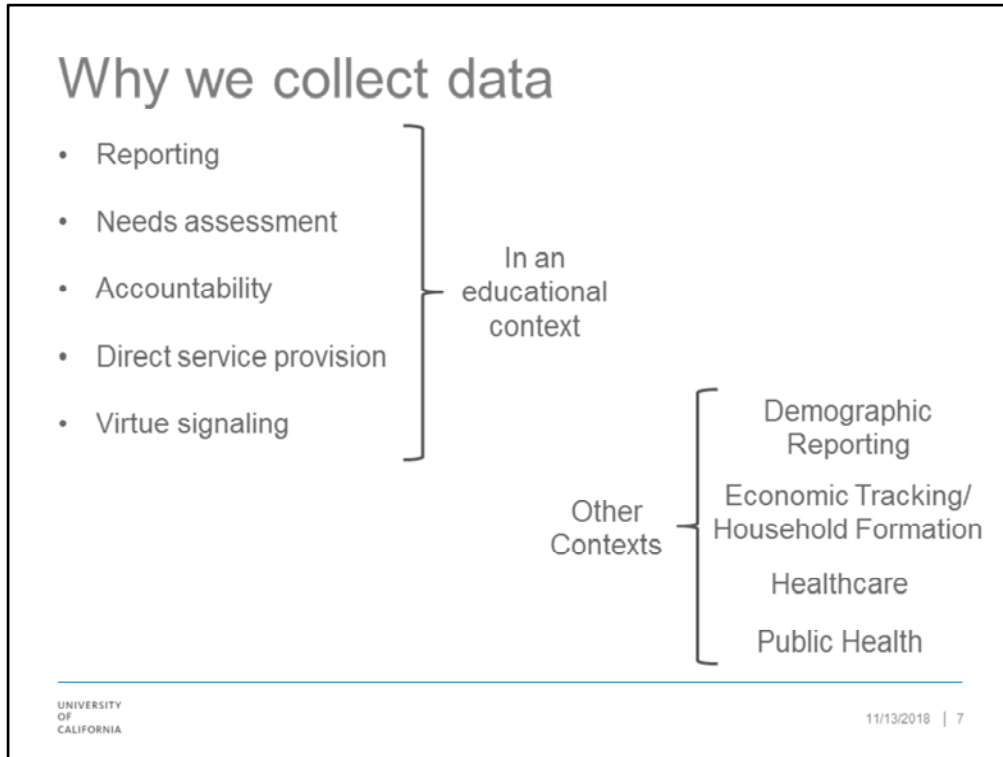
Bisexual/Pansexual (mention bisexual erasure)

Asexual/Aromantic

Categorization can be time or context dependent (e.g. Drag Queens/Kings, gender fluidity, presentation at work vs. social, etc.)

These are all representative, not definitional. If someone tells you they're bisexual, trans or any other identity, it's generally best to take them at their word. They know what that identity means to them.

The Gender Unicorn is from Trans Student Education Resources: <http://www.transstudent.org/gender/>



Discuss the “behavior” portion of this in an educational context.

What are we actually asking about? Do we want to know identity/behavior all of the above?

Note on IPEDS reporting: They require that reports be made within the gender binary (male/female) and do not allow for “unknown” or “other.” There is not, however any guidance on the underlying construct that the reporting should be based on. That is, USED does not specify if reporting should be based on gender identity, gender assigned at birth, or some other construct. See:

https://edsurveys.rti.org/IPEDS_TRP_DOCS/prod/documents/TRP51_Summary.pdf

Best Practices Documents

- “One question approach”
- Consortium of Higher Education LGBT Resource Professionals
- National Survey of Student Engagement
- The Williams Institute (UCLA School of Law)

The “One question approach”

“Do you identify as gay, lesbian, bisexual, transgender or questioning (GLBTQ)?”

or

“Do you identify as a part of the LGBTQ community?”

Reporting
Needs Assessment
Accountability
Direct Service Provision
Virtue Signaling

Used by some universities on admissions or enrollment forms:
Northeastern Illinois University
The Ohio State University
University of Iowa

No documentation around why this is a best practice, but it is something that is being done.

At each slide, discuss which of the 5 reasons for data collection this question might address.

Consortium of Higher Education LGBT Resource Professionals

Sexual Orientation
(optional; choose all that apply) :

- Asexual
- Bisexual
- Gay
- Straight (heterosexual)
- Lesbian
- Pansexual
- Queer
- Questioning or unsure
- Same-gender loving
- An identity not listed:
please specify _____
- Prefer not to disclose

Gender identity
(optional; choose all that apply):

- Agender
- Androgyne
- Demigender
- Genderqueer or gender fluid
- Man
- Questioning or unsure
- Trans man
- Trans woman
- Woman
- Additional gender category/identity:
please specify _____
- Prefer not to disclose

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SGL is an Afrocentric alternative to gay and bisexual identities that center whiteness and white experiences of queerness.

