



January 2013

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SCLGBTA Election Update

Z Nicolazzo, Miami University

From January 14-18, there will be four positions on the SCLGBTA Directorate up for election. The open positions are the Vice Chair for Administration, Director of Marketing and Communications, Director of Membership, and the Director of Education.

The Vice Chair for Administration position is one of three Vice Chair roles in the SCLGBTA organization. Each Vice Chair serves a three-year term, with one Vice Chair position coming up for election each year. Specifically, the Vice Chair for Administration oversees responsibilities related to technology, website, print materials, the newsletter, and Convention Showcase for the Standing Committee.

The Director positions serve two-year terms and serve in one of three functional areas (i.e., Administration, Networking, and Advancement). There are six Director positions,

with one in each functional area coming up for election each year. The Directors work directly with individuals appointed to SCLGBTA Coordinator positions to further the mission, goals, and values of their functional areas and the standing committee as a whole.

To learn more about the organizational structure of the SCLGBTA, please reference the following website: <http://www2.myacpa.org/sclgbta-information/organization>

Starting January 14, you will have the ability to vote. Individuals who have signed up as members of the SCLGBTA through their ACPA membership profile will receive an email from the ACPA International Office informing them that voting is open. There will then be a link to follow in order to read candidate bios and place your votes. For individuals who are not signed up as member of the SCLGBTA through their ACPA membership profile, you will need to do so in order to get access to the link to vote. If you do not receive an email regarding the SCLGBTA elections, chances are you need to sign up as a member of the SCLGBTA through your ACPA membership profile. For assistance with this, you can call the ACPA International Office or contact any member of the SCLGBTA Directorate.

In order to view candidate bios, please head to the SCLGBTA homepage: <http://www2.myacpa.org/sclgbta-information/homepage>. Good luck with the start of your term and we encourage you to have your voice heard through the voting process!

Complex Decisions: Exploring the college choice process for Black gay men as they choose between Historically Black Universities & Predominately White Institutions

by Dian D. Squire, Loyola University Chicago & Steve D. Mobley Jr., University of Maryland, College Park

Authors' note: This article is a synopsis of a research study presented at the Association for the Study of Higher Education Council for Ethnic Participation Pre-Conference in Las Vegas, NV in November 2012.

In early 2012, we set out to explore the college choice processes of Black gay men. We felt that with the dearth of empirical research on this topic a comparative study would best suit our needs as we began to build the foundation of research on queer students of color and their college choice processes. Currently, only one article addresses this

topic in U.S. scholarship. Strayhorn, Blakewood, and DeVita (2008) explored the college choice processes of African American gay male undergraduates and offered implications for retention. However, their study only looked at men within the Predominantly White Institution (PWI) context. The lack of research in this area speaks to the importance of their study, our study and those that follow.

There is emerging discourse around the Black male experience on college campuses both within the Historically Black College and University (HBCU) and the PWI contexts (see Goode-Cross & Good, 2009; Harper & Gasman, 2008; Harris, 2010; Patton, 2011; Strayhorn, 2010). Scholarship also exists around African American college choice processes (Freeman, 1999; Freeman & Thomas, 2002; Hurtado, Inkelas, Briggs, C., & Rhee, 1997; Tobolowsky, Outcalt, & McDonough, 2005). However, none of this research focuses on the Black gay male college choice process and the student's decision to attend either an HBCU or a PWI.

Conceptual Framework

This study utilizes Crawford, Allison, Zamboni and Soto's (2002) Dual-Identity Development Framework. This framework allowed us to place our participants into one of four categories specifically around salience of either race or sexual orientation. The four categories include: Assimilation (low sexuality identification and high racial-ethnic affiliation); Integration (high sexuality identification and high racial/ethnic identification); Separation (high sexuality identification and low racial/ethnic identification); and, Marginalization (low sexuality identification and low racial/ethnic identification). While this is not a perfect model and salience changes by context, it remained important for us to situate participants based on the subject's responses during our interviews.

