Queer College Student Presentation

Tetrault…. The primary findings of the study indicate that, holding the other variables in the model constant, the views of campus climate tended to be lower for those who had been treated unfairly by an instructor, those who had hidden their LGBTQ identity from other students, and those who had lost

emotional support from their friends as a result of their LGBTQ identity.(T, 2013)

Renn (2007) summarized theories pretty well:

The majority of LGBT identity theories presuppose a somewhat narrow conception of what it means to be lesbian, gay, bisexual, or transgender. A number of sexual orientation identity development models (e.g., Cass, 1979, 1984; Fassinger, 1991; Fox, 1995; Klein, 1993; Savin-Williams, 1988, 1990) posit a fairly orderly developmental process leading to an identifiable lesbian, gay, or bisexual self-concept. These theories are useful for understanding how people come to have identities that are recognized on campus as lesbian, gay, or bisexual; the models are theoretically sound and practical for use in higher education practice and policy making. What they lack, however, is the ability to differentiate among the many ways that students identify themselves within the categories of lesbian, gay, bisexual, or transgender.

Definitions that include more nuanced conceptions of LGBT identity arise from theories that incorporate individual meaning-making and intercategorical variation. D'Augelli's (1994) life span model of sexual orientation identity development accounts for social contexts and individual variations in six identity processes (e.g., developing a personal LBG identity, developing an LGB social identity, and entering an LGB community). This developmental model opens up the definition of what it means to be lesbian, gay, or bisexual to include a range of personal expression and comfort.

Abes and Jones (2004) examined lesbian college students' meaning-making capacity. Important findings include the ways that students understood their lesbian identities in the context of

multiple dimensions of identity (race, ethnicity, gender, faith, etc.) and the ways that cognitive, interpersonal, and intrapersonal development were integrated in their understandings of self. Abes and Jones presented not an identity development model per se, but an application of developmental theory (specifically Kegan's, 1982, 1994) to understanding psychosocial identities in context and in interaction with one another. (Renn, 2007)

CASS: Stages: Identity Confusion, Indentity Comparison, Identity Tolerance, Identity Acceptance, Identity Pride, Identity Synthesis.

D'AUGELLI: Lifespan model, incorporating personal subjectivities and actions, interactive intimacies, sociohistorical connections, Exiting heterosexual identity, developing a personal queer identity/ developing a social queer identity, developing a queer intimacy status, entering a queer community.

FASSINGER: Awareness, Exploration, Deepening Commitment, Internalizations/Synthesis

Theories complementing Queer Student Development:

Psychosocial:

Chickering & Reisser: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.

Cognitive:

Perry: acceptance of knowledge from authorities, multiple realities considered, self referential thinking..Move from dualistic through multiplistic to relativistic points of view.

It offers a hopeful relationship in which educators help students define themselves in positive terms of what they value, rather than as survivors or victims of power structures they cannot control. It is a fundamental shift from being an onlooker with students to being an ally with students on their terms. When educators view students from a distance, imposing their own perspectives on how students are negotiating their multiple identities, they are too far removed to develop the caring relationships that nurture students. This reflects an "educator knows best" mentality in which students are passive receptors of knowledge or development. It is only where educators share a closer space with students, allowing students invested control of the relationship, that the real transformative work of helping students resist and influence heteronormativity occurs. Consistent with Noddings' (1984) ethic of care, in which care is demonstrated through "feeling with" (p. 30) another by receiving another into oneself rather than projecting oneself onto the other, it is important that educators work with students to identify and deconstruct the social constructions of their multiple identities rather than imposing their own power and perceptions onto the students. (Abes & Kasch, 2007).

Tansgender students experience discrimination because of gender-exclusive policies and practices: health care, residence halls, bathrooms, locker rooms, records and   records and documents, public inclusion, and programming, training, and support. ds and documents, public inclusion, and programming, training, and support. (Beemyn, 2005).

Major findings indicate that though the overall climate seemed positive, many students suggested the need for greater curricular emphasis on understanding the GLBT population (Henry, Fowler & West, 2011)

The need and inclination to be with those similar to oneself create conflicts for students with multiple identities. Multiple-identity LGBT people have to contend with racism and religious intolerance from within the LGBT community and from homophobia within the various heterosexual minority and religious communities. Rejection in the form of racism and

homophobia creates an almost insurmountable hurdle to finding community. Yet without spaces for open and authentic conversations across multiple

minority identities, true community cannot be achieved. One student commented on this dilemma: "My job is doubly hard. I have to help educate not only the straight community about gay issues but I also have to educate the black community, and that's next to impossible. Homophobia is really strong with the black community" (Rhoads, 1994, p. 135).

A Christian LGBT student shared his experience in his own faith community on campus: "When we talk about LGBT issues and faith the response is, 'It's already been talked about.' The problem is that incoming students are not part of that situation and they have to face those issues over and over again. (Poynter & Washington, 2005)

5149 surveys were returned by students, staff, faculty and administers representing all 50 states and all Carnegie Basic Classifications of Institutions of Higher Education. 33 percent indicated gay or similar, 20 percent lesbian, 12 bissexual, 15 percent queer, 15 percent heterosexual and 2 percent asexual. 46 percent were undergraduates. 75 percent were out to their friends, 46 percent of undergraduates were out to their nuclar family. 87 percent were out professionally.

