



The Red Ribbon, World AIDS Day & the Paul Hart Fund

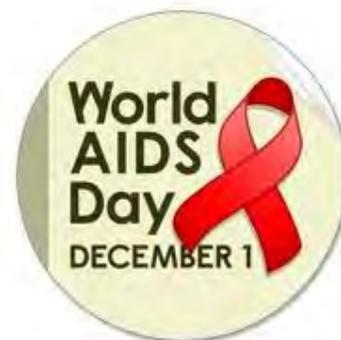
by Ryan Jasen Henne, Tulane University

World AIDS Day is held on the 1st of December each year and is an opportunity for people worldwide to unite in the fight against HIV and AIDS. People from all walks of life show their support for people living with HIV and to commemorate people who have died from AIDS. The first World AIDS Day was held in 1988. The "Ribbon Project" emerged out of NYC's Visual AIDS Artists' Caucus twenty years ago. Members of the Caucus were compelled to collaboratively create a symbol that was easy to reproduce, that would be cheap, and that would make people to be reminded and think about HIV and AIDS.

A few HIV/AIDS facts:

- Over 90% of people with HIV were infected through sexual contact
- You can now get tested for HIV using a saliva sample
- HIV is not passed on through spitting, biting or sharing utensils
- Only 1% of babies born to HIV positive mothers have HIV
- You can get the results of an HIV test in just 15-20 minutes
- There is no vaccine and no cure for HIV

Although World AIDS Day is a great opportunity to get the public talking about HIV and fundraise, we need to remember the importance of raising awareness of HIV all year round.



The Paul Hart Fund Scholarships are available to members of ACPA to support attendance at the 2012 meeting of ACPA. The Paul Hart Scholarship Fund, administered by the American College Personnel Association, was established in 1995 to provide scholarships for ACPA members who are either living with HIV/AIDS, or have a family member, dependent, partner, spouse, or child living with HIV/AIDS so that they may attend the Annual Convention. Scholarship funds are made available from Paul Hart's estate, and donations are received year-round. Scholarships are made to those individuals who would not be able to attend the Annual Convention without such financial assistance.

Details regarding criteria is available on the SCLGBT A website here: <http://www2.myacpa.org/convention-2011/paul-hart-fund>

Confidentiality of all applicants and recipients will be maintained at the applicant's request. For further information you may contact, Ryan Jasen Henne, Vice Chair for Networking at rhenne@tulane.edu.

The Paul Hart Scholarship Fund

by **Bill McCoy, Bucknell University**

The Paul Hart Scholarship Fund, administered by ACPA - College Student Educators International was established in 1995 to provide scholarships for ACPA members who are either living with HIV/AIDS, or have a family member, dependent, partner, spouse, or child living with HIV/AIDS so that they may attend the Annual Convention. Scholarship funds are made available from Paul Hart's estate, and donations are received year-round. Scholarships are made to those individuals who would not be able to attend the Annual Convention without such financial assistance.

The Standing Committee for LGBT Awareness (SCLGBT A) will be sponsoring a fund raising campaign so we can continue to support those of us who are affected by HIV and AIDS. We will be running a Facebook campaign to help support the Paul Hart Scholarship Fund from February 13th through February 17th. All those who make a donation will receive a jpeg to use on their Facebook page that week celebrating that they have donated. Please "like" the [ACPA SCLGBT A Facebook page](#) for more information in the weeks to come.

Applications for 2012 Paul Hart Scholarships are currently being accepted. Applications are due on Friday, February 17th. In order to be considered for the Paul Hart Scholarship, you must:

- Be a member of ACPA at the time of application
- Put the funds towards attendance at the Annual Convention
- Indicate how receipt of the scholarship will enable you to attend the convention
- Be a person living with HIV/AIDS or have an immediate family member who is living with HIV/AIDS (partner, spouse, children or other dependents who live with you).

For more information or to access the application, please see the [SCLGBT A website here](#).



