



*National Symposium on LGBTQ Research  
in Higher Education*

*Saturday, October 18, 2014*

*Michigan State University*

**Event Schedule**

<b>Time</b>	<b>Event</b>	<b>Location</b>	<b>Page</b>
<b>8:30 - 9:00 am</b>	<b>Registration</b>	<b>Erickson Hall Lobby</b>	
<b>9:00 - 10:30 am</b>	<b>Opening Panel</b>	<b>Erickson Hall Kiva</b>	
<b>10:30 -11:00 am</b>	<b>Networking</b>	<b>Erickson Hall Lobby</b>	
<b>11:00 - 12:00 pm</b>	<b>Block 1 Sessions</b>	<b>Assigned Rooms</b>	
<b>12:00 - 1:00 pm</b>	<b>Lunch Discussions</b>	<b>Erickson Hall Lobby</b>	
<b>1:00 - 2:00 pm</b>	<b>Block 2 Sessions</b>	<b>Assigned Rooms</b>	
<b>2:15 - 3:15 pm</b>	<b>Block 3 Sessions</b>	<b>Assigned Rooms</b>	
<b>3:30 - 4:00 pm</b>	<b>Closing Session</b>	<b>Erickson Hall Kiva</b>	



**#LGBTQsuccess**

## **About the National Study of LGBTQ Student Success**

Plenty is known about the negative interactions that Lesbian, Gay, Bisexual, Transgender, and Questioning students experience while in college. This research is necessary and valuable to understand the environments in which LGBTQ students exist. However we are moving in another direction examining the experiences where LGBTQ students have encountered support for their identities as students, and as LGBTQ individuals. It is the area of support that remains relatively unexplored. We hope to understand the ways that institutions, administrators, and educators provide encouraging and supportive environments and experiences for LGBTQ students.

In 2013 over 950 surveys were collected and 60 interviews conducted with LGBTQ college students throughout the Midwest and across the country. In 2014, 17 longitudinal interviews were conducted with first year students at Michigan State University. At the present, we are designing a second year of longitudinal interviews with second year LGBTQ college students.

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## **Opening Panel: 9:00 – 10:30 am**

### ***Mitsunori Misawa, University of Memphis***

Mitsunori Misawa is a faculty member of the Higher and Adult Education program in the Department of Leadership at the University of Memphis. Dr. Misawa's major areas of research include social justice in postsecondary education, adult bullying, workplace education, community-based practice, policy and leadership studies, women's and gender studies, curriculum and instruction (face-to-face, online, and hybrid) for adult learners, lifelong learning, social sciences research methodologies (qualitative, quantitative, and mixed methods), and qualitative research (narrative inquiry, case studies, and action research).

### ***Z Nicolazzo, Miami University (Ohio)***

Z Nicolazzo is a current doctoral candidate in the Student Affairs in Higher Education program at Miami University. Z will defend hir dissertation study, titled "Just Go In Looking Good": The Resilience, Resistance, and Coalition-Building of Trans\* College Students, this coming March. Z's research interests include trans\*college students, activism in higher education, critical pedagogy and praxis! and alternative methodologies and representations of knowledge.

### ***Dafina-Lazarus Stewart, Bowling Green State University***

Dafina-Lazarus Stewart, Ph.D. has been an associate professor in the Department of Higher Education and Student Affairs at Bowling Green State University since 2005. Dr. Stewart focuses her research on issues of diversity and social justice, particularly through the lenses of race and ethnicity, sexuality and gender, and religion and faith as they are related to identity, student outcomes, and institutional transformation informed by an intersectional perspective.

### ***Michael Woodford, Wilfred Laurier University***

Michael's research addresses the health, well-being, and social inclusion of LGBTQ students. His current work focuses on sexual orientation and transgender microaggressions, including the development of scales to measure their prevalence as well as studies examining their relationship with students' mental health and academic engagement. Michael's research also explores socio-ecological factors that can foster students' resilience, and the role of intersecting identities in this process. Michael has led several large-scale survey projects and is Co-PI on the National Study of LGBTQ Student Success. He is an associate professor of Social Work with Wilfrid Laurier University in Waterloo, Ontario, Canada.