This fulfills the direct service provision and virtue signaling.

Why don't we give all the options and then "roll up"?

Confusion among respondents about terms. If even a small number of people mistakenly select an identity that does not match their own, it can swamp respondents who do actually identify with a smaller group.

An analyst has to make decisions rules about how to "roll up" identities. This may not reflect people's identities or experiences.

Example of problematic rollup: SGL → gay

National Survey of Student Engagement

Which of the following best describes your sexual orientation?

(single select)

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Another sexual orientation, please specify: _____
- Questioning or unsure
- I prefer not to respond

What is your gender identity?

(single select)

- Man
- Woman
- Another gender identity, please specify: _____
- I prefer not to respond

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Not mentioned on the last slide: what do we do with blanks? If someone gives us a specific identity, do we actually plan on using that data? How? (We'll look at this in a moment)

The Williams Institute

Do you consider yourself to be: **Assigned sex at birth**

(single select)

- Heterosexual or straight;
- Gay or lesbian;
- Bisexual?

What sex were you assigned at birth, on your original birth certificate?

- Male
- Female

Current Gender Identity

How do you describe yourself? (check one)

- Male
- Female
- Transgender
- Do not identify as female, male or transgender

The Williams Institute – variant

Do you consider yourself to be:

(single select)

- Heterosexual or straight;
- Gay or lesbian;
- Bisexual?

Reporting
Needs Assessment
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Assigned sex at birth

What sex were you assigned at birth, on your original birth certificate?

- Male
- Female

Current Gender Identity

How do you describe yourself? (check one)

- Male
- Female
- Trans male/trans man
- Trans female/trans woman
- Genderqueer/gender non-conforming
- Different identity (please state): _____

Other important considerations

- Placement of questions (Williams institute)
 - Place questions with other demographic data or in a separate section. Do not place question near questions about sexual assault or sexual abuse.
- Be explicit about data use (Consortium)
 - How the data will be used
 - Which offices or individuals will have access to the data
 - That the information will not affect admissions, enrollment, academic status, etc.
 - Be clear with campus partners about how and when data can be used (Van Matre)
- Tell students how they can change their selections in the future (Consortium)
- Have an action plan for responses that indicate that a student/applicant is troubled or emotionally distressed. (Allen and Trimble 1993)

Source: Deborah R. Allen and Ralph W. Trimble (1993) Identifying and Referring Troubled Students: A Primer for Academic Advisors. NACADA Journal: Fall, Vol. 13, No. 2, pp. 34-41.

Privacy concerns for minors

- “To prevent accidental disclosure of a student’s transgender status, it is strongly recommended that schools keep records that reflect a transgender student’s birth name and assigned sex (e.g., copy of the birth certificate) apart from the student’s school records.”
- “Pursuant to the above protections, schools must consult with a transgender student to determine who can or will be informed of the student’s transgender status, if anyone, including the student’s family. With rare exceptions, schools are required to respect the limitations that a student places on the disclosure of their transgender status, including not sharing that information with the student’s parents. In those very rare circumstances where a school believes there is a specific and compelling “need to know,” the school should inform the student that the school intends to disclose the student’s transgender status, giving the student the opportunity to make that disclosure her or himself.”
 - California Department of Education
School Success and Opportunity Act (Assembly Bill 1266) Frequently Asked Questions

<https://www.cde.ca.gov/re/di/eo/faqs.asp>

Source: <https://www.cde.ca.gov/re/di/eo/faqs.asp>

ApplyUC SOGI questions

Any information you provided in response to the following questions will be used for statistical analysis only. It will not be used in your admission evaluation and will have no bearing on your eligibility for admission. Providing this information is optional and there will be no consequence if you fail to answer.

Sexual Orientation:

Do you consider yourself to be:
(single select)

- Heterosexual or straight
- Gay or lesbian
- Bisexual
- Not listed above (please specify) _____

Gender Identity:

How do you describe yourself? (mark one answer)

- Male
- Female
- Trans male/trans man
- Trans female/trans woman
- Genderqueer/gender non-conforming

What sex were you assigned at birth, such as on an original birth certificate? (Mark one answer)

- Male
- Female

ApplyUC is the central application system for undergraduate admissions to all 9 UC undergraduate campuses. There are over 200,000 unique applicants each year.