A Grounded Theory of Lesbian and Gay Leadership Self-Efficacy Development

Dissertation Summary

by Daniel T. Ostick, PhD, University of Maryland-College Park

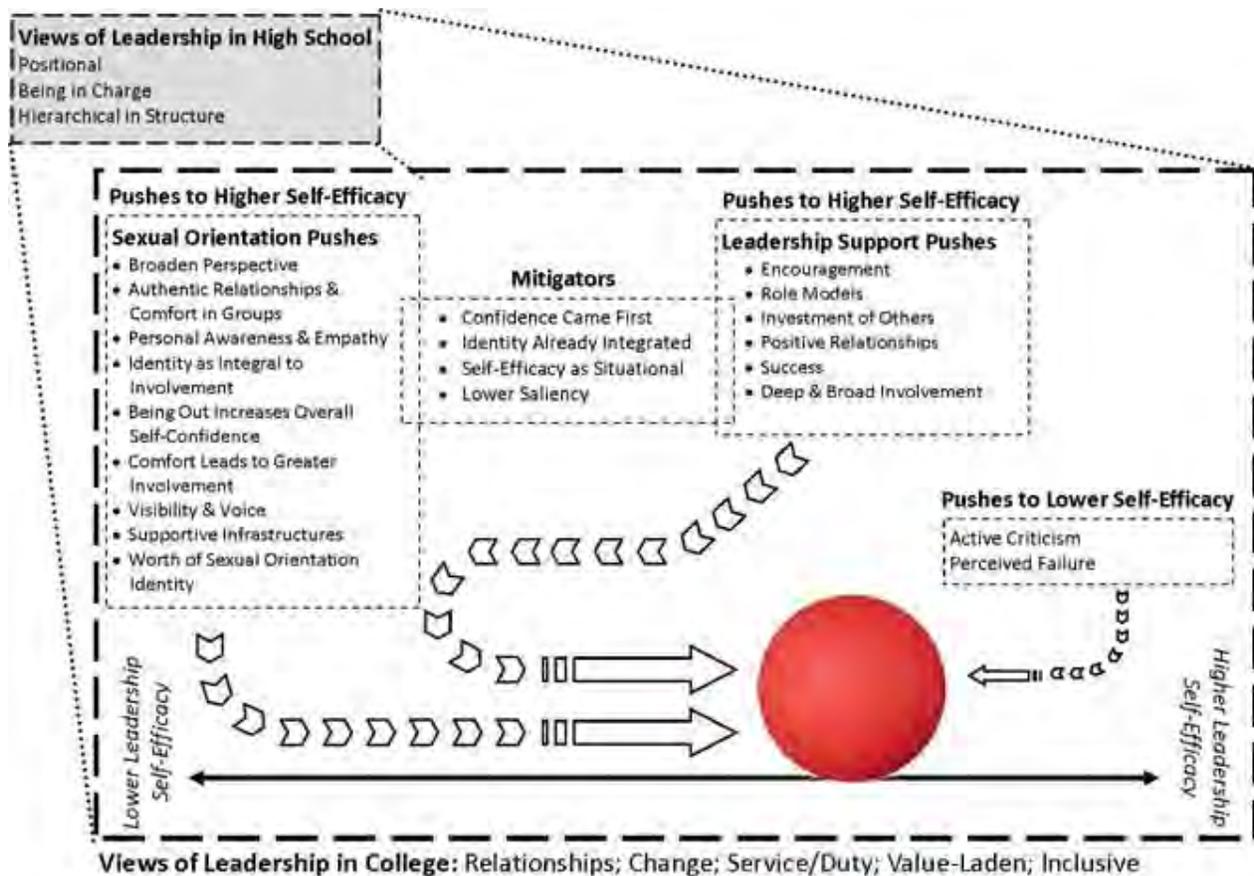
I am so glad to have the opportunity to share my dissertation research with the SCLGBTA! The SC has been a source of support and inspiration for me over the years (too many to count), and my research owes so much to the work of other ACPA members who came before me. This article is a quick summary of my dissertation. If you would like to read the whole thing, it will be available shortly at www.lib.umd.edu/drum.

The purpose of my study was to explore the experiences of gay and lesbian college students engaged in leadership and the meaning they made of their leadership self-efficacy development, particularly as it related to their identity development and various environmental assisters and constraints. The study sought to identify what shaped the development of leadership self-efficacy for these students. Using Grounded Theory Methodology, I explored the primary research question: How do gay and lesbian college students engaged in leadership develop their leadership self-efficacy?

Three interviews were held each with 10 students who self-identified as gay, lesbian, queer, or sexually fluid who were highly involved in leadership activities on campus. The theory that emerged from the participants' experiences centered on the individual's self-efficacy to engage in leadership defined within the context of their beliefs about the nature of leadership engagement.