### ***Moderator: Kristen Renn, Michigan State University***

**Block 1: 11:00 am – 12:00 pm**  
**Room 1**

**A Thin Veil of Inclusion? Sexual and Gender Minorities in Canadian Universities**

Paper Presentation

Jude Tate, University of British Columbia

**Abstract**

Led by Canadian legislative and legal frameworks, and recently driven by the fierce competition for faculty and students, public universities in Canada adapted institutional anti-harassment/anti-discrimination policies to include sexual orientation and gender identity. While such inclusive policies are a common recommendation in taskforce reports and campus climate studies, we know little about the impact of these policies in shifting prejudicial attitudes and behaviours affecting LGBTQ people in campus environments.

In this presentation I will present evidence from the first Canadian study focused on the experiences of LGBTQ students, staff, and faculty, and their perceptions of the impact of inclusive policies in university settings. I will discuss the challenges encountered to multi-institutional research in the Canadian environment. Lastly, I will provide an analysis on the complex and multifaceted gaps and opportunities that lie between inclusive policy frameworks and the lived experience of LGBTQ students, staff, and faculty.

**Re-conceptualizing Gender Equity in the Academy: Trans\* Academics' Narratives**

Paper Presentation

Erich N. Pitcher, Michigan State University

**Abstract**

Despite debate about the status of women faculty within U.S. universities, the discourse of gender equity often follows the genderist and heterosexist logics. By using phenomenology and narrative inquiry, this research analyzes the experiences of twelve transgender faculty using interview data and responses to a narrative prompt. Preliminary themes from the narratives indicate that resistance and compliance with gender and academic norms is a complex process and that there are few spaces for resistance. Further, competence in one's academic profession can buffer potentially negative consequences of gender non-conformity. This study seeks to make an intervention in re-conceptualizing gender equity in higher education.

**Trashing Tradition at the University of Virginia**

Research-in-Brief Presentation

Rachel Massey, The Ohio State University

**Abstract**

The lyrics of the University of Virginia's unofficial anthem read, "We come from old Virginia where all is bright and gay," but this venerated relic of institutional culture has been soured by a community subgroup since the 1970s. Stakeholders express embarrassment and concern that the practice of chanting "Not gay!" has persisted in spite of student-led efforts to squash ignorance and prejudice against the LGBT community; however, university presidents remained relatively

silent until shortly after Student Council passed legislation to officially ban the anti-gay chant and condemn LGBT discrimination. I offer an analysis of the “not gay” chant through a prism of organizational theory to explain the leadership’s role in garbage can decision making and the weight of UVa’s tradition of student self-governance. I also describe the sociopolitical significance of the “not gay” chant and identify implications for the university’s diversity agenda as UVa approaches its bicentennial celebration in 2014.

## Room 2

### **Gay Men of Color and Campus Environments: Considerations of the Population's Voice** Research-in-Brief Presentation

Alex C. Lange, Michigan State University  
Candace Maddox, The University of Georgia

#### **Abstract**

Our study focused on the campus environments effects on the identity development of self-identified gay men at predominantly White institution (PWI). For participant recruitment, we utilized both the campus LGBT Resource Center and Multicultural listservs for recruitment. Surprisingly, all but one of our participants were people of color when both campus offices reported to us that students of color, specifically self-identified men, do not utilize services or come by the office as often as other students. This puzzled us as we discussed possible reasons and implications of this part of our research - including that these students wanted to find voice in a new space with different people. We offer recommendations for strategies to recruit more students of color specifically and how to gain students’ trust in the process.

### **Policies and Practices of L.G.B.T. Friendly Institutions to Support Students who are Attracted to More than One Gender.**

Paper Presentation

DJ Zissen, Oberlin College

#### **Abstract**

With the increase of LGB individuals attending college, the new and/or different ways that they can present and express their sexual orientation has also risen (Rosario, Schrimshaw, Hunter & Braun, 2006). These individuals often experience marginalization, not only from the heterosexual majority, but from their homosexual counterparts as well. Forms of institutionalized support for LGB students have also continued to rise, but evidence of support for emergent LGB identities is not as evident in the literature (Fine, 2012; Sanlo, 2000). This study examined U.S. colleges and universities that have been identified as leaders in the LGB student support field and investigated how they develop policy and provide services and support for those individuals who identify on the LGB spectrum, but not as lesbian or gay. This research used a case-study tradition with the researcher gathering data from eight US colleges/universities via interviews with institutional professionals and examination of existing institutional documents such as the website, meeting agendas and minutes

