



A Survey of LGBTQ+ Inclusivity in U.S. Choral Classrooms

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Purpose and Research Questions

The purpose of this study was to investigate current practices pertaining to LGBTQ+ inclusivity among secondary choral teachers.

- 1) How gendered are choral classrooms in terms of concert attire, ensemble names, and teacher language?
- 2) To what extent is the LGBTQ+ community represented in choral classrooms?
- 3) What efforts do teachers make to create an inclusive classroom environment for LGBTQ+ students?
- 4) What differences and/or relationships exist among these variables and teacher demographics?

Method

Survey Tool:

- Researcher-designed
- Forced-choice and open-ended questions
- Administered electronically

Participants:

- Secondary choral teachers in the U.S.
- Invited via ACDA email and social media
- 145 respondents

Results

Research Question 1

Concert Attire

Percentage of teachers who use:

Non-gendered Attire	71.7%
Gendered Attire	28.3%

Examples of Non-gendered Attire:

- Same uniform for all (e.g., robes)
- Choice of several options
- Concert black (i.e., any black clothing)
- Black on bottom, white on top
- "Dress up nice"

Addressing Students

Percentage of teachers who use:

Non-gendered Language	65.5%
Gendered Language	34.5%

Examples of Non-gendered Language:

- By voice part (e.g., sopranos, basses, etc.)
- "Y'all"
- "Folks"
- "Everyone"
- "Students"
- "Musicians"
- "Team"

Split-Voice Ensemble Titles

Percentage of teachers who use:

Non-gendered Title	59.7%
Gendered Title	31.3%
"Bella Voce"	9.0%

Examples of Non-gendered Titles:

- Treble Choir
- Tenor/Bass Chorus
- Middle School Treble
- High School Basso
- Treble Trojans
- Cantamus (treble)
- Low and Changing Voices Choir