The theory that emerged from the participants' experiences (see figure below) centers on the process of the development of self-efficacy to engage in leadership defined within the context of beliefs about the nature of leadership engagement. The self-efficacy of the students was increased by support, success, and deep and broad involvement, while decreased by perceived failure and active criticism. The students' gay, lesbian, or queer identities served to push them to higher self-efficacy for leadership or for mitigating reasons, had no discernable effect, according to the participants' stories. Sexual orientation served to bolster the

development of self-efficacy for leadership engagement by broadening perspectives, improving relationships and comfort within groups, allowing the participants to bring their full selves to their experiences, improving personal awareness and empathy, and accessing supportive structures. Participants also shared that their identities were integral to their involvements, that being out increased their overall self-confidence, that greater comfort led to greater involvement, and that visibility and voice were important to their leadership self-efficacy. Students also shared that their sexual orientations did not have an appreciable effect on their leadership self-efficacy when they already had a great deal of confidence to engage in leadership, when they had already integrated their sexual orientations, when they felt situations did not relate to their sexual orientations, or when the saliency of their sexual orientations was less prominent than other aspects of their personality or identity.



Views of Leadership

The participants all experienced a paradigm shift in how they thought about leadership from high school to college. Many of their high school beliefs revolved around control, accomplishment, positional authority, and hierarchal structures. In college, they came to experience and believe in leadership as relationships with others, as creating change, as service and duty to others, as based in values, and as inclusive. Their leadership self-efficacy developed in the contexts of these new beliefs about leadership. Greater

self-efficacy to engage in meaningful relationships with others or higher self-efficacy to create inclusive spaces would be considered as increased self-efficacy to engage in leadership for these students.

Sexual Orientation Pushes to Higher Leadership Self-Efficacy

For the students in this study, their lesbian, gay, or queer identities for the most part pushed them to greater leadership self-efficacy. Their sexual orientations served to broaden their perspectives about the world, giving them insight into the experiences of minorities. It also improved their relationships and comfort within groups, which led to increased involvement on campus. Being out allowed them to bring their full selves to their involvements and increased their overall self-confidence. They commented that being lesbian, gay, or queer created empathy for the experiences of others and improved their personal awareness, making them more cognizant of who they were, which proved integral to the involvement choices they made in college. In addition, it created a greater understanding of the importance of visibility and voice and inclusion in groups and organizations. Their leadership self-efficacy was also positively affected by the presence of supportive infrastructures and when their sexual orientation identity was given worth by those around them.

Leadership Support Pushes to Higher Leadership Self-Efficacy

There were a number of general contributions to the development of the participants' self-efficacy to engage in leadership. These included the explicit verbal encouragement of others, role models the students could look to for examples of leadership, the active investment of others in the work the students were doing, and positive relationships with other individuals in groups. Students also commented that being successful and having broad and deep involvements in groups contributed to their leadership self-efficacy.

Mitigators to Pushes to Higher Leadership Self-Efficacy

At the same time that most of the students shared examples of how they perceived that their sexual orientations and self-efficacy to engage in leadership were connected, students also shared examples of mitigating reasons why their leadership self-efficacy development was not related to their lesbian, gay, or queer identities. Some students commented that they have been confident to engage in leadership for a long time and this confidence pre-dates their development of an LGBT identity or involvement in LGBT organizations. For others, they had successfully integrated their sexual orientation identities and leadership identities in high school. Some students compartmentalized their leadership experiences and when the organization or setting was not explicitly about being LGBT, then their sexual orientation identities were not important to their confidence to engage in leadership. Finally, a number of students commented that there were other aspects of their identity that were more salient to their leadership self-efficacy development such as religion.

Pushes to Lower Leadership Self-Efficacy

As highly involved students, the participants had far fewer examples of issues that diminished their development of leadership self-efficacy or pushed them to lower levels of self-efficacy. The primary examples were contrasts of the positive elements. While strong encouragement improved leadership self-efficacy, active criticism decreased it. While success bolstered leadership self-efficacy, failure dampened it. For the students, these pushes had much less impact, as the regular building of self-efficacy for leadership gave them the tools to place these dampeners in perspective and the inertia of the

development of self-efficacy contributed to more self-efficacy development.