Perna's (2006) Proposed Conceptual College Choice Model informed our understanding of college choice processes. Perna's model combines economic and socio-cultural college choice perspectives into a more complex model. This model informed our understanding of how participants understood their college choice processes from national, higher education, and community contexts. Lastly, we looked at the campus climate research, specifically Rankin, Weber, Blumenfeld and Frazer's (2010) latest work with Campus Pride. Their report found (and confirmed) that LGBTQ students have more negative perceptions of campus climate than their heterosexual counterparts.

Specifically, in recent years, cases at both PWIs and HBCUs provide damaging evidence that may affect a student's college choice (see the Tyler Clementi case at Rutgers University and the "Appropriate Attire Policy" at Morehouse College).

Methodology/Site/Participants

This study is phenomenological in nature and investigates the college choice process of Black gay males. We wanted to explore these student's lived experiences. It is important to note that both of the authors identify as gay men (one as a Black gay male who attended an HBCU). We recruited six men from a PWI and six men from an HBCU.

Recruitment is on-going. The HBCU is a private, urban institution located on the East Coast and the PWI is a large, research extensive university located in the Mid-Atlantic region. Participants included freshmen, sophomores, juniors, and seniors who represented majors in the STEM fields, Humanities, and Social Sciences. They also self identified as Black and gay. We reached out to LGBT student groups on both campuses and were provided with contact information for perspective participants. We used snowball sampling to recruit additional participants.

Preliminary Findings

The findings from this research lend credence to the understanding of student identity in the college choice processes specifically of underrepresented ethnic groups and sexual minorities. What was most fascinating is that students who ultimately chose the HBCU were situated in the Assimilation and Integration category. That is that these students highly identified with their racial identification in social, political, and civic contexts and they involved themselves in racially focused activities. However, one student attended a PWI who fit into this category but attended a PWI because of financial concerns. Students who attended the PWI identified in the Separation category meaning that they had high identification with their sexual identity and low racial identification. No students fit within the marginalization category.

Both groups of students had negative perceptions of the opposite institutional type. One participant who chose to attend an HBCU was critically impacted after an admissions interview with a selective, private PWI. After interviewing with a White alumna of the university he was told that "being who you are and probably where you came from, [you] just won't look good on our campus." He mentioned being from the same neighborhood as this alumna and being involved in similar activities as her son. He mentioned that these comments significantly altered his view of not only this institution but also PWIs as a whole. One participant at the PWI expressed that "those schools [HBCU] were just not for me. I have been around ignorant Black people all my life and I didn't want to endure that in college." While these students were African-American they often used language that included negative Black stereotypes and deemed these institutions and its students as the "other".

All students wanted diverse environments but to varying extents. Those attending the PWI noted choosing the PWI because they were more diverse institutions and they did not feel that going to an HBCU would provide them with that experience. Interestingly, those at the HBCU did not mention wanting diversity as frequently, but found over time that the HBCU provided them with much diversity. One student mentioned experiencing culture shock upon attending a dominantly racially homogeneous campus.

Across both institutional types, students did share some similar experiences. All students mentioned that they had strong parental support specifically from their mothers. This finding is consistent with other research on African American populations (Perna, 2006).

All participants noted a lack of resources relating to their gay and Black identities as it related to the college choice process. Few students applied for scholarships related to their identities and no students searched websites or proactively talked with counselors about being gay or Black in college.

Lastly, all of the student's habitus was strengthened by their family's commitment to education. Although the students had parents whose educational level ranged from high school degree to Masters, each student noted that going to college was "what you do." One participant's parents wanted him to be "better than them."