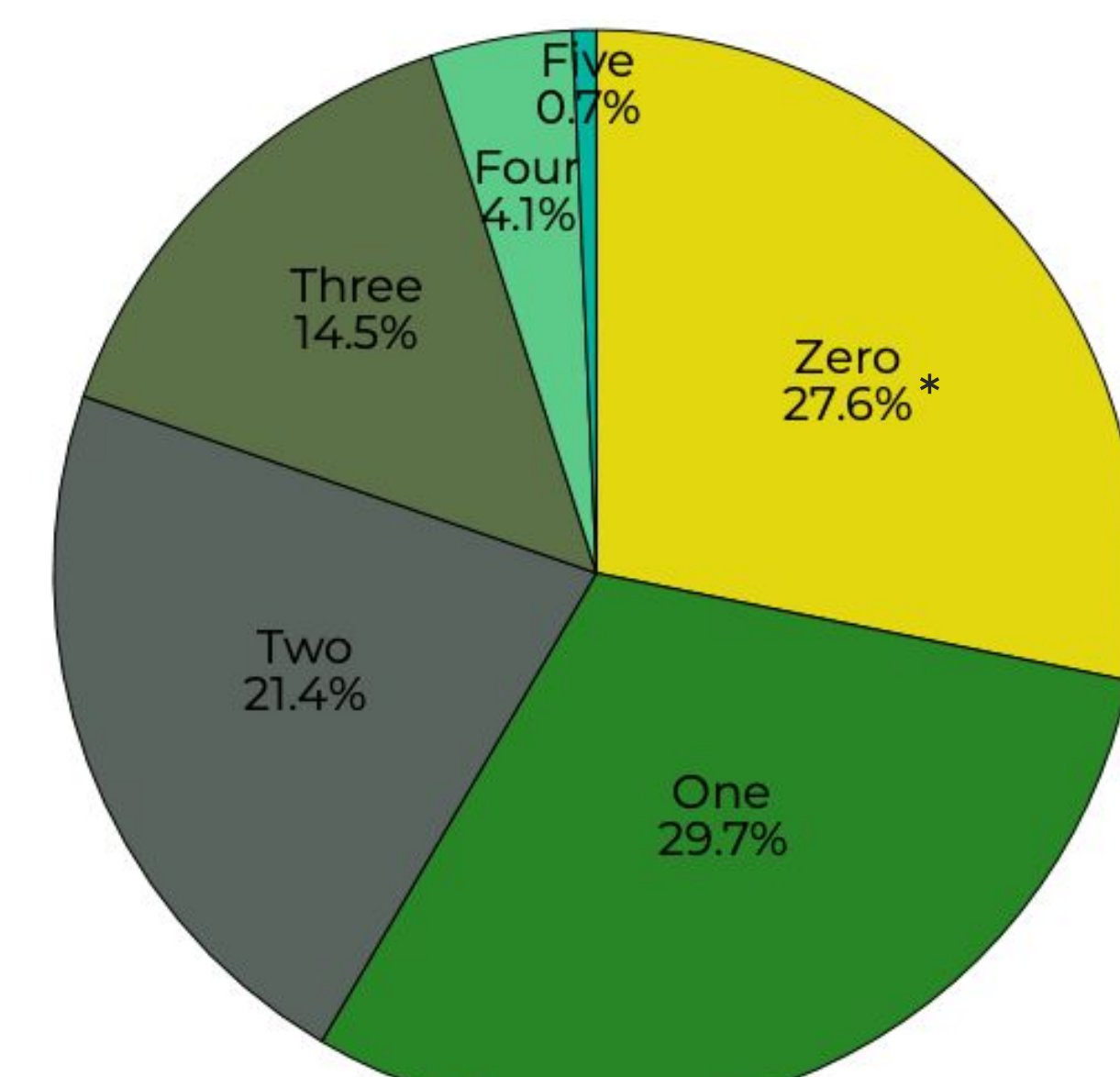
Research Question 3

	Yes	No
"I ask my students to share their pronouns."	47.6%	52.4%
"I share my pronouns with my students."	27.6%	72.4%
"I ask my students for their preferred names."	75.9%	24.1%
Among those who do ask... "I address the students by their preferred name."	84.5%	15.5%
"When choosing repertoire, do you consider any aspects related to gender?"	38.6%	40.0%
	(19.3% No Response)	
"Have you taught an openly transgender student before?"	76.6%	23.4%
Among those who have... Voicing determined in consultation with student?	51.0%	49.0%
Voicing chosen by student?	36.5%	63.5%
Voicing chosen by teacher?	5.8%	94.2%
Voicing determined by physical voice range?	68.3%	31.7%

"Where have you received training on LGBTQ+ inclusivity?"

Undergraduate coursework	11.0%
Graduate coursework	13.1%
District in-service	27.6%
Conference/workshop	38.6%
Personal research	44.8%
Have not received any	31.0% *

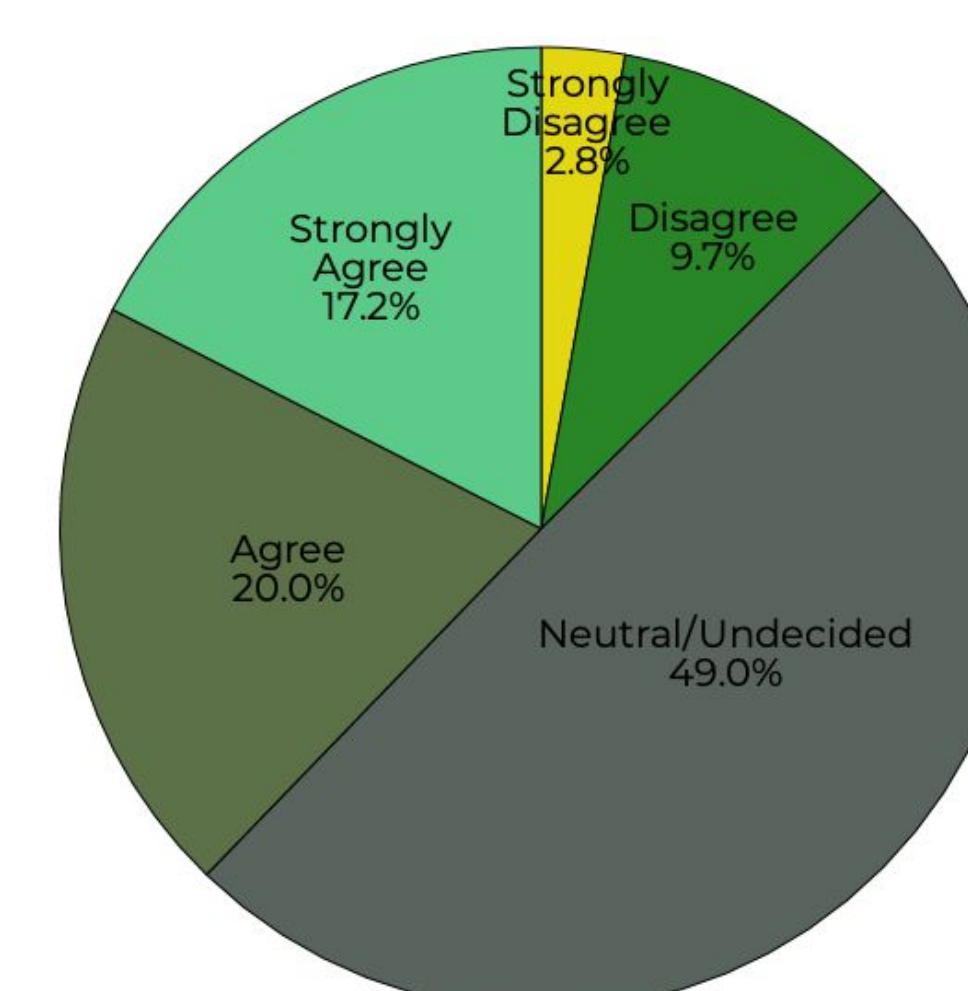
Number of different types of LGBTQ+ inclusivity training experienced:



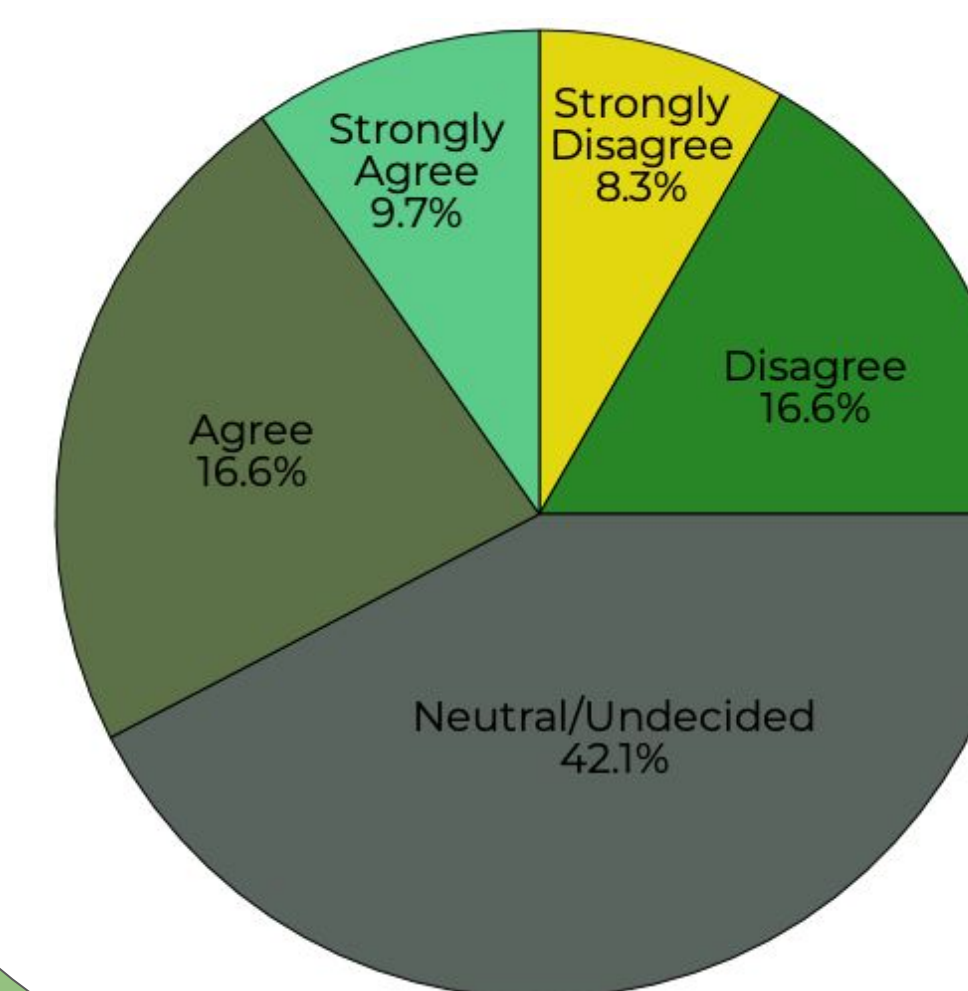
* Some indicated no training but did do personal research.