TDOR: Time for Reflection and Action

by Craig Leets Jr., University of Maryland-College Park

On November 20th, people around the world took time to honor the individuals we have lost due to anti-transgender violence for the 13th annual Transgender Day of Remembrance (TDOR). This day allows for the memorialization and remembrance of those people who have been victims of violence due to bias against gender-variant and gender non-conforming people across the globe. Although these individuals may not have identified as transgender, they were victims of discrimination and violence against the Transgender Community.

TDOR began in 1999 with the “Remembering Our Dead” Project. Gwendolyn Ann Smith began this project in early 1999 with a webpage that lists individuals who have been victims of anti-transgender violence.^[1] This website and TDOR were inspired by the murder of Rita Hester, which occurred on November 28, 1998, and has yet to be solved. Since its creation in 1999, Smith has continued to update the website to honor those individuals

As we reflect upon this day and the continued violence and discrimination that specifically affect the Transgender Community, we have a new resource to help us understand the experiences of transgender and gender non-conforming people in our country. The National Center for Transgender Equality (NCTE) and the National Gay and Lesbian Task Force (NGLTF) collaborated to gather information through the National Transgender Discrimination Survey with the hope of capturing a more accurate picture of experiences of individuals in the Transgender Community. Over 6,000 individuals from the 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands, responded to this survey and helped create a picture of discrimination in this country.^[2] The results from this survey can be found in the following report: *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*, which is retrievable on the websites for NCTE (transequality.org) and NGLTF (www.thetaskforce.org).

The results from this survey are summarized in the title of the report: *injustice at every turn*. This survey revealed discrimination in every area of transgender and gender non-conforming people’s lives from education to workplace to housing. The Transgender Community is faced with discrimination in many, if not all, aspects of their lives. Additionally, this report highlights multiple levels of oppression experienced at the intersections of

Two professionals in our field have also helped to broaden the understanding of the experiences of transgender and gender non-conforming people. Genny Beemyn, the Director of the Stonewall Center at the University of Massachusetts, Amherst, and Dr. Susan Rankin, Associate Professor at The Pennsylvania State University and a Senior Research Associate at the Center for the Study of Higher Education, recently

released a book, entitled: *The Lives of Transgender People*.^[3] This book analyzes the formation of gender identity through the experiences of almost 3,500 transsexual women, transsexual men, crossdressers, and genderqueer people. Through survey data and hundreds of follow-up interviews, these authors provide a new perspective on the development of individuals in the Transgender Community and allow readers to further understand their experiences. Similar to the report mentioned above, Beemyn and Rankin capture a picture of bias and discrimination throughout their participants' lives.

Both of these publications provide a larger perspective that can be focused on our context of higher education. Transgender and gender non-conforming students on our campuses face the same discrimination that is reported in both surveys. Consequently, we should work to find ways to lessen this discrimination on our campuses and provide a safe climate for the Transgender Community on campus. We can achieve this in two ways: support transgender people on our campuses and educate the rest. First, because discrimination is often the result of ignorance, educating our campus communities about gender, gender identity, and gender expression will hopefully begin to lessen the discrimination that transgender people face in higher education. Second, we must ensure that transgender students are supported on campus, both institutionally and interpersonally. Inclusive non-discrimination policies, housing options, and healthcare benefits in addition to preferred name options for university records and other institutional policies will communicate to transgender individuals that they are recognized and supported by their institutions. Additionally, we must ensure that staff and faculty are aware of the issues that face this community, so transgender and gender non-conforming students feel comfortable in classrooms and other campuses spaces.

Ultimately, we must keep the results of both surveys in mind and continue to work toward more inclusive campus environments throughout the year and not just on November 20th. We must seek opportunities to create a more welcoming, supportive spaces on our campuses with the goal of lessening the discrimination that transgender people face in this country.

[1]Smith, G. A. (2011). Remembering our dead. Retrieved at: www.rememberingourdead.org.

[2]Grant, J. M., Mottet, L. A., Tanis, J., Harrison, J., Herman, J. L., & Keisling, M. (2011). *Injustice at every turn: A report of the National Transgender Discrimination Survey*. Washington, D.C.: National Center for Transgender Equality and National Gay and Lesbian Task Force.

[3]Beemyn, G., & Rankin, S. (2011). *The lives of transgender people*. New York, NY: Columbia University Press.

