

Supplemental Material

CBE—Life Sciences Education

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REFELCTION QUESTIONS: INTERVIEW 1

Considering your identity in the LGBTQIA community, do you feel comfortable in your college biology classes?

Why or why not?

Does your comfort level change depending on what college biology class you are in?

If so, why does your comfort level change?

Do you have an example of when you have felt particularly comfortable in a college biology class?

If so, why did you feel comfortable?

Do you have an example of when you have felt particularly uncomfortable in a college biology class?

If so, why did you feel uncomfortable?

INTERVIEW SCRIPT: INTERVIEW 1

Identity

1. Can you talk to me about your identity in the lesbian, gay, bisexual, transgender, queer, intersex, asexual and aromantic community, also known as the LGBTQIA community? Can you also address what terms you use to describe your identity and what pronouns you prefer?

During the rest of this interview I want to focus on your comfort in the college biology community as someone who identifies as ___(student's self described identity)__. I'm going to leave the room and give you about 5 minutes to think about the your___(student's self described identity)___identity in the college biology community and in college biology classrooms. This paper (please see Reflection Questions: Interview 1, Supplemental Material) is just for you to take notes on, I will not collect it.

2. Before today, have you ever thought about your___(student's self described identity)___ identity in relation to the college biology community and/or in the college biology classroom?
3. We really appreciate you coming in to do this interview today, why did you agree to come talk with me?
4. When did you first know that this is your identity?
5. When did you first tell someone?
6. How important is this identity to you?
7. To what degree are you out?

Comfort in biology

8. Considering your ___(student's self described identity)___ identity, do you feel comfortable in your college biology classes? Why or why not?
9. Does your comfort level change depending on what college biology class you are in? Why or why not?
10. Do you have an example of when you have felt particularly uncomfortable in a college biology class?
 - a. If YES: Why did that make you uncomfortable?

11. Do you have an example of when you have felt particularly comfortable in a college biology class?

a. If YES: Why did that make you comfortable?

Instructor awareness/sensitivity

12. Do you feel like your college biology instructors are aware that they have students who identify as ___(student's self described identity)___ in their classrooms? Why or why not?

13. Do you feel like your college biology instructors are aware that they have students who identify as transgender, genderqueer, or intersex, in their classrooms? Why or why not?

14. Do you feel like your college biology instructors are aware that they have students who identify as lesbian, gay, bisexual, queer, or asexual in their classrooms? Why or why not?

15. Have you ever had a college biology instructor that came out to you as a member of the LGBTQIA community?

a. If YES: Do you feel more or less comfortable in their classroom? Why or why not?

i. If the student's identity does not align with the instructor's identity: Do you think you would feel (even) more comfortable in a class where an instructor identified as ___(student's self described identity)___? Why?

b. If NO: Do you think you would feel more comfortable in a classroom where the instructor came out to you as a member of the LGBTQIA community?

i. Do you think you would feel (even) more comfortable in a class where the instructor identified as ___(student's self described identity)___ Why?

16. Have you ever had a college biology instructor that you thought might be part of the LGBTQIA community?

a. If YES: Do you feel more or less comfortable in their classroom?

i. Do you think you would feel more comfortable in their classroom if that person came out to the class?

- ii. If student's identity does not align with instructor's suspected identity: Do you think you would feel (even) more comfortable in a class where you thought the instructor identified as ___(student's self described identity)___?
17. Have any of your college biology instructors ever said or done something that made them seem like they are purposely inclusive of sexual orientation identities and gender identities?
 18. Considering your ___(student's self described identity)___ identity, have you ever had an experience in any of your college biology classes where an instructor made you feel valued? Please explain.
 19. Have any of your college biology instructors ever said something that made them seem like they did not understand the range of sexual orientation identities and gender identities? Please explain.
 20. Have any of your college biology instructors ever said something that made them seem like they did not respect the range of sexual orientation identities and gender identities? Please explain.
 21. Considering your ___(student's self described identity)___ identity, has an instructor ever made a joke during class that has made you feel uncomfortable?

Biology content

22. Has the way any college biology content has been taught in college ever made you feel like being ___(student's self described identity)___ is abnormal?
23. In college, has biology content ever been presented in a way in which different sexual orientations and/or gender identities have been ignored?

REFLECTION QUESTIONS: INTERVIEW 2

Please consider the identities below and rank order them from most important to least important to you in your everyday life. If there are two or more identities that you consider to be of equal importance, please list them next to each other. If there are identities that are not important to you at all, you do not need to include them in the list. If there are important identities to you that are not listed below, please feel free to include them in your list.