**When Nothing is Something: Non-Religious LGBTQ Students and Supporting the "Nones"**

Research in Brief Presentation

Bree Becker, Michigan State University  
G. Blue Brazelton, Michigan State University

**Abstract**

In a culture steeped in religiosity, particularly Christianity, atheist and non-religious students often struggle to find safe spaces; the same is true of LGBTQ students. Students who are both atheist or non-religious and LGBTQ may be experiencing this marginalization doubly. Join us to hear about our findings from a large mixed-method study on LGBTQ college student success and support. We will also briefly discuss our experiences discovering a finding beyond the original intended scope of the study and whether this kind of data exploration might present one way in which to queer research.

**Room 3**

**An Equity Audit of Sexual Orientation and Gender Identity Policies in Canadian Universities**

Paper Presentation

Anastasia Kulpa, University of Alberta  
Kristohper Wells, University of Alberta

**Abstract**

This paper presents results of a study examining 22 Canadian universities in regards to policies and procedures affecting the lives of sexual and gender minorities on campus. Indicators include assessments of facilities, policies, and curricular/research integration. Results indicate very different patterns of uptake in universities. Some changes (e.g. gender neutral/inclusive restrooms) are embraced by a majority of schools, while others (e.g. policies regarding inclusive residence environments) are less common. In some areas studied, there is a culture of accommodation (e.g. athletics and residence spaces), but these patterns have never been formalized into policy. Issues identified include a number of sticking points preventing schools from moving towards best practices (e.g. scholarships, requiring student groups to draft statements of inclusiveness, etc.), as well as a generalized lack of publically available information. Some notable interim solutions and policy best-practices are also identified.

**A heterosexual discourse of sexual violence in higher education**

Paper Presentation

Sara Carrigan Wooten, Louisiana State University

**Abstract**

Wooten discusses the results of a critical discourse analysis on five foundational second wave feminist texts. Specifically, she examines how these texts defined rape in a manner that contributed to a discursive shift in our cultural understanding of sexual violence. The resulting discourse was markedly heterosexual and continues to inform national discussion of sexual

violence in higher education as well as guides what campus resources are made available and for whom. Among the consequences of this is a severe lack of knowledge regarding how LGBTQ students and other historically marginalized student communities experience sexual violence. Wooten discusses how awareness of this heterosexist discourse highlights the need to resist neo-liberal urges for one-size-fits-all models of policy and prevention mechanisms for students.

**Finding Purpose: Identifying Factors that Motivate LGBTQ College Student Engagement**  
Research-in-Brief Presentation

Jeffrey A. Anderson, University of Minnesota - Twin Cities

**Abstract**

My study (a PhD dissertation in progress) focuses on identifying factors that motivate LGBTQ & A students to become engaged with queer issues/activities at college. A review of pertinent literature explores topics including a brief history of gay movements, LGBT identity development models, pre-college experiences of LGBTQ youth, and the role that colleges and universities can play in creating a campus climate that encourages queer students to instigate positive change in their own lives and the lives of others. The subjects of my study are students involved with a queer student organization at a two-year institution in Minnesota. The study uses mixed methods (an online questionnaire and individual interviews), both quantitative and qualitative.

**Room 4**

**Undoing the Acronym: The Impact of Campus Climate on Sexual and Gender Minoritized Students Outness**

Paper Presentation

Adriana di Bartolo, Pomona College

**Abstract**

As colleges and universities work toward making their campuses more inclusive of sexual and gender minoritized students, complexities of student experiences get lost in the usage of the 'LGBTQ' acronym. Colleges understand gay; however when the 'LGBTQ' acronym is used as an overarching term for sexual and gender minoritized students the experiences of transgender and gender non-conforming students are often not acknowledged and go unaddressed. This conflation of sexuality and gender make the coming out process for students difficult to navigate; thus students who remain closeted are often not engaged on campus, struggling to take an active role in their academics. Using a national data set, this quantitative study explores both the impact of identity characteristics and campus characteristics on sexual and gender minoritized students' outness. The experiences of each group are compared to better identify needs and issues that go unaddressed when the community is viewed as one.