SCLGBTQ Elections - Deadline Extended until Friday, January 13th!

by Rick Moreci, DePaul University

There will be four elected positions opening up on the Directorate starting at the 2012 Convention in Louisville, KY. The four positions and a description of each are listed below. If you are interested in running for a position or know someone who might be, please follow the instructions below.

We will be running our elections through ACPA this year from January 30 – February 13, 2012. However, there are many steps that occur between now and then so it is imperative that we have all candidate applications submitted by **Friday, January 13th (with the exception of the Director of Administration position)**. Once all applications are received, an election slating committee will review all materials and decide who should be slated in the online ACPA election. These decisions will be based on eligibility, experience as well as ensuring a diverse candidate slate. All candidates who submit an application will be notified as to whether or not they will be slated in the election process by mid January, once the committee makes final recommendations the Equity Officer.

Please keep in mind that we will also be looking for several new coordinator positions as well as a new Equity Officer, but these positions are appointed vs. elected. Coordinator positions are filled at the Annual Convention in Louisville and all newly chosen coordinators are notified while we are at the conference. A separate application for coordinator positions will be available online soon.

Position Descriptions

Vice Chair for Advancement (3 year term)

- Facilitate monthly conference calls, write monthly report and for area
- Oversee transition of two Directors and two Coordinators, utilizing each to meet the Advancement area outcomes that fall within the functional area
- Coordinate Directorate Body Orientation and Training in collaboration with SCLGBTA Leadership team
- Coordinator sponsored programs and roundtables for Convention
- Serve as resource for educational initiatives such as webinars and publications
- Coordinate SCLGBTA fundraising initiatives including Big Give, Paul Hart Endowment and Cabaret
- Coordinate process for SCLGBTA Organization Grant awards including applications, selection and sustainable giving efforts

Director of Convention Programs (2 year term)

- Participate in monthly conference calls and submit ideas for Handbook changes to Chair.
- Oversee transition of coordinators and utilize the Coordinators in the Networking area for the outcomes that fall within the functional area.
- Coordinate the Dinner Out event for Convention site.
- Plan the AIDS Memorial/Our Agenda event in collaboration with the Convention planning team.
- Oversee SCLGBTA Social and all identity socials including the Gender Blender and Queer Person of Color (QPOC) socials.
- Collaborate on local arrangements in Convention site.

Director of Development (2 year term)

- Participate in monthly conference calls and submit ideas for Handbook changes to Chair.
- Oversee transition of coordinators and utilize the Coordinators in the Advancement area for the outcomes that fall within the functional area.
- Oversee all fundraising initiatives, including Big Give and any other creative fundraising.
- Support the Paul Hart Fund's continuation and growth.
- Orchestrate all aspects of the Cabaret fundraiser.

Here is the link for the application you must complete if interested in any of the above positions (except the Director of Administration). Thanks and best to you all!

<https://docs.google.com/spreadsheets/viewform?formkey=dENjZHQ2MXdfdmNSWkkyZ0I2UFNaQkE6MQ>

SCLGBTA Big Give Initiative

by Jonathan Sorge, American University

Each year, the SCLGBTA works to raise money to help continuously educate and provide support to the LGBT Community. This year the SCLGBTA is excited to announce our new grant initiative. This grant will be open to all colleges and universities across the country, to provide support in their efforts to educate, support and provide LGBT specific programming on their individual campuses. The grant will be rewarded to individuals and/or organizations based on their commitment to raising LGBT awareness, advocacy, and educational opportunities for their specific institution.

In efforts to raise funds, the Standing Committee will host a silent auction, known as, the "Big Give Initiative," during the Annual Convention in Louisville. The SCLGBTA successfully raised funds in excess of \$20,00.00 in funds at the Baltimore Convention in 2011.

The Standing Committee is currently seeking donations to help with our "Big Give Initiative." While any donation would be greatly appreciated, we are specifically looking for items for our silent auction. All proceeds from your donation will go directly to the new grant initiative and support LGBT programming and advocacy efforts on college campuses across the country. The deadline to submit silent auctions items and donations is **February 3rd, 2012**.

For more information about the SCLGBTA, please contact Jonathon Sorge, Coordinator for Advancement via email at joanthon Sorge@gmail.com. I look forward to hearing from you no later than **February 3, 2012**.

[follow on Twitter](#) | [friend on Facebook](#) | [forward to a friend](#)

Copyright © 2012 SCLGBTA, All rights reserved.



[unsubscribe from this list](#) | [update subscription preferences](#)