Discussion

Our findings suggest that Black gay men's identity salience plays a role in their college choice processes. Those who identified more with their race chose the HBCU and those who identified more with their sexual orientation attended the PWI. We also found that campus climate played a significant role in the college choice process of these students. Students from the opposite institutional type held negative perceptions of their peer's institutions. Sometimes these attitudes stemmed from unsubstantiated stereotypes and other times they occurred because of interactions with others who attended that certain institutional type. Lastly, we found that within Perna's (2006) college choice model, the college choice process of Black gay males was most affected from the processes occurring at the habitus level. That is, students were influenced by their families to attend certain types of institutions. Also, their demographic characteristics played a significant role in their choice processes, and the cost-benefit analysis of obtaining a degree at a particular institution played a role in one student's process.

Implications

When asked to problematize the study, we focus on the increasing pressures for universities to understand the many identities that students bring onto campuses. Anecdotally, we hear that students are considering the presence of LGBT programs, clubs, and campus climate when choosing colleges. The same is also true for underrepresented racial groups. If this is true, then the implications for universities are great at multiple levels. Administrators must review campus policies and statements for inclusion of all sexual minority groups. These include equal opportunity clauses found on job applications, admissions applications, and in university mission statements. Admissions applications should also provide an opportunity for students to identify their sexual orientation. This practice sends a message to potential student that the university supports a culture of diversity. On a practical level, our findings suggest that Admissions offices, Orientation and First Year Experience offices, Chief Diversity Officers, Chief Student Affairs Officers, and others must take notice that there are gay students on campus and that they not only exist as gay students, but as Black gay students along with multiple other overlapping and intertwined identities. Programming and social support networks must reflect this demographic including making campus diversity a priority on admissions tours, in admissions materials, and reaching out to local high

schools specifically addressing Black and LGBT students. Lastly, curricular offerings should reflect the demographic interests of the students in the course. This means offering LGBT studies, race studies, and women's studies courses. Integration of queer and people of color narratives in the course work is necessary and often poorly done. If students attend colleges and universities for academic benefits, this component remains increasingly important.

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The First Year

by Petey Peterson, Vanderbilt University

This year, the SCLGBTA will be featuring a column in each newsletter, chronicling one higher ed professional's journey from graduate school to a full time LGBT-focused professional position. Petey Peterson just started a position as the Program Coordinator

for Vanderbilt University's Office of Lesbian, Gay, Bisexual, Trans gender, Queer and Inter sex Life (LACTIC). This is the third article in a 5-part series highlighting different moments in Petey's first steps in their full-time career in higher education.

My first semester in my first full-time professional job is coming to a close. The students have made it through their finals and I have made it through my first semester. Was it everything I hoped and expected it to be? Well, there was a lot to learn and get used to. There was a new campus, new campus climate, new policies, new politics, and new students. Yet with all the new changes, much of it felt the same. National Coming Out Week came and rainbow flags were hung with pride. Students filled the center with homework to do and stories to share. On International Trans gender Day of Remembrance, the candles were lit and many students and members from the community shared their reasons for remembering. The semester ended with Homo for the Holidays where good food and conversation was shared. Overall, the semester was full of many successful programs and educational workshops.

It was no easy task to plan programs and workshops on a new campus. From learning how to get approval for hanging up fliers, to who you need to know to reserve the good spaces on campus before they fill up, each step in the process came with challenges. Once you have the logistics figured out, you must learn how to create a program that students want to attend. I am still learning the campus culture at my new institution and what will draw students into programs, especially programs about the LACTIC community and gender and sexuality. The administration is supportive of LACTIC programs and events, but gaining student buy-in remains difficult. Many students need a reason as to why it is worth their time to come to a program about LACTIC issues. In addition, the students fall along many points of the spectrum of knowledge about the LACTIC community.

There are not only students who will quote Judith Butler and talk about heterosexism, but also students who might know what "L" and "G" stand for in LACTIC, but have no experience or knowledge about the LACTIC community. I have been in workshops or even in LACTIC student spaces, I am constantly surprised at the range of knowledge. Students want exact and theoretically sound definitions of LACTIC identities and experiences, and the concept of multiple definitions for one identity is difficult for them to accept. They want to know the right answer, and struggle when we explain that there is no right or exact answer when it comes to individuals' identities and experiences. I have enjoyed this challenge. When students want and need to have such exact definitions, you always have to be fully prepared for any presentation or conversation. I come to presentations with not just 101 definitions but statistics, case studies, and video clips. Once you gain that student buy-in, their level of engagement is amazing and I have learned just as much from them as I hope they have learned from me.