**Forging community: Emergent findings from a critical ethnographic study of Black same-gender loving male collegians in a peer-support group.**

Paper Presentation

Reginald Blockett, Indiana University

**Abstract**

This ethnographic study explores the lives of Black same-gender loving (SGL) male collegians as they seek belonging and community in a peer-support group for gay, bisexual, and transgendered men. Using critical race theory, black queer studies, and intersectionality as core frameworks, this investigation unearths racism, homophobia, and heterosexism prevalent in higher education settings that impede on student persistence. Complete participant observation method was employed to collect data over a nine-month period. Data was coded and interactive sequence analysis was conducted to identify recursive behaviors and cultural scripts. Findings suggest that Black SGL male collegians labor to create and sustain peer-support amongst each other on a predominately White and heterosexual college campus. Participants vocalize their experiences being multiply oppressed, searching for a Black gay community, and feelings of isolation. Implications for higher education policy and student affairs practice are offered. This on-going study will resume during the 2014-2015 academic year. Grant funding for this study is under-review by two granting boards.

**Understanding levels of sexual prejudice using mixed methods: The benefits of mixed method educational research**

Interactive Poster Presentation

Joelyn Katherine Foy, Kansas State University

**Abstract**

Gender and sexual variance describe facets of diversity that teacher preparation may not adequately address. Sexual prejudice arises when heterosexuality is assumed to be the default for all students with no questioning allowed. Sexual minority refers to those who do not identify with the heterosexual identity. An online survey of pre-service and in-service teachers identified beliefs and attitudes toward sexual minorities. One-on-one interviews collected the experiences of self-selected survey participants with sexual minority youth. Analysis of group means indicated that personal (not demographic or educational) characteristics (affiliation with non-heterosexual friends and family members; political and religious affiliations; participant sexual orientation; and finishing the survey) accounted for 76% of the total variance in PREJUDICE scores. Qualitative participants provided stories of direct experience with sexual minority youth in K-12 classrooms. In addition, qualitative participants addressed improving teacher preparation through re-imagining the kinds of learning experiences offered in multicultural teacher education.

### Lunch Discussions

Please consider joining one of our 7 Lunch Discussion opportunities spread throughout the lunch seating area

1. Cross-border LGBTQ issue discussions
2. Conducting research within the trans\* community discussions
3. LGBTQ theoretical and conceptual framework discussions
4. LGBTQ and persons of color discussions
5. Conducting queer research in conservative campus environments discussions
6. Building a career and talking about the value of LGBTQ research discussions
7. Theory to Practice discussions

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## **8. Block 2: 1:00 – 2:00 pm**

### **Room 1**

#### **An Intersectional Analysis of the Experiences of LGBO Alum of a Christian College**

Paper Presentation

Jessica Joslin, University of Michigan

##### **Abstract**

Recently, a number of LGBTQ and ally alum groups of Christian colleges that openly discriminate against LGBTQ individuals have formed, and endeavored to change the discriminatory policies of their alma maters. As the recent proliferation of these groups suggests, LGBTQ students are likely on most (if not all) Christian college campuses in the United States, yet relatively little is known about their experiences. This presentation addresses this gap by using an intersectional lens to examine the experiences of eight LGBTQ members of one such alum group. It locates the participants' experiences within the larger complex relationship between LGBTQ Christians and LGBTQ activism more broadly, both presently and historically. Additionally, the presentation will explore some of the challenges of conducting research on LGBTQ individuals' religious beliefs and practices, and difficulties in recruitment and data collection. Implications for higher education research and practice will also be discussed.

#### **Intersections of Religiosity, Religious Climate, and Depression among LGBTQ College Students**

Paper Presentation

Michael Woodford, Ph.D., Wilfrid Laurier University  
Yoonsun Han, Ph.D., Sungkyunkwan University (Seoul, Korea)  
Jessica Joslin, University of Michigan

##### **Abstract**

Among the general population, religious is often considered to be a protective factor for mental health; however, among LGBTQ people results have been mixed. Generally, sexual minorities who belong to gay-affirming denominations or congregations tend to report lower psychological distress than those belonging to anti-gay ones. In this study, among a sample of religiously affiliated LGBTQ college students we examine the relationship between depression and religiosity as well as religious climate for LGBTQ people at both the denominational and local-community levels. We also examine the potential of these religious variables to protect LGBTQ individuals from the negative effects of interpersonal discrimination. In our presentation we will discuss religion's impact on LGBTQ students' mental health and examine some of the challenges of studying religion among this population. We will conclude by discussing implications for higher education research and practice, and offer suggestions for future research.

