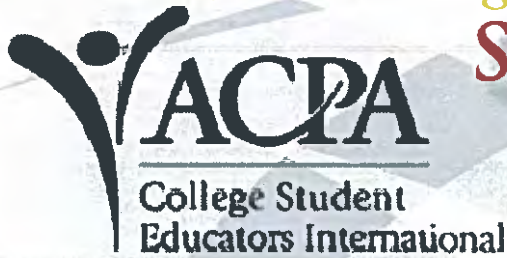


Standing Committee for Lesbian, Gay, Bisexual, & Transgender Awareness

SPRING 2006



Transgender Needs in a Higher Education Environment

Transgender is a term that has been sweeping many institutions of higher education. Most universities want to be inclusive, but gender and sex continue to be challenging and unfamiliar topics. Transgender students have needs that are complex and need to be addressed by many different functional areas of higher education. A collaborative effort must be made to ensure that the success rate of these students will continue to appear in higher numbers and that these students have a better overall experience in the university setting. What ways can Student Affairs Professionals help transgender students succeed on their path through college?

As awareness of transgender issues grows within student affairs, more and more practitioners want to make the changes necessary to make their campus a welcoming, safe, and supportive environment for transgendered students. However, many lack the institutional influence necessary to enact such broad changes. For instance, a counselor may

Continued on Page 2

Start Your Engines...

We're doing "Drag" in Indy! (Among other things!)

Gay Tidings to you, SCLGBTA membership!

For those attending the conference, I hope you are gearing up (I'm just full of the race humor) for a wonderful convention! We have many educational and social networking opportunities for you this year! For more pre-convention information, I encourage you to visit our site: <http://www.myacpa.org/sc/sclgbta/convention/overview.cfm>

A couple of special notes and changes we've made in the SC programming for Indianapolis:

We have partnered with Campus PrideNet again this year and they are generously co-sponsoring our SC Social on Monday night. We also will be joined by TJ Jourian, featured in the documentary *Transgenerations*. We are very excited that he will be joining us and presenting at 2 sessions: 12:30-1:30p on Sunday & 8pm on Monday. Historically, Monday night, prior to the Social, we have offered a Coffeehouse. This event has been focused on performance art, creating a non-alcohol event, and a lower-key networking opportunity with colleagues. This event has not been as successful, in turnout, over the past several years. This year, we are trying a new format in the same timeslot. We are offering a Networking & Resource Exchange – a place to share GLBTQA-related resources from your institutions, network with other colleagues, and hear from a featured presenter. We hope you like this change, that we will see you there, and that you'll provide us feedback about that format. Please also check-out our sponsored programs, our roundtable & all of our other events in the Convention Guide – available on-site in Indianapolis!

For those that will be in Indy – we'll see you there! For others that will not be there, please stay connected through our newsletter, our website, and our listserv. Take good care everyone!



Continued from Page 1

hear from a client that the campus should renovate gender segregated bathrooms into single user or unisex facilities for better accessibility. Or, a Resident Director may know a trans-identified student who is in an appropriate living space, but is having trouble getting the Registrar to list their preferred name on their student records. How, then, would that professional go about sharing these concerns, bridging the disconnect between campus offices, and helping students receive the services they require? The most obvious way to address these issues is to inform the LGBT student services office (assuming that your college or university actually has one – there are less than 150 such offices in the U.S. and over 4000 colleges) of problems as they arise. Unfortunately, that office is usually staffed by one lone overworked professional, and bettering the campus climate for trans-identified students can be an overwhelming task for a single person.

Ohio University was experiencing just this problem in the fall of 2004. In recent years, there were more and more students identifying as transgender, and many choosing to medically transition their sex from either female-to-male or male-to-female. There was some awareness of transgender issues on campus, but trans students were often left to navigate problems on their own, with incomplete or incorrect information passing through a student network. Recognizing this issue, a few concerned folks put their heads together and formed the Transgender Needs Task Force. TNTF was a university-wide committee that included representatives from Residence Life, the campus Registrar, Health Services, Counseling, Housing, Human Resources, International Student Services, Institutional Equity, the Dean of Student's office, as well as faculty members, and LGBT Student Services, of course. Most members knew little about trans issues before agreeing to attend, but no one declined to devote their time to the project. The mission of the task force was to increase awareness of trans issues, both within the group and to the larger university, and to create a network of campus offices that were prepared to respond to the increasing needs and numbers of trans students on campus. Only meeting a total of six times, the task force was able to accomplish its goals. Each meeting included an educational component – an article about how other institutions have addressed similar issues, or a Q&A with trans-identified students, for example. The members also compiled a list of issues that needed to be addressed, and systematically

worked through them throughout the course of the year. The discourse that occurred during the meetings was perhaps the most valuable, as education was increased, policies were clarified, created, or changed to better meet student needs, and an overall commitment to serving some of the university's most marginalized students was made. As a result of the work of the TNTF, which was strictly limited to the '04-'05 year, a guide to transitioning was created. Now, instead of relying upon misinformation or myth, trans-identified students are able to access a handy guide which tells them how to request appropriate housing, change their name in the university records system, receive affirming counseling and health services, and so on.

While the task of creating positive change for trans-identified students may seem overwhelming, the Transgender Needs Task Force is an example of how a little shared concern and teamwork can certainly go a long way in meeting the needs of students.

There are also ways to help the students on your campus, if a task force is still in the future for your institution. Personal responsibility can include using inclusive language and incorporating gender neutral language into daily activities. Address students by their first name and not by the pronouns of Mr. or Ms. Wait for students themselves to self-identify before assuming their gender. Recognize that not all students identify as male or female, and some may feel more comfortable identifying as genderqueer or gender neutral. Also, think about the forms you use and distribute: Do they list gender or sex or both?

Daily conversations also give much opportunity to show advocacy for the trans-identified community. Trans students look at language and other subtle signs to judge whether someone is safe to approach. Education is one way to keep up with the

Continued on Page 3

Invisible no more
Experiences of LGBT Members of Fraternities & Sororities National Research Study

CALL FOR PARTICIPATION
Nation-Wide Research Study of the Experiences of Lesbian, Gay, Bisexual & Transgendered Fraternity & Sorority Members

Trusted openly gay and didn't get in? Came out to your fraternity brothers or sorority sisters and received acceptance? Whatever your experience, positive or negative, we **WANT TO KNOW**.

DATE: Mid-February to Mid-March. All responses will be kept confidential and anonymous.

TELL US ALL ABOUT IT, go to www.gaygreek.org

GayGreek.org

Out & Greek

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Brett E. Parozzi, Ph.D., Director, Campus Activities Center,
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"Honestly, one of the best events..."

Kate Janis, Greek Advisor, Vanderbilt University

"Informative, energetic, heartfelt... there is a place
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Dan Maxwell, MS Ed, Director of Student Activities,
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George Ringle, M.Ed., Health Educator, Davidson College

Shane L Windmeyer

Public Speaker, Educator & Editor
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www.lambda10.org/outgreek

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BROTHERHOOD
Gay Life in
College Fraternities

Available at your local bookstore
or online at www.lambda10.org



Continued from Page 2

trends and issues that trans students are confronted with in a college setting. Ongoing education on transgender topics can help professionals to be an informed ally by accumulating resources or at least knowing where to refer students when they ask for additional help. The Health Center on campus is a great place to start. Ask what kinds of accommodations are made for trans students. Many trans-identified students do not seek appropriate medical care because they fear a negative reaction from health care professionals. The Counseling Center is also important because transitioning students need a therapist who is trained in transgender issues in order to legally and medically transition. Ask the Registrar's Office what the process is for students to change their name on their transcripts if they transition. Also, see if your university has a student group for students exploring their gender identity. At George Mason University, a student group called TransMason offers students support and the opportunity to share common experiences.