It has been a great first semester and I cannot wait to see what next semester has in

store. I am impressed with the level of engagement from the students I have the honor of working with everyday. They are what make working in an LACTIC center so great. They have taught me so much in one semester and I look forward to what they will continue to teach me in the future.

OUT for Work's Annual LGBTQ Career Center Certification Assessment Results Released

by Alex Gant, OUT for Work

Washington, DC, December 5, 2012

Overall, career centers in higher education are gradually improving in providing services to Lesbian, Gay, Bisexual, Trans gender, and Queer (LGBTQ) students. However, OUT for Work's 2013 Career Center Certification Report indicates there is still much work to do with only 3% percent of the career centers surveyed earning an A+ Gold ranking.

The newest findings are based on a comprehensive assessment completed by 158 career resource centers in higher education. The assessment is intended to gauge the current career tools, available resources, and programmatic efforts accessible to LGBTQ students through campus career centers. Career centers may earn an A+Gold, Gold, Silver, or Bronze certification ranking based on their responses from the annual assessment. See http://issuu.com/outforwork/docs/2013_cccp_report/1 for all findings of OUT for Work's 2013 Career Center Certification Report. [Note: All university and college career center leaders are encouraged to contact OUT for Work to learn more about the annual assessment, and to ensure they participate in future years.]

While modest, results show incremental progress over last year's scores. Twelve career centers surged from Bronze level to Silver and nine from Bronze to Silver level in just one year. This suggests that the awareness, consultation, and resources provided by OUT for Work enhances awareness and expertise. Colgate University's Center for Career Services, Texas State University's San Marcos Career Services, University of Maryland College Park's University Career Center & The President's Promise, and Washington University in St. Louis' Weston Career Center- Olin Business School each received the A+ Gold level of certification.

General findings show:

- 85 percent of the career centers assessed provide tools, resources, information and/or advice to students on finding LGBTQ friendly employers;
- 77 percent of career centers at community colleges provide students with guidance on 'coming out' on a resume; and
- 14 percent of career centers assessed have a designated staff member serving

LGBTQ students.

“This year’s report goes above and beyond in the area of providing a narrative and statistical data in regards to the state of career centers in higher education serving the LGBTQ student population,” stated OUT for Work’s Founder Riley Folds.

Current and future students, academic institutions, as well as employers are all encouraged to use the report as a means to support the needs of LGBTQ identified students. OUT for Work also works closely with employers to ensure that assessment results are included in their campus recruitment strategies. Further, the organization is committed to strengthening the tools, resources, and programs that career centers provide to their LGBTQ students by offering expert consultations, training opportunities, and resources to career center staff.

About OUT for Work: OUT for Work functions as a complementary component in the total educational experience of LGBTQ college students; helping effect change in the development, evaluation, initiation, and implementation of career plans and opportunities. The nationally recognized nonprofit organization is dedicated to educating, preparing, and empowering LGBTQ college students as they transition from academia to the workplace.

International Day of Remembrance by Petey Peterson, Vanderbilt University

The International Trans gender Day of Remembrance was set aside to memorialize those who were killed due to anti-transgender hatred or prejudice. The event is held in November to honor Rita Hester, whose murder on November 28th, 1998 kicked off the [“Remembering Our Dead”](#) web project and a San Francisco candlelight vigil in 1999. Rita Hester’s murder — like most anti-transgender murder cases — has yet to be solved.

Although not every person represented during the Day of Remembrance self-identified as transgender — that is, as a transsexual, cross dresser, or otherwise gender-variant — each was a victim of violence based on bias against transgender people.