"lgbq respondents (23%) were significantly more likely to experience harassment when compared with their heterosexual counterparts (12%) and were seven times more likely to indicate the harassment was based on their sexual identity.

Lgbq were twice as likely to be targets of derogatory remarks (61%), stared at (37%), and singled out as "resident authority" regarding lgbt issues.

Gays more often targets of derogatory remarks wile lesbians were excluded.

LGBQ respondents more often seriously considered leaving their institution, avoided LGBTQQ areas of campus, feared for their physical safety due to sexual identity, and avoided disclosure

of sexualidentity due to intimidation and fear of negative consequences. Faculty, too. Rankin, Weber, Blumenfeld,   & Frazer, (2010).

Our results indicate that hearing "that's so gay" is negatively associated with GLB students' well-being…   we found at both bivariate and multivariate levels that GLB students who hear "that's so gay" more often had a greater likelihood of not feeling accepted; specifically, they tended to report feeling more left out at the university. Physical wellbeing was negatively impacted as well (Study of 114 students) (Woodford, Howell Silverschanz, & Yu, 2012)

A large proportion of LGBTQ students have experienced harassment on campus, and many are less engaged with the campus (as shown by a smaller proportion of LGBTQ students engaging in co-curricular activities). The least engaged students were the most likely to have personally experienced discrimination. Yost, M. R., & Gilmore, S. (2011).

Reference Cited

Abes, E. S., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development, 48*(6), 619-636. doi:10.1353/csd.2007.0069

Beemyn, B. G., beemyn.1@osu.edu. (2005). Making campuses more inclusive of transgender students. *Journal of Gay & Lesbian Issues in Education, 3*(1), 77-87.

Fassinger, R. E. (1998). Lesbian, gay, and bisexual identity and student development theory. In R. L. Sanlo (Ed.), Working with lesbian, gay, bisexual, and transgender college students: A handbook for faculty and administrators (pp. 13-22). Westport, CT: Greenwood Press.

Gold, S. P., spgold@umd.edu, & Stewart, D. L. (2011). Lesbian, gay, and bisexual students coming out at the intersection of spirituality and sexual identity. *Journal of LGBT Issues in Counseling, 5*(3), 237-258. doi:10.1080/15538605.2011.633052

Henry, W. J., Fowler, S. R., & West, N. M. (2011). Campus climate: An assessment of students' perceptions in a college of education. *Urban Education, 46*(4), 689-718. doi:http://dx.doi.org/10.1177/0042085911399791

Kuvalanka, K. A., Goldberg, A. E., & Oswald, R. F. (2013). Incorporating LGBTQ issues into family courses: Instructor challenges and strategies relative to perceived teaching climate. *Family Relations, 62*(5), 699-713.

Poynter, K. J., & Washington, J. (2005). Multiple identities: Creating community on campus for LGBT students. *New Directions for Student Services,* (111), 41-47. doi:10.1002/ss.172

Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). 2010 *State of Higher Education for Lesbian, Gay, Bisexual and Transgender people*. Charlotte, NC: Campus Pride.

Renn, K. A. (2007). LGBT student leaders and queer activists: Identities of lesbian, gay, bisexual, transgender, and queer identified college student leaders and activists. *Journal of College Student Development, 48*(3), 311-330. Retrieved from http://ezproxy.mnsu.edu/login?url=http://search.proquest.com/docview/195182775?accountid=12259

Renn, K. A. (2010). LGBT and queer research in higher education: The state and status of the field. *Educational Researcher, 39*(2), 132-141. doi:10.3102/0013189X10362579

Tetreault, Patricia A,PhD, MLS, Fette, R., MEd, Meidlinger, P. C., MA, & Hope, D., PhD. (2013). Perceptions of campus climate by sexual minorities. *Journal of Homosexuality, 60*(7), 947.

Woodford, M. R., Howell, M. L.., Silverschanz, P., & Yu, L. . (2012). "That's so gay!": Examining the covariates of hearing this expression among gay, lesbian, and bisexual college students. *Journal of American College Health, 60*(6), 429-434. doi:10.1080/07448481.2012.673519

Yost, M. R., & Gilmore, S. (2011). Assessing LGBTQ campus climate and creating change. *Journal of Homosexuality, 58*(9), 1330-1354. doi:http://dx.doi.org/10.1080/00918369.2011.605744

Zemsky, B., & Sanlo, R. L. (2005). Do policies matter? *New Directions for Student Services,* (111), 7-15. doi:10.1002/ss.169

Zubernis, L., Snyder, M., & Mccoy, V. A. (2011). Counseling lesbian and gay college students through the lens of cass's and chickering's developmental models. *Journal of LGBT Issues in Counseling, 5*(2), 122-150. doi:10.1080/15538605.2011.578506