If your university does not have resources, find outside agencies in your area that could help trans students in their journey through college. Many states have different processes and paths to take for a person to legally change their name. Some states have facilities that provide medical care to trans-identified students on a sliding scale basis. The most important part is to be open minded and supportive for trans students. A professional in the field may not know all the answers, but a safe place to talk and having someone listen is often the first step.

One final way to assist transgender and gender-variant students is to work with other professionals on campus. For example, faculty and staff should work together collaboratively in transgender education projects so that students are being supported on many different levels. Faculty can incorporate trans topics in the classroom and help students have a greater understanding of the issues that trans-identified students face. For example, Syracuse University hosts transgender teach ins and workshops which are taught by faculty or staff who have the knowledge to disseminate the information. Ask transgender students and community members to participate in these sessions so they can teach their peers and share individual experiences. The in and out of classroom experience is equally valuable and can develop the trans-identified student from a holistic perspective. These are a few ways that you can take a stand and start to inform others of how to be inclusive on your own campus.

Written by: Hannah Wu & Alex Thompson

**2006 Special Guest:
TJ Jourian**



In the past two years, the Standing Committee for LGBT Awareness has begun a tradition of bringing to Convention individuals who are working for LGBT equality. Past guests Candace Gingrich from the Human Rights Campaign and Shane Windmeyer from Campus PrideNet helped teach us about resources their organizations offer to help educate around LGBT issues on campus.

This year, we are proud to bring TJ Jourian. TJ is a transgender activist who was recently profiled in Sundance's TransGeneration. Aired last year, the series documented TJ and three other students during a full academic year while they faced the challenges of being transgender on campus.

TJ is entering his third and final year of graduate school at Michigan State University. He is an MA candidate in the Student Affairs Administration program with the College of Education. He plans on using his degree to help make higher education institutions more accessible, safer, more welcoming, and developmentally more satisfying places for students of all sexual orientations, gender identities and racial/ethnic/national backgrounds.

TJ will be offering a special session on Sunday at 12:30. During this hour, TJ will share his unique insights into the struggles of a transgender student and his thoughts about how student affairs professionals can help students triumph over these challenges. You will also see him at other events such as the Gender Blender and Coffeehouse. He will also be performing in the Standing Committee's Cabaret.

***SCLGBTA sponsored "Fun" Walks
at ACPA Convention***

Stay fit at ACPA, come join us for a walk, run or jog around the scenic canal at White River State Park. We will meet at the Indianapolis Marriott Downtown, just inside the front doors at the water station. Maps of the walk will be handed out at the meeting location.

Sunday, March 19th, Time 9am

Monday, March 20th, Time 9am

*For more information, please call
Dawn Dooley, on her cell at 727-512-0942*

***Call for All Drag Queens
and Drag Kings***

Want to participate in the Standing Committee's Annual Cabaret Drag Show? We are seeking individuals who would like to participate. If you wish to participate, please contact Rick Moreci at rmoreci@depaul.edu and let him know that you wish to perform!! The show is going to be in a great location and the evening will be full of surprises!!

Call for donations:

As tradition we are going to have a silent auction at the Convention Showcase (Monday, March 20, 2006 from 6:30 pm - 8:00 pm in the Sagamore Ballroom,). Since this year was a great year for LGBT cinema I thought it a good idea to follow that tradition with our silent auction items. Thus I encourage, whoever can, to donate something from the list below:

The L Word DVD as well as any other memorabilia. Any Rent CD/DVD, shirts, etc.
Any movie/event/show with Judy Garland in it (Pref on DVD) as well as any other memorabilia
Any movie/event/show with Liza Minnelli in it (Pref on DVD) as well as any other memorabilia
Any movie/event/show with Audrey Hepburn in it (Pref on DVD) as well as any other memorabilia

If you can donate any of the above please send me an e-mail (Mancini@fredonia.edu). If you are going to go out and purchase any of the above please check with me first to make sure that someone did not already donate the same. If you have movie/show that you want to donate and it is not on the list and you think it will do well e-mail me and tell me your idea.

Best,
Michael Mancini
Outreach Coordinator

SUNY Fredonia
Coordinator of Judicial Affairs
Phone: 716.373.3271
Email: mancini@fredonia.edu

Youth Group Donations

As mentioned in our Fall 2005 Newsletter we asked if people could donate to the local LGBT youth group in Indianapolis (IYG: <http://www.indianayouthgroup.org>). Jill Thomas the program coordinator for IYG informed me that she has received checks from the group, but we are well below our goal of \$3295.00. As a reminder we asked, whoever could, to send a \$5.00 check to IYG. The mailing address is:

*Jill Thomas,
Program Coordinator
Indiana Youth Group
2943 E. 46th St.
Indianapolis, IN 46205
Please put in the memo "SCLGBT".*

Again I thank you for your continued support of this standing committee and the IYG youth group. Any questions please feel free to e-mail me at mancini@fredonia.edu.

Best,
Michael

AIDS Memorial Choir Call for Participants

Locations to be determined at the Convention

Saturday, March 18, 2006

8:30pm-10pm
Aids Memorial Choir- Section Leaders
Rehearsal

Sunday, March 19, 2006

3:00pm – 5:30pm
Aids Memorial Choir- Open Rehearsal

Monday, March 20, 2006

10:15am – 11:15am
Aids Memorial Choir- Open Rehearsal

4:30 – 6pm

Aids Memorial Choir- Rehearsal

Tuesday, March 21, 2006

3:30 - 5:15 pm
Aids Memorial Choir Pre- Memorial
Rehearsal

5:30 pm – 6:30 pm

AIDS Memorial

(requested room at 5pm for set up)

OUT spoken

Coming Out as an Ally

"Enlightening, humorous, and poignant... a level of openness, strength, and maturity to aspire..."

Courtesy Abelle, Ph.D., Coordinator of Women's Programs
Southern Methodist University

"Without a doubt, one of the best programs this year... left an indelible mark on the campus."

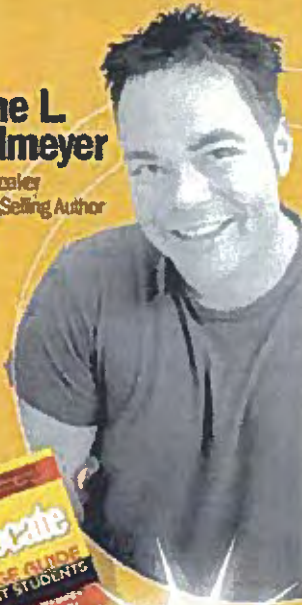
James C. Cox, Student Activities Program Coordinator
Virginia Polytechnic Institute and State University

"Captivated the audience... thrilled that finally their voice was being heard..."