Research Question 2

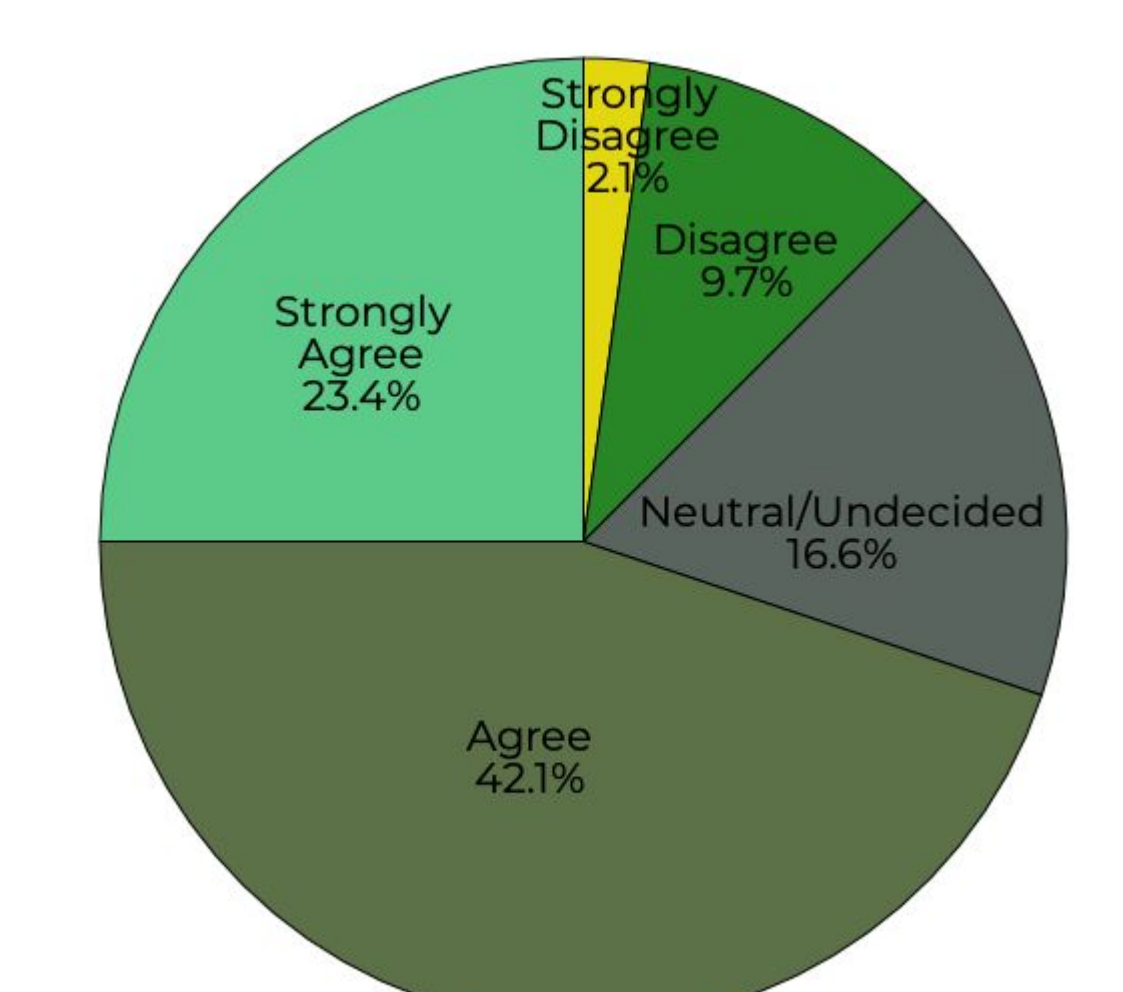
"I make it a point to include repertoire by LGBTQ+ composers/musicians in my choral classroom."