- **Gender identity** (e.g. cis-male, trans-female)
- **Political identity** (e.g. Democrat, Independent, Republican)
- **Racial/ethnic identity** (e.g. Black, Hispanic or Latin@, White)
- **Religious identity** (e.g. Buddhist, Christian, Agnostic)
- **First generation or continuing generation student identity**
- **Sexual and/or romantic orientation identity** (e.g. gay, lesbian, bisexual, queer)
- **Social class identity** (lower class, middle class, upper class)
- **Traditional or non-traditional student identity**

_____ Most important identity to you in everyday life

Please consider the identities below and rank order them from most important to least important to you in the college biology classroom. If there are two or more identities that you consider to be of equal importance, please list them next to each other. If there are identities that are not important to you at all, you do not need to include them in the list. If there are important identities to you that are not listed below, please feel free to include them in your list.

- **Gender identity** (e.g. cis-male, trans-female)
- **Political identity** (e.g. Democrat, Independent, Republican)
- **Racial/ethnic identity** (e.g. Black, Hispanic or Latin@, White)
- **Religious identity** (e.g. Buddhist, Christian, Agnostic)
- **First generation or continuing generation student identity**
- **Sexual and/or romantic orientation identity** (e.g. gay, lesbian, bisexual, queer)
- **Social class identity** (lower class, middle class, upper class)
- **Traditional or non-traditional student identity**

_____ Most important identity to you in the
college biology classroom

INTERVIEW SCRIPT: INTERVIEW 2

Identity

1. Talk to me about how you ranked your identities in everyday life and where your LGBTQIA identity falls and why.
2. Talk to me about how you ranked your identities in the college biology classroom and where your LGBTQIA identity falls and why.
3. Do you feel like being (gender), (race), and (orientation) has an effect on your comfort in the college biology classroom?

Social and academic integration

Relationships with other students

4. Talk to me about who you sat by and who you worked with in BIO XX.
5. Did you know these people before you enrolled in BIO XX?
6. Why did you choose to work with them?
7. Do you ever consider your LGBTQIA identity when choosing who to sit by in an active learning classroom?
 - a. Is this different for you in a traditional lecture?
8. How did your relationship with the people you work with in BIO XX change, if at all, by the end of the course?
9. Talk to me about how your experience in an active learning classroom was impacted, if at all, by the people that you worked with.
10. Is there anyone in the classroom who would notice if you were absent from class?
 - a. If they noticed that you were absent, what, if anything, would they do about it?
11. Were you out to any of the people that you worked with in BIO XX?
12. If applicable: Did you talk with these students about name changes/pronouns?

13. In general, do you get to know other students around you in traditional biology lecture courses?
14. Were you out/did you come out to any students at all in BIO XX? Why or why not?
15. Do you feel (do you think you would feel) more or less comfortable in a class where you are out to at least one other person? Why or why not?
16. How would you feel if another student came out to you in an active learning class similar to BIO XX?
17. Have you ever come out to anyone in your traditional biology lecture courses?
18. Talk to me about the potential benefits you see, if any, of being out to other students in an active learning classroom.
 - a. Do you think this is different from a traditional classroom?
19. Talk to me about the potential risk you see, if any, of being out to other students in an active learning classroom.
 - a. Do you think this is different from a traditional classroom?
20. Compared to a traditional lecture course, do you feel as if there are more opportunities to come out in an active learning classroom?
21. Is it more necessary?

Relationship with instructors

22. Talk to me about any interactions you had with the instructors of BIO XX.
 - a. Did you go to office hours?
 - b. Did you talk with instructors before or after class?
 - c. Did you email with instructors?
23. Would you say that your interactions with one or both of the instructors of BIO XX were different from how you interact with instructors in your traditional biology lecture courses?
24. Did you perceive the instructors of BIO XX to be accepting of your LGBTQIA identity?
25. Do you perceive the instructors of your traditional biology classes to be accepting of your LGBTQIA identity? Please explain.

26. Were you out to any of the instructors in BIO XX?
27. If applicable: Did you address name changes/ pronouns with either instructor?
28. Talk to me about the potential benefits you see, if any, of being out to instructors in an active learning classroom.
 - a. Do you think this is different from a traditional classroom?
29. Talk to me about the potential risk you see, if any, to being out to instructors in an active learning classroom.
 - a. Do you think this is different from a traditional classroom?

Comfort in active learning

30. Talk to me about your initial comfort level in the active learning environment in BIO XX.
 - a. Did it change at all throughout duration of the course?
31. Can you talk about your comfort level in the active learning classroom as it relates, if at all, to your ___(student's preferred identity)___ identity?
32. Are you familiar with the term "passing"?
 - a. Do you feel as though you "pass" as ___(term for majority identity)___?
 - b. Do you think that has anything to do with your comfort in the classroom?
33. How comfortable were you working with the group of people who you knew in BIO XX?
34. When the instructors asked you to sit by someone new and change up your groups, did you? Why or why not?
 - a. IF YES: How comfortable were you working with new people in BIO XX?
35. How comfortable were you (would you be) speaking out in front of the entire class?
 - a. Do you ever consider you LGBTQIA identity when thinking about speaking out in class?
36. As we move toward more active learning classrooms where students will be interacting more with other students and instructors in the classroom, do you think

that we should be thinking about students with ____ (student's preferred identity) ____ identities?