Kevin Morgan, Director Office of Student Activities
Lynchburg College

Shane L. Windmeyer

Public Speaker
and Best-Selling Author



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Working to Serve You Better

By Dan Tillapaugh, National Public Relations Coordinator

Over the past couple of years, there has been some discussion among members of the Standing Committee directorate board of changing our organizational structure. In July, a task force of five directorate board members was appointed by John Fox, SCLGBTA Chair, to discuss, design and propose a new organizational structure that would better serve the SCLGBTA membership as well as streamline the roles of the directorate board members.

Chaired by Past-Chair Keith Humphrey, the organizational structure task force has worked throughout the fall and winter months to listen to the concerns and ideas of current directorate board members. Task force members met in Greenbelt, MD in October and created general ground rules for this process, sorted through the general themes of the individual phone interviews, which were conducted with directorate board members in September, and made initial steps to create a new model for the SC. After further work, the task force held phone conferences with members of the directorate board and integrated their comments into a proposal for a new organizational structure, which will be voted upon in Indianapolis by the current directorate board members.

The SCLGBTA task force wants our members to know that we are invested in serving you better. As a result of the work from the organizational structure task force, we are hoping to have increased involvement by our general members on important new initiatives that will continue our missions of educational outreach and advocacy. If the new structure is adopted by the directorate board, this new structure will be implemented with this spring's elections process. The task force is excited about the potential that this new, proposed structure brings to our membership, and we want you to know that you will have the opportunity to learn more about it during our open meetings in Indianapolis.

Start Your Engines by Rob Anderson

Are you looking for fun, innovative, and creative ideas to take back to your campus? Want to network and meet other student affairs professionals concerned with LGBT issues? Then check out this new event sponsored by the SCLGBTA. The LGBT Networking and Resource Exchange will showcase the SCLGBTA special guest TJ Jourian, a student featured in the Sundance Channel's documentary TRANSGENERTATIONS, as well as members from the Indiana Youth Group. You can look over handouts and materials from a variety of LGBT-themed programs presented at the 2006 annual convention, as well as collected resources from campuses across the country. Come and meet members of the SCLGBTA, the Consortium for LGBT Directors and enjoy a refreshment in a casual, stress-free environment.

Raffle Tickets

Dear Colleague and Friend:

Every year, the Standing Committee sponsors many functions for our members. Because of this, it is important that we do some fund-raising. As we have done in the past, we are going to be selling raffle tickets throughout the Convention (and prior).

We are asking for your support. Every year the Standing Committee holds a raffle and the winners are drawn at our Social during the Convention. The raffle tickets are \$1 each and the prizes are \$250, \$500, and \$750, and you need NOT be present to win.

Throughout ACPA, you can contact any of the Standing Committee members and purchase the tickets from them. The winning tickets will be drawn on Monday, March 20, 2005 and the winners will be notified after that.

We really appreciate your willingness to help with this fundraising for the Standing Committee. All of the proceeds go towards supporting the events and services that we offer to our ACPA members.

Thank you again for your support and good luck in the drawing!

Mix it up at the Gender Blender!

Do you like to push the boundaries of your gender? Are you interested in breaking down gender norms? Are you an ally who wants to know more about this whole "transgender thing"? Do you like free baked goods and a space to meet new people? If you said yes to any of these things (or even if you didn't), you should make an appearance at the Gender Blender. Previously known as the "Gender Variant Social," the Gender Blender is a space where folks can come together to have some fantastic food, some good conversation, and meet others who are also interested in transgender issues. As a special treat this year, a celebrity will be attending the Blender! TJ Journian from the Sundance Channel series, "TransGeneration" will be in attendance, and I'm sure will have some great stories to share about being a small screen celebrity, a trans graduate student, and a future student affairs professional. The Gender Blender will be Sunday, March 19th from 5-6 PM in the Marriott, Colorado room. ALL ARE WELCOME!

LEAD WITH PRIDE!

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www.campuspride.net

Staying Well During the Conference

By Michele Richey

I would personally never classify attending an ACPA national conference as a week of pure relaxation. Perhaps I have always been job seeking, interviewing, or socializing but I have never attended a conference as someone simply looking to sit in on a few workshops and hang out by the hotel pool. Job searching, job interviewing, presenting, running for board positions, if not all, then maybe one, does this sound familiar? Once again I do not anticipate that this year's conference will be much different in terms of the variety of activities that will be on-going.

There's a lot of work associated with the conference, but there is some play. Conference season allows us to catch up with old graduate school friends or past coworkers. It also allows us some time to get away from all the responsibilities that accompany working on a college campus. Unless you live in a bigger city, trying to find places to socialize and relieve stress without awkwardly running into student's is typically a struggle. This is an added stress where many of us may identify as LGBTQ, but not necessarily portray that persona within our work environment. Attending a conference provides an escape from these pressures in a town where we can guarantee we won't run into students.

As result of all the things a conference means to us, we tend to not treat our bodies too well. This takes a toll and by the end of the conference we feel we need a vacation to recuperate, instead of having to jump right back into work come Thursday morning. The following are some pretty easy tips to help you stay well during this year's conference in Indianapolis.

The best way to prevent yourself from getting worn out and sick during a conference is to pay more attention to how you are treating your body. To start with, do not plan on throwing caution to the wind with what you eat. For a lot of us, fast food may be tempting because it is cheap and quick and we are poor and busy. But fast food is the quickest way to feeling not so well. It messes with our digestion and makes us feel sluggish. So instead of that Big Mac and fries or pizza, try having a salad or a deli sandwich for lunch. There will be several places around the conference site in Indianapolis that will offer a healthy alternative for meals. Look for some suggestions in one of the SCLGBTQA conference publications.

In addition to eating well, limiting your intake of caffeine and keeping hydrated will help boost your energy and keep you feeling well during the conference. For many, caffeine is the easiest way to get a boost and is a staple in our daily diets. It is important to remember that caffeine is a diuretic and aids in dehydrating the body, which can make you feel tired and sick. I'm not suggesting that you cut out coffee entirely because I know that isn't realistic for most people. Just remember that for every cup of coffee you have to drink twice as much water to maintain hydration. Being able to balance your caffeine and water intake will help you to keep energized through the week.

While exercise is probably the last thing on your mind during a conference, it shouldn't be. Exercising can increase your energy making you a little more prepared to handle the busy conference schedule. Both the SCLGBTQA and the Wellness Commission have morning exercise programs such as walks, runs, meditation, and yoga. Stop by one of these programs to help start your day and boost your metabolism. It will really help you to keep going late into the night.

In addition to not eating healthy and staying hydrated, some people tend to drink a little more than normal during a conference. This too can cause us to not feel as well as we could. In addition to aiding in dehydration, alcohol can make us feel hungover and tired the following day. The biggest concern with consuming alcohol is that most people are a little sleep deprived during conferences so their bodies are already in a depressed state. Consuming alcohol (a depressant) while already fighting fatigue can increase the effects of alcohol and decrease our abilities to compensate for its effects. As a result, people become drunk faster and find themselves in dangerous situations after consuming the same amount of alcohol they would normally consume on a night out. This could result in injury and even trips to the hospital. If you are going to drink, make sure you are aware of your level of fatigue, eat before and during drinking, consume plenty of water, go slow, and pay attention to your body.

