



Recommended Practice

Lisa Stoll

Warren County Community College

LIB230

Spring 2015

Professor Kerry Frabizio



Introduction

- ✘ Diverse college populations create new challenges for institutions & are ever evolving
- ✘ Regional University -- learn how to help the diverse college population, especially those who are considered “at risk” for incompleteness
- ✘ The **LGBTQ** (lesbian, gay, bisexual, transgendered) community presents such a challenge
- ✘ Brown University’s daily newspaper, The Brown Daily Herald, did a poll of their students and determined that about 85% self-identified as being heterosexual, 13% identified as gay, lesbian or bisexual and 2% responded not knowing. In the article, Sociologist Carrie Spearin agrees that these numbers are the average at most colleges (Weiss, 2010)



LGBTQ Students

What makes LGBTQ students different?

- ✘ Unlike other minority groups on campus:
 - ✘ Cannot look at a student and determine their sexuality – Not visible
 - ✘ Lack of visible attributes harder for LGBTQ students as they wrestle through not only new college experience, but their own identity issues

How can Regional University address LGBTQ students' needs?

- ✘ Make an effort to reach LGBTQ students because they are defined as at risk students
- ✘ Create visible support system on campus to address psychological & social issues



LGBTQ Students & College Engagement

Campus Climates

- ✘ LGBTQ students find college campuses less welcoming than non- LGBTQ students
 - ✘ Student perception of a discriminatory campus climate can have a negative affect on:
 1. Academic experiences
 2. Academic & intellectual development
 3. Institutional commitment
 4. Persistence
- (Rankin, 2006)

LGBTQ Students & College Engagement

Discrimination

✘ LGBTQ students experience discrimination from:

1. Fellow students 49.5%
2. Tutors/Lecturers 10.4%
3. Other higher education staff members 10.6%

(Valentine, Wood & Plummer, 2009)



REGIONAL UNIVERSITY
PUTTING STUDENTS FIRST SINCE 2014

Suggested Practice for Regional University

Gay Straight Alliance (GSA)

I AM GAY
I AM STRAIGHT
I AM LESBIAN
I AM BISEXUAL
I AM TRANSGENDERED
I AM HUMAN
{GSA}

(Homorazzi.com, 2013)



Purpose of a GSA

1. Create safe environments in schools for students to support each other and learn about homophobia, transphobia, and other oppressions,
2. Educate the school community about homophobia, transphobia, gender identity, and sexual orientation issues, and
3. Fight discrimination, harassment, and violence in schools.

(GSA Network, 2009)

Colleges provide “a crucially important space in their life, away from family and childhood/school friendship networks, which had enabled them to ‘be themselves’ by coming out...to their peers and establishing an independent adult identity” (Valentine, Wood & Plummer, 2009)



Theoretical Basis for a GSA

Chickering's "Establishing Identity" Vector (1969)

- ⌘ Development of identity includes being comfortable with one's gender & sexual orientation (Evans *et al*, 2010)

GSA's provides support to all LGBTQ students & non- LGBTQ students as they develop their sexual identity

D'Augelli's Lifespan Development Model (1994)

- ⌘ **"Entering a LGB Community**—Coming out in multiple areas of one's life and being active within the community, including going to events, bars, clubs, organizations, etc." (University of North Carolina at Charlotte, 2014)

GSA's allow for positive, healthy social interactions between all LGBTQ students & non- LGBTQ students



Theoretical Basis for a GSA

Cass's Model of Sexual Orientation Identity Formation (1969)

✧ Stage 3 – Identity Tolerance

✧ **LGBTQ** students seek out others to reduce isolation

GSA's provide support to reduce isolation

✧ Stage 4 – Identity Acceptance

✧ **LGBTQ** students begin to feel positive about their sexuality

*GSA's create a positive environment, especially regarding **LGBTQ** issues*

✧ Stage 3 – Identity Pride

✧ **LGBTQ** students focus on **LGBTQ** issues & activities

*GSA's provide opportunities to educate everyone on campus about **LGBTQ** issues*

(Evans *et al*, 2010)



Success!

By creating a GSA at Regional University, we will:

- ✘ Decrease isolation of **LGBTQ** students
- ✘ Demonstrate support for members of the **LGBTQ** community
- ✘ Provide awareness about **LGBTQ** issues, helping to decrease
- ✘ Offer educational & social opportunities to students as they develop sexual identity
- ✘ Decrease discrimination on campus for all students
- ✘ Increase the retention & completion for **LGBTQ** students because they will feel supported & wanted



References

CLCS, Inc. (2014). G.S.A. [Web Graphic]. Retrieved from

http://www.clcschools.org/uploaded/aclc/images/Neoteric_Bevies/GSA.jpg

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college:*

Theory, research, and practice (2nd ed.). San Francisco, CA: Jossey-Bass.

GSA Network. (2009). *Mission*. Retrieved from <https://www.gsanetwork.org/about-us>

Homorazzi.com. (2013). [Web Graphic]. Retrieved from <http://www.homorazzi.com/tag/gay-straight-alliance/>

LRCCD Moodle (2014). [Web Graphic]. Retrieved from

<https://moodle.losrios.edu/pluginfile.php/1591/course/summary/psy373Wordle.PNG>



Rankin, S. R. (2006). LGBTQA students on campus: Is higher education making the grade? *Journal of Gay & Lesbian Issues in Education*, 3(2-3), 111-117. doi: 10.1300.J367v02no2_11

University of North Carolina at Charlotte. (2014). *Theories on LGBTQ development*. Retrieved from <http://safezone.uncc.edu/allies/theories>

Valentine, G., Wood, N., & Plummer, P. (2009, May). *The experience of lesbian, gay, bisexual and trans staff and students in higher education*. Retrieved from <http://www.ecu.ac.uk/publications/files/Experiences-of-lgbt-staff-and-students-in-he.doc/view>

Weiss, S. (2010, Nov 12). *About 12 percent of students identify as gay or bisexual*. The Brown Daily Herald. Retrieved from <http://www.browndailyherald.com/2010/11/12/about-12-percent-of-students-identify-as-gay-or-bisexual/>