The deaths of those based on anti-transgender hatred or prejudice is largely ignored. Over the last decade, more than one person per month has died due to transgender-based hate or prejudice, regardless of any other factors in their lives. This trend shows no sign of abating.

The International Trans gender Day of Remembrance serves several purposes. It raises public awareness of hate crimes against transgender people, an action that current

media doesn't perform. Day of Remembrance publicly mourns and honors the lives of our brothers and sisters who might otherwise be forgotten. Through the vigil, we express love and respect for our people in the face of national indifference and hatred. Day of Remembrance reminds cisgender people that we are their sons, daughters, parents, friends and lovers. Day of Remembrance gives our allies a chance to step forward with us and stand in vigil, memorializing those of us who've died by anti-transgender violence.

For International Trans gender Day of Remembrance to occur as a program on college campuses can serve many important factors such as connecting campuses and the communities they reside in, connecting Trans* students to the history and realities of the Trans* community, and allowing safe space to honor and remember the life's lost and the impact anti-transgender violence has in our communities and on our campuses. I also believe it is important to additionally make space and create programs to celebrate the Trans* community. Often times the only programs offered around Trans* identities is through Trans gender Day of Remembrance or through an educational format of some kind that covers terms, language, etc. Yet I encourage all of us to create programs that allow for celebration and pride! Have a Trans* Pride week, show that it is safe and encouraged to have pride in and to celebrate Trans* identities.

Adapted from: <http://www.rememberingourdead.org/day/what.html> and LACTIC Life at Vanderbilt University Trans gender Day of Remembrance Program 2011.

Webinar Announcement: January 24th

Everyone is welcome here!?!: Power, privilege, and marginalization in LGBT movements

with Chris Linder, Ph.D.

Senior Lecturer, Higher Education and Student Affairs Program

The Ohio State University

Thursday, January 24, 2013, 12-1PM EST

Social justice movements, including LGBT movements, are generally composed of well-intentioned people genuinely fighting for a cause for which we care deeply. However, we have also been socialized in a world of white supremacy, gender normativity, male privilege, and additional hegemonies. This webinar will provide an opportunity to explore ways our socialization may contribute to unintentional marginalization with LGBT movements on college campuses and beyond. Intersectional theory provides a foundation from which we will explore issues of power and privilege rooted in social

identities. The presenter will employ social media to engage participants in discussion related to inclusive campus environments for LGBT students, staff, and faculty. Participants will gain tools and skills for considering ways their work in LGBT movements might be more inclusive.

To register, please visit:

<http://tinyurl.com/JanWebinar2013>

Webinar Announcement: February 6th

Utilizing Quantitative Methods with LGBTQ Research

with Jason C. Garvey

Doctoral Candidate

College Student Personnel Administration

University of Maryland

garvey@umd.edu

Wednesday, February 6th, 4PM EST

In this one-hour interactive webinar via web-cam with Jay, we will focus on utilizing quantitative methods with LGBTQ research. Identifying as a gay/queer scholar doing LGBTQ research, Jay uses large-scale quantitative data sets to examine LGBTQ issues and identities in higher education and student affairs. Specifically, his research focuses on campus and classroom climate for LGBTQ students and faculty and philanthropy and fund-raising for LGBTQ alumni.

Some of the possible topics for the webinar might include critical and queer epistemologies, balancing objectivity with advocacy, role of researcher positionality, data collection and sampling, model and analysis designs, motivations and intended outcomes, future directions for quantitative research, and relationship to qualitative research.

To register, please visit:

<http://tinyurl.com/FebWebinar2013>

Call for Newsletter Submissions!

Do you want to submit an article for the SCLGBTQA newsletter? We are accepting submissions for our February and April newsletters!

If you are interested, please e-mail scigbtanews@gmail.com with questions and / or ideas. The deadline for our February newsletter is January 25th, 2013. The deadline for the April newsletter is April 1st, 2013. We look forward to receiving your article!

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