Finally, there are a few things you can do during your trip to and from the conference to help you combat feeling unwell. Many of us fly to conferences and some even change time zones. As a result, we may be starting the conference with jet lag or simply feeling ill. This is due to the changes in time and also because flying puts us at an increased risk for catching germs. According to FamilyDoctor.org & Travelocity.com there are a few things you can do to help keep healthy. In addition to what is discussed above, you should drink plenty of water before, during, and after your flight and get plenty of sleep before you leave for your trip. Once you reach your destination avoid overeating and take a hot steamy shower right away. To help you get used to a new time zone, go along with the local meal and bedtime schedules right from the start.

I know for many of us, this information is pretty basic and we all know that we should eat well, drink a lot of water, and not consume excessive amounts of alcohol. It is funny how checking into a hotel can cause us to check-out of using our common sense.

For Immediate Release

Contact: Shane L. Windmeyer
Lambda 10 Project
for GLBT Fraternity & Sorority Issues
(704) 277-6710
shane@lambda10.org



Invisible No More: LGBT Fraternity & Sorority Members Asked to Share Openly *Panel to study real-life experiences of LGBT students nationwide*

CHARLOTTE, NC, November 15, 2005 – Rushed openly gay and didn't get in? The Lambda 10 Project (<http://www.gaygreek.org>) wants to hear about it. Came out to fraternity brothers or sorority sisters and received acceptance? Spill the details. The good, the bad and the "oh, no, they didn't!" all have a place in the organization's upcoming research project.

Why a research project? Because lesbian, gay, bisexual and transgender (LGBT) fraternity and sorority members, both active and alumni, have long been invisible. The Lambda 10 Project's national study will explore the LGBT experience within fraternities and sororities with the goal of developing educational resources and advancing further research that will assist fraternities and sororities in creating safer, more inclusive environments for their LGBT brothers and sisters.

"We know fraternity and sorority life for LGBT students is dramatically different today than it was ten years ago," said Lambda 10 Project co-founder and coordinator Shane Windmeyer, a national speaker who has edited three popular gay books about life in college fraternities and sororities. "But what exactly has changed, and what problems remain? Those are the questions we need answered."

To get answers, the Lambda 10 Project today issued an official call for participation in the upcoming study. The organization seeks undergraduate and alumni fraternity and sorority members who happen to be LGBT, along with LGBT students who have some sort of experience, positive or negative, with a fraternity or sorority. The assessment goes live in mid-February to mid-March. All responses will be kept confidential and anonymous. Anyone who fits the research criteria may take the assessment; complete information can be found at <http://www.gaygreek.org>. All members of the Lambda 10 Project FREE membership community will receive reminders about the launch date of the study.

Led by Pennsylvania State University's Sue Rankin, a scholar and researcher on LGBT experiences in the campus environment, the survey, which coincides with the Lambda 10 Project's tenth anniversary, is the first-ever formal study of its kind and has been reviewed and approved by the Institutional Review Board at Pennsylvania State University. The results will be compared to those of the informal assessment "A Glimpse at the Invisible Membership: A national survey of Lesbigan Greeks," conducted by Douglas N. Case, a longtime fraternity and sorority professional. Case's study, published in 1995, provided the first comprehensive view of sexual orientation issues within college fraternities and sororities.

"This study will look back on the issues Case covered a decade ago, with additional questions to gather new data that will help us to better lead educational efforts for men and women in fraternities

Continued on Page 10

Continued from Page 9

and sororities,” Rankin explained. “The quantifiable, reliable data we gather will serve as a starting point for ongoing education, policymaking and research efforts. Our shared vision is that one day, there will be no invisible LGBT members of the college fraternity or sorority. Each of us will have a welcome place among the brotherhood or sisterhood.”

About the Panel

Researchers from across the country have compiled the Lambda 10 Project study. All are former or current faculty or staff members at large universities and have professional experience in higher education with LGBT and, or Fraternity/Sorority Life issues. Along with Rankin, the team includes Case at San Diego State University; Windmeyer; Grahaeme A. Hesp at Florida State University; Chuck Eberly at Eastern Illinois University; George Miller of Delta Sigma Phi National Fraternity; and Billy Molasso at Northern Illinois University.

About the Lambda 10 Project

Since 1995, the Lambda 10 Project has served as a clearinghouse for educational resources and materials related to sexual orientation and gender identity and expression in the college fraternity and sorority experience. The organization was founded by Pamela W. Freeman and Shane L. Windmeyer, one of the nation's foremost educators and speakers on issues of sexual orientation and fraternity and sorority life. To celebrate a decade of advocacy, Lambda 10 launched a redesigned Web site on September 15, 2005.

PRESS INQUIRIES & MEDIA OPPS: To inquire about interviews or other media opportunities, please contact Shane L. Windmeyer with the Lambda 10 Project by calling (704) 277-6710 or shane@lambda10.org.

MORE INFORMATION: Details about the “Experiences of LGBT Fraternity & Sorority Members” assessment can be found online at www.gaygreek.org along with the findings of the 1995 informal assessment titled “A Glimpse at the Invisible Membership: A national survey of Lesbigan Greeks,” conducted by Douglas N. Case.



Invisible no more
Experiences of LGBT Members of Fraternities & Sororities: National Research Study
Lambda 10 Project

CALL FOR PARTICIPATION
Nation-Wide Research Study of the Experiences of Lesbian, Gay, Bisexual & Transgender Fraternity & Sorority Members

Rushed openly gay and didn't get in? Came out to your fraternity brothers or sorority sisters and received acceptance? Whatever your experience, positive or negative, we **WANT TO KNOW**

DATE: Mid-February to Mid-March. All responses will be kept confidential and anonymous.

TELL US ALL ABOUT IT, go to www.gaygreek.org.

GayGreek.org

SCGLBTA Conference Newsletter

Submission

By: Rick Moreci

"Drag Race 500"

Hello fellow ACPA'ians, Standing Committee members and friends! Well, the conference is almost here and I have some very exciting updates for you from the world of Development. This conference newsletter article will focus on the Cabaret and the many exciting things I have to share with you:

First and foremost, we need performers! I have already sent a call out to all of our ListServ members and some others who have participated in the show in the past. I have received a decent response so far, but we need more. We are looking for Drag Queens and Kings to help make this event the most entertaining and successful yet. So, if you have an interest in getting up on that stage and strutting your stuff for us all (and of course looking glamorous doing it), please e-mail me to let me know of your interest as I am starting to put together the schedule for the evening. My e-mail is rmoreci@depaul.edu. Can't wait to hear from you...

Onto some exciting news about the Cabaret itself. The big event will be Tuesday night, March 21st. Doors will open at 8pm, with the show starting at 9pm. The show is at a club called Talbott Street, located at 2145 N. Talbott St. We are presently working out some transportation specifics. We will once again be blessed by the amazing talents of your hosts Coretta Scott Queen and Wild Cherry Sucrets. They have some new and exciting propaganda up their sleeves (or shall I say dresses) this year that I am sure you will all enjoy.