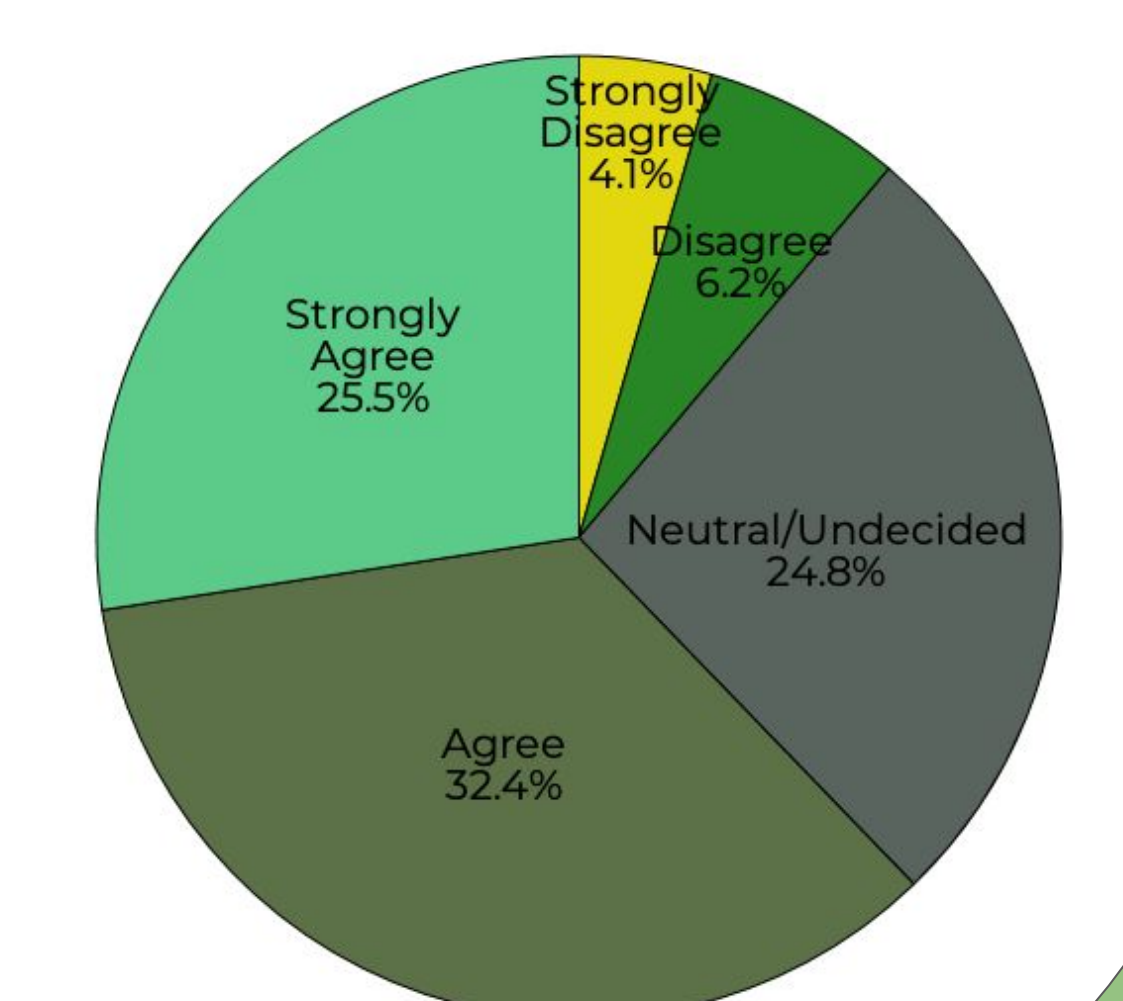
"I make it a point to talk about LGBTQ+ composers/musicians' gender-identity and/or sexuality with my students."



"I feel comfortable addressing LGBTQ+ topics in the choral classroom."



"I believe it important to address LGBTQ+ topics in the choral classroom."



Research Question 4

Statistical analyses suggest:

- Teachers who are younger and those with fewer years of experience...
 - are significantly more likely to ask students for their pronouns;
 - are significantly more likely to consider gender when choosing repertoire;
 - feel it is significantly more important to address LGBTQ+ issues.
- Teachers who are heterosexual/straight...
 - are significantly less likely to include LGBTQ+ composers/musicians and to discuss their identities;
 - are less likely to ask students for their pronouns;
 - are less likely to consider gender when choosing repertoire.
- Teachers who are nonbinary/genderfluid/genderqueer...
 - feel it is significantly more important to discuss the identities of LGBTQ+ composers/musicians;
 - are significantly more likely to ask students for their pronouns and to use students' preferred names.
- Teachers with more types of training in LGBTQ+ inclusivity...
 - are significantly less likely to use gendered ensemble titles, concert attire, and language;
 - are significantly more likely to include LGBTQ+ composers/musicians and discuss their identities;
 - are significantly more likely to consider gender when choosing repertoire;
 - feel it is significantly more important to address LGBTQ+ issues.