ApplyUC SOGI questions

	UC Registrations*	YouGov**	PPRI***
Straight	89.3%	84%	88%
Gay/Lesbian	2.2%	2%	3%
Bisexual	4.0%	10%	4%
Other	1.2%	0%	2%
Not Provided	3.2%	4%	3%
Trans	.7%	-	1%

* All first-time registered students from fall 2016 and 2017

** YouGov poll from August 2015, nationally representative sample, ages 18-29, n = 182

*** Jones and Cox 2015 (Public Religion Research Institute), ages 18-35, n = 2314

YouGov Polling Report:

https://d25d2506sfb94s.cloudfront.net/cumulus_uploads/document/isqcugzp6d/tabs_OPI_Kinsey_Scale_20150813.pdf

PPRI Study:

<https://www.ppri.org/wp-content/uploads/2015/03/PPRI-Millennials-Web-FINAL.pdf>

Most frequent responses for sexual orientations “not listed above”

Provided Response	Count
pansexual	1,601
Asexual	954
Queer	201
straight	187
Female	163
Male	135
demisexual	134
Questioning	126

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What does this tell us?

American Institute of Bisexuality (an advocacy organization) would say bisexuality and pansexuality are synonyms. Academic research hasn't come to consensus about how these terms are used*. But in popular culture, there is a distinction made: Articles in the Business Insider, the independent, you tube writ large, draw the distinction And importantly, if we added all the pansexual-spectrum people into bisexual, we would increase that group by ~10%.

Asexual and asexual spectrum identities are totally left off. We don't have any way of understanding these student's experiences is they don't explicitly tell us.

There is confusion. Under sexual orientation, hundreds of people put their gender identity under sexual orientation (and several said things like “normal”).

This is useful data for moving forward. Use what you learn in order to make improvements... and then publish what you are doing.

*Alicia Anne Lapointe (2017) “It's not Pans, It's People”: Student and Teacher Perspectives on Bisexuality and Pansexuality, *Journal of Bisexuality*, 17:1, 88-107, DOI: [10.1080/15299716.2016.1196157](https://doi.org/10.1080/15299716.2016.1196157)

M. Paz Galupo, Johanna L. Ramirez & Lex Pulice-Farrow (2017) “Regardless of Their Gender”: Descriptions of Sexual Identity among Bisexual, Pansexual, and Queer Identified Individuals, *Journal of Bisexuality*, 17:1, 108-124, DOI: [10.1080/15299716.2016.1228491](https://doi.org/10.1080/15299716.2016.1228491)

Callis, A. S. (2014). Bisexual, pansexual, queer: Non-binary identities and the sexual borderlands. *Sexualities*, 17(1–2), 63–80. <https://doi.org/10.1177/1363460713511094>

Conclusions

- Best practices are still being developed in all fields, including education
- Be intentional about why you collect SOGI data. Let your collection purpose guide item construction.
- Be clear with students/applicants about how data will be used.
- Use data to improve your SOGI data collection items (specific to your purpose).

How to move forward at your school/campus

- Identify and communicate with stakeholders
- Identify and communicate purpose(s) of data collection
- Create a data collection/use policy
 - Collection
 - Specify wording of question(s)
 - Determine when and where data is collected
 - Communicate how data can be changed
 - Data storage
 - Data use/disclosure
 - Data retention/destruction



Thank you

joseph.vanmatre@ucop.edu

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Discussion

- How do you handle stakeholder engagement?
 - Admissions/Registrars
 - Administration
 - LGBT Support Offices
 - Student Groups
 - Parents?

(re)Sources

- Gender Unicorn: Trans Student Education Resources, <http://www.transstudent.org/gender/>
- California Department of Education. *School Success and Opportunity Act (Assembly Bill 1266) Frequently Asked Questions*. <https://www.cde.ca.gov/re/dileo/faqs.asp>
- Williams Institute Documents
 - Sexual Minority Assessment Research Team (SMART.) *Best Practices for Asking Questions about Sexual Orientation on Surveys*. The Williams Institute. (November 2009)
 - The GenIUSS Group. (September 2014). *Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys*. J.L. Herman (Ed.). Los Angeles, CA: The Williams Institute.
- List of questions that colleges and universities ask on application or registration documents:
 - Campus Pride: <https://www.campuspride.org/tpc/identity-questions-as-an-option/>
- Consortium of Higher Education LGBT Resource Professionals. *Suggested best practices for asking sexual orientation and gender on college applications*. <https://www.lgbtcampus.org/policy-practice-recommendations>
- National Survey of Student Engagement. *Gender Identity & Sexual Orientation: Survey Challenges and Lessons Learned*. http://nsse.indiana.edu/pdf/presentations/2016/AIR_2016_Gender_ID_handout.pdf