Pre-sale tickets for the Cabaret will be available throughout the conference at a price of \$5 per ticket. Tickets at the door will be \$7. Also, new this year, we have a limited number of tickets available that we are calling guaranteed seating. These seats are on the main floor close to the stage and will be available for \$10 per ticket, pre-sale only. Buy one of these and you are guaranteed a seat throughout the show, but you must arrive before the show starts to secure it.

We had hoped to provide a live feed of the show in a separate lounge located at the club. Unfortunately, we have run into some technical difficulty with broadcasting the show. That lounge can still be used by us for socializing and relaxing and it will still be non-smoking. Additionally, we are looking to make another section of the main club a non-smoking area where folks can still see the show. Please know that we intend to do our best to accommodate non-smokers at this event.

We do have some other surprises that we are not ready to divulge. You will have to come out to the Cabaret to see the rest. I will say this – bring your dollars. Besides tipping the performers, we will also have other new and exciting donation opportunities, which we think you will really enjoy!

Alright, so start planning now! Tell all your friends! Consider performing and go get your best drag queen or king outfit and then join us for the annual ACPA CABARET!

GLBT Awareness Institute at Suffolk University

A Summer Program for High School Students

Suffolk University hosted their first GLBT Awareness Institute in July 2005 for high school sophomores and juniors. Seven students from Massachusetts, New York and Virginia attended the two-week program that ran from July 10th – July 23rd.

An employee at the Lesbian, Gay, Bisexual and Transgender Center of New York City wrote a 'thank you' to Suffolk stating: *"From looking at the program schedule it seems that the young people chosen for the program were given a real chance to learn about their history, their rights and their importance as queer people. (Students) raved about the Bible class, workshops on being queer in college, the amazing recreational trips and so much more. There is certainly talk of many from the group applying to Suffolk for their undergrad education. You've made a wonderful impression on them and the Y.E.S team."*

Curtis Hoover, Associate Director of Residence Life & Summer Programs at Suffolk, served as the Institute Coordinator and one of the co-faculty. The other institute faculty was Jason Rostant of Perth, Western Australia. Jason was most recently employed as a researcher and advisor for a Federal senator, with responsibility for sexuality and disability portfolios, and helped fight against Australia's recent ban on same-sex marriage. Curtis was recently recognized on the Suffolk campus when he received the 1st President's Award for Outstanding Contributions to the GLBT Community and later recognized for Public Service to the GLBT Community by the SCLGBTA of the American College Personnel Association.

The goals of this program were many:

- Create an intensive summer college experience for high school students where they can learn about sexual orientation and gender identity.
- Create an opportunity for students to connect with other glbt youth and develop a greater understanding of their glbt identity.
- Create an opportunity to showcase Suffolk's commitment to diversity.

Students lived and learned on the Suffolk campus in Downtown Boston. Students were active from morning till night with a good mix of academic and social activities daily. The classroom discussions focused around the following topics: GLBT history,

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The Lambda Mentor Program:

Win-Win for EVERYONE Involved!

Register Now! Sign up before March 8th!!

Mentoring is a process by which individuals share and exchange ideas, experiences, resources and best practices. The Mentor Partner relationship is reciprocal in intent and purpose with all participants actively engaged and contributing in the process. The Lambda Mentor Program provides on-going personal and professional support for the development of Lesbian, Gay, Bisexual, Transgender, Ally colleagues in higher education and student affairs. We are looking for Mentoring Partners at all levels; from seasoned professional to new professional to graduate student.

The Lambda Mentor Program has implemented "Mentoring Partner Groups" that establish realistic expectations of each other as well as foster partnerships after the 2006 Convention. Groups consist of 2-4 people, joined together based on the mutual interests and goals identified through the registration process. All Mentoring Partner Groups will have an initial meeting immediately following the Convention Colleague Program at 5pm, on Sunday, March 19, 2006. The Lambda Mentor Program Workshop is a place for the mentoring groups to meet and make plans during the convention and partner expectations to be discussed. Attendance at the workshop is a requirement to participate in the program.

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Top 5 Reasons to Join the Lambda Mentor Program

1. Help others by sharing your professional experiences and learning from theirs!
2. Expand/cultivate your professional network and meet up-and-coming professionals in the field
3. Get revitalized in your career by connecting with fresh enthusiasm
4. Get an inside look at various higher education careers
5. Take advantage of this easy, non-threatening way to get involved in ACPA

For the Mentor Partners that are new to ACPA, the Convention Colleague Program and Convention Orientation are a great way to orient anyone new to ACPA, while the Welcome Meeting and Dinner Out, as well as the other committee events highlight the SCLGBTA. Each Mentor Partner will receive a copy of the registration form from the other members of their group, prior to the conference to help "break the ice" and create a starting point to discuss mentoring goals. Prior to the Mentor Workshop, you may want to meet up with your Mentor Partners at the Dinner Out on Saturday, March 18, 2006.

Now, all I need is you!

To read more about the program and to register, visit the SCLGBTA web site at www.myacpa.org/sc/sclgbta under Convention 2006 or email me with questions.

See you in Indy!

Jennifer Williams
Lambda Mentor Program Coordinator
jw2369@columbia.edu

Person of color, raised poor, first generation college graduate, single parent home since I was 6 months, raised Catholic, birth mark on my leg, born in California, and the list like many others rolls on and on. Talk about ones identity. I represent me. Some may think I am representing all Latinos, people of color, people from my home town or at least my same race/ethnicity in the Standing Committee for Lesbians, Gay, Bi-sexual, and Transgender Awareness (SCLGBTA). Side note: I am

not Mr. Latino USA thus not elected to represent all people of color or for that matter Latinos. *I would love to see more LGBT women, LGBT people of color, and Allies run for positions in the SCLGBTA.* Do not get me wrong. I love all people no matter the skin color or gender. But different identities, cultures etc., adds dimension to any group. You are needed in order to help break barriers that will never be broken but at least will be bent to allow knowledge in and smash a bit of the ignorance that some like to nurture throughout the world.

The old saying, you can make a difference rings like wedding bells for LGBTQ people in Canada yesterday, tomorrow and there after. So, yes, people like you can make a difference and I would like you to join me and my brothers and sisters in the SCLGBTA. A lot of different colors make everything look nicer in my eyes, I hope in your eyes also. If you are not ready to take a leadership role but want to obtain more knowledge on LGBTQ topics, we have many educational opportunities for you.

There are many seminars and social events that the SCLGBTA will sponsor and run during the ACPA Conference in Indy. First, if you want to run for a position or would like clarity attend our SCLGBTA open meeting Sunday, March 19th from 1pm to 3pm in the Westin- Grand III in order to get your questions answered. There is also a roundtable Tuesday, March 21st from 5:30pm to 6:30pm in the Westin- Chamber. This roundtable will focus on helping people get involved with the SCLGBTA. There are many other events and activities to attend in order to get a wealth of knowledge on LGBTQ issues. Check out the conference guide or on-line at MyACPA.org to learn more about the programs.

If I can be of any assistance please feel free to track me down since I love talking with friends and new folks. My name is Nicholas Eduardo Lemus working at the University of Wisconsin- Milwaukee, the ACPA SCLGBTA Diversity Advocate and the list rolls on and on. Hope to see you in Indy. If you need SCLGBTA raffle tickets look me up since I am your man for those puppies. The grand prize is \$750. The second and third prizes are not bad amounts either.
Peace, Nick Lemus class of 1995

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queer theory, homosexuality and spirituality, pop culture, coming out in college / choosing a college, leadership skills, social justice, trans101, community resources, safer sex and more. One student commented: "I felt as if it (GLBT Awareness Institute) gave me a great deal of insight because it exposed me to many different perspectives and ideas." Another student wrote: "(The GLBT Awareness Institute) helped me shake off some insecurities I had about myself relating to homosexuality with the more knowledge I gained."

When not in the classroom, students were exploring Boston and the surrounding area. Students visited all of the Boston highlights and had an opportunity to visit a few of our local glbt establishments (bookstores, coffee houses and restaurants). There were two full-day excursions on the weekend – Provincetown and Six Flags, New England. When possible, social activities included a glbt theme. Game Night was Gayme Night with gay charades (gay books, gay movies, gay people, gay places, etc. etc.) One student described the social activities: "Everything that was planned was so exciting and definitely made my summer a blast!"

Our final evening was dinner out at Maggiano's, a slideshow and evaluations in the residence hall. Curtis Hoover described the experience as "a professional highlight during my 8-years at Suffolk". He explained, "It was exciting to have an opportunity to create this program – envision it, develop it, market it and run it successfully! To really impact the lives of young people in such a way is really powerful."

One student wrote on his evaluation: "Your program has really opened my eyes. I felt alone and confused. Now I guess I still feel confused but I definitely know I'm not alone. You showed me a community of love and acceptance where I can really begin to grow as a gay young adult. I'm even excited!"

Another student had this final comment on her evaluation: "This (the GLBT Awareness Institute) was possibly the most liberating and perfect experience of my life."

Suffolk plans to repeat the program again in Summer 2006. The program is scheduled to run July 9th – July 22nd. For more information, visit: www.suffolk.edu/summerinstitutes.



GLBT College Students: What Institutions Need to Know

**By Ronni Sanlo, LGBT Campus Resource Center
University of California, Los Angeles**

Examining issues and experiences of underrepresented college students is an important and ongoing topic of research and discussion in higher education. However, the inclusion of sexual minorities, that is, gay, lesbian, bisexual (GLB), and students questioning their sexual identities, in such research is insufficient. As a result, the specific perspectives, experiences, and concerns of GLB students and their persistence to graduation are not captured in the current literature. There have been no studies similar to those of Vincent Tinto or Sylvia Hurtado and others to learn the issues of sexual minority college students, despite the growing body of literature, including a federal study, acknowledging that this population is at great risk for suicide and other health issues.

Nancy Evans and Vernon Wall (1996) and Donna Talbot (1996) observed that growing numbers of GLB students are coming out, that is, acknowledging their non-heterosexual identities, within the college environment. According to Caitlin Ryan (2001), the current generation of GLB youth is evolving differently from past generations, and their issues are new and unresearched. Specifically, they: lack role models; are negotiating puberty in the age of AIDS; are coming out at younger ages, and therefore are increasing their risk for victimization; and are using terminology and definitions different from past generations (Broido 2000). Despite the younger and more visible generation of GLB students, negative attitudes toward this population have not significantly changed over the past twenty years. In fact, Gregory Herek (1989), Kevin Berrill (1990), and California Attorney General William Lockyer (1999) report that levels of violence toward GLB people have increased.

GLB college students suffer the consequences of silence, both their own and that of their institutions. Students who worry about an unsupportive environment and who experience repeated harassment are unable to focus on learning, whether academic or co-curricular (Lucozzi 1998). Jan-Mitchell Sherrill and Craig Hardesty (1994) document that 31 percent of GLB college students in their study left college for a semester or longer and 33 percent dropped out altogether, while Su Rankin's (2003) study reaffirms that at least a third experience some form of harassment. Tinto comments that social isolation is the primary cause of a student leaving college. Historically, GLB students were likely to have problems with learning or to leave altogether when they were faced with the chronic stress of discrimination, harassment, and subsequent isolation.

Discrimination based on sexual orientation is not unusual in the United States. To date, only 15 states include sexual orientation in their nondiscrimination laws. Fewer than 20 percent of the nation's 3500 colleges and universities have nondiscrimination policies that include sexual orientation, and only 100 institutions have professionally staffed centers that provide services to, for, and about GLBT students, faculty, and staff (National Consortium 2005). Blumenfeld notes that sexual minorities are despised more than any other population in the U.S., while Blum and Pfetzing (1997) state that a young boy's experience in our society is shaped within the framework of "not being queer." Unlike the Black or Jewish child whose parents are typically Black or Jewish respectively, the gay or lesbian child often does not have gay or lesbian parents and usually understands only the

most negative related terminology. That child generally feels fear, shame, and isolation, and as he or she grows, those feelings accompany her or him to college (Goffman 1986).

According to Arthur Chickering and Linda Reisser (1993), college students face seven developmental tasks, or vectors, precipitated by the internal processes of maturation and the environmental challenges offered by their experiences in college. The vectors are: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. When students experience developmental crises related to these tasks, they tend to become preoccupied with the crisis, resolve it, then move to another developmental task. For GLB students, however, dilemmas related to sexual identity development often take precedence to the exclusion of all other developmental tasks, so that movement beyond this crisis is unlikely.

While GLB college students share many of the similarities of other college students, they also experience highly distinctive major stressors and behaviors. These serious problems affect their physical and mental well-being, which may inhibit or even prevent their academic success and retention. They include: low self-esteem (Allen and Oleson 1999); feelings of alienation (D'Augelli 1998, Evans and D'Augelli 1996); isolation (D'Augelli 1993, 1998); invisibility (Baker 1991, D'Augelli 1998); depression (Dworkin 2000), anxiety (Dworkin 2000); violence (Lee 2000); substance abuse (Barrett, Bolan, and Doll 1995; Evans and D'Augelli 1996) self-destructive behaviors including high-risk sexual behaviors (Cochran and Mays 1996; D'Augelli 1998; Rotheram-Borus, Hunter, and Rosario 1995); and suicide (Bagley and Trembley 2000, Evans and D'Augelli 1996, Remafedi 1999).

Researchers have documented the prevalence of sexual orientation-related harassment on college campuses. GLB students are victimized as much as four times more often than the general student population (Comstock 1991, Evans and D'Augelli 1996). Karen Franklin's (2000) study of community college students documents that harassment occurs for four general reasons. The perpetrator wants to impress friends, physically attacks someone who was perceived as making sexual advances toward the perpetrator, holds anti-gay religious and/or moral ideology, or needs to prove to friends that the perpetrator him/herself is not homosexual.

Many college students remain closeted because they are unsure of how to handle anticipated conflict created by coming out (Gonsiorek and Rudolph 1991). Some maintain two identities: the heterosexual one known to parents and friends at home, and the new emerging GLB identity on campus. The two worlds are often kept distinct, creating enormous identity management

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stress (Evans and D'Augelli 1996, Fassinger 1998). Despite the serious mental health problems, life stresses, and victimization experienced by GLB students, few campuses provide adequate services for, and attention to, them.

Invisibility in the Literature

There is little information in the health literature about the specific issues and concerns of GLB college students. While sexual orientation is mentioned in the Surgeon General's "Call to Action," in Healthy People 2010, and in Healthy Campus 2010, specific mention of GLB college students is nearly nonexistent. It appears in only two paragraphs in the Healthy People 2010: Companion Document for Lesbian, Gay, Bisexual, and Transgender Health, and is not mentioned at all in the "Lesbian, Gay, Bisexual, and Transgender Health: Findings and Concerns," nor in the U. S. Department of Health and Human Service's A Provider's Introduction to Substance Abuse Treatment of Lesbian, Gay, Bisexual, and Transgender Individuals. The GLB college student population is invisible both on campus and in the much of the literature.

The Need for Further Research

There is need for rich in-depth analyses of the day-to-day experiences of GLB college students, including GLB students of color. Research must explore and evaluate the health care issues facing this population, as well as address basic research in human sexual development, sexual health, and social and behavioral research on risk and protective factors related to GLB youth. Rivers and D'Augelli emphasize that research focusing on the victimization of GLB youths in the college setting is "long overdue." Additionally, research must explore the resiliency, survival skills, leadership skills, and academic success of GLB college students.

Longitudinal research is needed to examine the lives of GLB college students over the course of their college careers. Quantitative and qualitative methodologies should be used to gather the broadest range of data, then this information must be added to the literature so that issues facing this population are fully understood through their own experiences and their own voices. Such understanding will assist student affairs professionals in developing a welcoming and nurturing campus climate for GLB students, and perhaps many other populations of students as well. Such studies may create new insights about the lives, experiences, successes, and specific health issues and concerns of GLB college students. Through the voices and experiences of students in anticipated studies, student affairs professionals may begin to understand the needs of this invisible population.

Conclusion

While such in-depth studies are not yet available, some institutions have initiated programs that may positively affect retention. These include: lavender graduation celebrations; the varieties of safe zone projects; leadership training opportunities; inclusive diversity training for student affairs professionals and other staff targeting service provision; education for faculty for curriculum inclusion; mentoring and peer counseling programs; and campus resource centers. Unfortunately, there are no studies to date that explore each of these areas to determine their effectiveness in helping GLB students persist to graduation.

John Braxton developed a three-part theoretical foundation to identify as the commitment of the institution to student welfare: (1) the institution "embraces an abiding concern for the growth and development of its students"; (2) the institution places "a high value on students in groups and as individuals," which signifies to students that they, like faculty and staff, "have a stake in the institution"; and (3) the institution "treats students equally and with respect as individuals" (p. 19). Student affairs professionals, beginning with senior officers, must model that GLB students and staff are fully included in this commitment. Studies of the risk, resiliency, and retention of the GLB population will help all to create educational environments in which everyone thrives.

Ronni Sanlo is the director of the UCLA LGBT Campus Resource Center and teaches in the UCLA Graduate School of Education Teacher Education Program.

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Invisible no more

Experiences of LGBT Members
of Fraternities & Sororities:
National Research Study

CALL FOR PARTICIPATION

Nation-Wide Research Study
of the Experiences of
LGBT Fraternity & Sorority Members

Rushed openly gay and didn't get in? Came out to your fraternity brothers or sorority sisters and received acceptance? Whatever your experience, positive or negative, we **WANT TO KNOW**.

Sponsored by the Lambda 10 Project National Online Clearinghouse for Lesbian, Gay, Bisexual & Transgender (LGBT) Fraternity & Sorority Issues, the nation-wide study will explore LGBT experiences within fraternities and sororities. The organization seeks undergraduate and alumni fraternity and sorority members who happen to be LGBT, along with LGBT students who have some sort of experience, positive or negative, with a fraternity or sorority. The assessment goes live in mid-February to mid-March. All responses will be kept confidential and anonymous.

TELL US ALL ABOUT IT, go to www.gaygreek.org.



The Lambda 10 Project

GayGreek.org

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Trans on Campus: Measuring and Improving the Climate for Transgender Students

By Brett Genny Beemyn, GLBT Student Services,
Multicultural Center
Ohio State University

As an undergraduate student, Lisa was open about being transgender. She spoke about her gender identity on panels, sought to make campus groups more trans-inclusive, and challenged gender expectations by often wearing dresses and make-up, but otherwise appearing as her male birth gender. In her crossing of traditional gender boundaries, Lisa encountered both individual and institutional discrimination. It was not uncommon for her to be verbally harassed as she walked across campus, and residence life staff would only house her with male students, leading to uncomfortable and potentially dangerous situations.

Lisa's experiences are typical. More and more students are coming out as transgender at colleges and universities across the U.S., only to be confronted with often hostile classmates, insensitive and uneducated faculty and staff, and institutional systems that recognize only male and female gender categories. While some institutions have begun to change policies and practices to accommodate the needs of transgender students, most colleges and universities have yet to consider or take steps to create a more trans-inclusive campus climate.

In some cases, the lack of support services for transgender students seems to result from a failure to recognize that transgender students exist on campuses and have specific needs, while in other cases, it appears that colleges and universities do not know how to respond to their needs effectively. This article will address both of these concerns. After reviewing research on the experiences of transgender college students, the article will consider ways in which campuses can create a more welcoming and inclusive environment for transgender students, both in terms of policy and practice.

Research on Transgender Students

Although there have been few studies of transgender college students, the literature indicates that they often encounter institutional and personal discrimination on campuses. For example, a study (Rankin and Beemyn, in progress) involving 50 transgender-identified students from 14 colleges and universities found that 44 percent of the respondents had experienced harassment. Derogatory remarks were the most common form of harassment, reported by 86 percent of the individuals who experienced harassment. Other types of harassment included pressure to be silent (52 percent), verbal threats (48 percent), graffiti (43 percent), physical threats (24 percent), denial of services (23 percent), and physical assaults (19 percent). In contrast, less than one-third of the lesbian, gay, and bisexual respondents to the study (Rankin 2003) had been harassed, and less than two percent had experienced physical violence.

The hostile campus climate for transgender students was reflected in many of the students' attitudes and behaviors. In Rankin and Beemyn's study (in progress), 40 percent of the transgender students stated that they feared for their physical safety on campus because of being transgender, and 30 percent indicated that they concealed their gender identity to avoid harassment

and discrimination. Nearly three-fourths of both the transgender study respondents (Rankin and Beemyn in progress) and the LGBT study respondents (Rankin, 2003) felt that harassment against transgender people was likely or very likely on their campuses.

Along with fears and concerns about harassment, many transgender students report experiencing institutional discrimination. In a survey of 75 self-identified transgender undergraduate and graduate students from 61 different colleges and universities, McKinney (in press) found that the respondents did not feel that their institutions adequately address their needs. For example, few of the students indicated that their schools provide any transgender-related programming, and none of the students considered faculty and staff, in general, to be transgender-supportive. Asked "Are faculty and staff educated about transgender issues?" the students all had negative responses, including:

There are frequent transphobic and clueless remarks in class by profs.

- Many professors do not have up-to-date information. . . Homosexuality and transgender are taught in social problems as a strain on society and deviant acts.
- Even LGB staff/faculty are largely ignorant/not overtly bigoted, their ignorance takes its toll. Trans issues are still seen as add-ons/ expendable as opposed to being an integral part of so-called LGBT affairs on campus. The campus LGBT center staff lack even a basic understanding of the realities facing trans folk on this campus.
- I have tried to educate some of the staff and faculty. I have spent a lot of energy wanting to be heard. That energy would have been better spent on my coursework.

Many of the students were particularly troubled by the lack of transgender education among campus counseling and health-care center staffs. Only four of the 75 students surveyed reported that campus counselors were helpful, knowledgeable, and supportive in regard to transgender issues (McKinney, in press). Responses to the question, "What type of counseling, if any, is available on your campus?" included:

- As a trans person, I would NEVER seek counseling here as I don't want to be diagnosed with some gender identity disorder.
- No good counseling is available. I was referred to a mental institution for expressing such feelings.
- I went to the university health services. They

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had no counselors with experience dealing with trans folk. Nor were they able to refer me to any experienced counselors anywhere in my state. . . . Having access to effective counseling resources would have made a substantial difference in my experience.

- Not at all. I went to two different counselors since I've been here and it was always ME that had to educate them about who I was on the gender spectrum.

The transgender students surveyed expressed similar concerns about campus health center staff. McKinney found that the graduate student respondents, who demonstrated a greater need for transgender-related health services than the undergraduate students, were particularly dissatisfied with the medical care available at their colleges and universities. Given that the recognized standards for providing care to individuals who are transitioning from one gender to another require counseling and medical evaluations, the lack of trained campus health-care professionals represents a major obstacle for many transgender students.

The Diverse Identities and Needs of Transgender Students

A number of articles have offered recommendations for how colleges and universities can become more trans-inclusive, and have often provided examples of institutions that have implemented these changes. The areas of campus where attention should focus include housing, counseling and health care, bathrooms, locker rooms, documents and records, standardized forms, and training and programming.

College administrators and student affairs staff need to develop transgender-specific policies and practices in each of these areas. But they also must be able to work with transgender students on an individual basis, recognizing that these students have diverse identities, experiences, and needs. For example, because many transsexual women who are in the process of transitioning are initially not able to "pass" as female, they face different issues than transsexual men, who begin to be seen as male soon after starting hormone therapy. Similarly, a man who identifies and performs onstage as a drag queen will likely have different concerns than a heterosexual man who crossdresses secretly, without even his female partner(s) knowing.

Although MTFs (male-to-female transsexuals) and drag queens have historically been the most visible transgender people within both transgender communities and the larger society, these groups are today only a small segment of individuals whose identities, appearances, and/or behaviors blur or cross traditional gender lines. Since Christine Jorgensen made international headlines in the early 1950s for having a "sex change," the dominant model of transgender identity development has been personified by individuals who recognize themselves as a gender different from their birth gender at a young age, struggle to understand these feelings, and after years of shame and denial, begin to accept themselves. Typically, in mid-life, they take hormones and have gender reassignment/confirmation surgeries to align their outward appearance with their inner sense of self.

However, over the last decade, there has been a fundamental shift in how many transgender people, especially many younger trans people, conceive and express their gender identities. Trans youth today, who have access to information on the Internet, see a growing number of transgender images in popular culture, and benefit from the political and social gains made by previous generations of transgender activists, are much less likely than transgender people who grew up in the 1960s to mid 1990s to feel that they are the "only one." As a result, trans youth in the 2000s may acknowledge and embrace their transgender identities

more quickly and not experience a prolonged sense of confusion or guilt.

With many transgender people coming out at younger and younger ages, more students are openly identifying as transgender in or even before college and expecting their campuses to provide transgender-specific services and activities and to have transgender-supportive faculty and staff. But as McKinney found, many institutions offer little or no transgender programming. The lack of campus transgender events means that faculty and staff, whom the participants in McKinney's study perceived as being largely ignorant about transgender issues, have few formal opportunities to become more knowledgeable. College administrators and student affairs staff can thus make an important difference by regularly offering educational sessions about transgender issues and including transgender speakers and performers as part of general campus programming.

Along with often coming out earlier, transgender people today who want to transition may seek to do so in their teens or early twenties, rather than making this decision later in life. Increasingly then, transgender students will need the assistance of campus counseling and health-care centers for therapy, hormones, and gender reassignment/confirmation surgeries. But, as McKinney demonstrates, many counseling and health-service personnel are no more knowledgeable about transgender concerns than other staff and faculty. Moreover, most college health insurance plans do not cover treatments related to transsexuality, based on the misguided belief that such procedures are elective rather than necessary for an individual's well-being. Therefore if campus counseling and health-care centers are to meet the needs of the growing number of students who openly identify as transgender, they must require their staffs to attend trainings on the experiences of transgender people and provide access to and coverage of transitioning services.

Many transgender youth today, however, do not feel that they need to transition entirely or at all in order to be "real" men or "real" women. Challenging the assumption that one's genitalia is the defining aspect of one's gender, they may take hormones, but not have any surgeries, or they may have a breast augmentation or reduction procedure, but not genital surgeries. Trans men, especially, often forgo "bottom" surgeries, because many are able to be seen as male only from taking hormones, and because of the tremendous cost of phalloplasty and what they see as less than adequate surgical results (Cromwell, 1999).

Other trans youth refuse to present or characterize themselves as either male or female. Often referring to themselves as genderqueer, they seek to blur gender boundaries by, among other means, presenting an androgynous appearance or wearing both "male" and "female" clothing. Whereas the term "transgender" was often shorthand for "transsexual" for much of the 1990s, the "transgender" umbrella is recognized today as covering a myriad of gender-crossing and genderqueer identities (Diamond 2004, Nestle, Howell and Wilchins 2002, O'Keefe and Fox 2003). Some of the more common words that trans youth use to describe themselves include transboi, boydyke, third gendered,

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bi-gendered, multi-gendered, andro, androgyne, and gender bender. Drag king identities are also more visible and accepted among trans youth today, so that campus drag shows, once the sole domain of drag queens, are increasingly presenting a range of gender expressions.

The growing diversity of transgender communities means that college administrators and student affairs staff will increasingly encounter students who do not fit the traditional model of transsexual identity development and who have different concerns than earlier generations of transgender people. Addressing the needs of students who do not identify as either male or female will require a fundamental re-organization of colleges and universities, which typically operate on the basis of binary gender categories in everything from bathrooms and locker rooms to housing to institutional forms and documents. Though more and more campuses are offering gender-neutral bathrooms, locker rooms, and housing options, and are changing forms and documents to enable transgender students to self-identify, most colleges and universities continue to acknowledge only two "sexes." Whether intended or not, this perpetuation of the gender binary signals to genderqueer and other transgender students that they are not welcomed or included on campuses.

Because of individual and institutional discrimination, many transgender students have an overall negative college experience. Administrators and student affairs staff can make an important difference in the lives of these students, but to do so, they will need to reconsider many of their assumptions about gender and the structure of higher education. Improving the campus climate for transgender students requires nothing less than changing the campus.

The term "transgender" encompasses a wide range of identities, appearances, and/or behaviors that blur or cross gender lines. The transgender umbrella includes, but is not limited to, transsexuals, who identify as a gender different from their biological gender; crossdressers (previously known as transvestites), who wear clothes considered appropriate for another gender but not one's own; drag kings and drag queens, who crossdress within a performance context; and genderqueers, who do not identify as either male or female and who often seek to blur gender lines.

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