#### **Beyond the binary: Queer theory and moral development**

Research-in-Brief Presentation

Jonathan J. O'Brien, California State University, Long Beach

##### **Abstract**

Over 35 years ago, Gilligan (1978) challenged Kohlberg's (1971) assertion that justice, based on universal principles, was the highest form of moral development. She argued that while men tend to rely on abstract principles in making ethical decisions, the primary moral orientation used by women was an ethic of care, which prioritized relationships and context over principles of justice. These complimentary ethical orientations have subsequently become the standard in student affairs research. Very few studies have interrogated the binary, sex-based construction of ethical development by proposing alternative sources of moral orientation, such as the content of an ethical dilemma (Mennuti & Creamer, 1991). As masculinity and queer studies advance in student affairs, it is time to evaluate if these enduring theoretical perspectives of moral development apply to all students. This "work in progress" will become an exploratory study of non-heterosexual, male undergraduate leaders and their approach to moral decision-making.

## Room 2

### **Sexual and gender minority faculty identity and the contemporary relevance of ubiquitous 'outness'**

Paper Presentation

Ryan P. Adserias, University of Wisconsin-Madison

#### **Abstract**

Research on sexual and gender minority (SGM) higher education faculty is lacking (Renn, 2010). Within the empirical and anecdotal literature that does exist (e.g. McNaron, 1997; Mintz & Rothblum, 1997; Talburt, 2000; Tierney, 1997), invocations to be, or to come 'out' about one's sexual and (implicitly) minority gender identity, are ubiquitous; despite the lack of uniform employment protections for SGM and persistent cultural heterosexism. I propose a critical exploration of SGM faculty identities, and the contemporary relevancy of ubiquitous 'outness' for SGM faculty through two theoretical framings. First, by deploying Abes, Jones, and McEwen's (2007) model of multiple dimensions of identity, to explicate how SGM faculty value and make meaning(s) of their multiple identities; and second through Orne's (2011) concept of 'strategic outness' to situate faculty members' reasons for and against disclosing their SGM identity/ies.

### **Inside and Out?: Negotiating Sexual Orientation in the Qualitative Research Interview**

Paper Presentation

Mark A. Giesler, Saginaw Valley State University

#### **Abstract**

Researchers have recognized how the interrelationship of researcher attributes such as race and gender can influence the research process. Such work has accentuated the dilemmas associated with how the identity of the researcher and researched can impact each other. This presentation examines the complexities related to a gay male researcher interviewing GLBT social work college students for a qualitative research study about their field placement experiences. The presenter will in particular discuss the challenges of building rapport and conducting the interviews for the study. GLBT qualitative researchers are challenged to view themselves as co-

participants to accommodate and account for their concomitant insider and outside statuses. Recommendations for GLBT qualitative researchers in general are given.

**Advancing LGBT & Queer Studies: Historical Context from Select American Research Universities**

Interactive Poster Presentation

M. David Kessler, University of North Texas

**Abstract**

Only around half of the number of postsecondary institutions in the United States with a professionally-staffed LGBTQ resource center offer a curricular option such as a certificate, minor, major or broader academic program in LGBT or queer studies. The dearth of scholarship about these academic programs mirrors this comparative limited availability of sexual and gender diversity studies in the academy. Based on the data collection from a dissertation study, this presentation shares historical methods research focused on a sample of AAU member universities. The data presented will show past and present conceptualizations of these programs through their foundational tenets, organizational and administrative models, and the intellectual and pedagogical approaches. Particularly, this research seeks to advance the growth of sexual and gender diversity studies programs, and sets the foundation for creating a survey of all LGBT and queer studies-focused academic programs.

**Room 3**

**Looking Back, Moving Forward: Black Gay Male College Students' Pre-College Experiences**

Paper Presentation

Darris R. Means, University of Georgia

**Abstract**

Narrative is a qualitative approach that can capture the stories of LGBTQ students in higher education around oppression and resiliency. The narrative approach also has the potential to go

beyond students' collegiate lives to understand their pre-college experiences. These pre-college narratives are critical to interrogating oppression and understanding resiliency in students' past and current lives. In addition, these narratives can and do shape students' vision of their future selves. This paper explores the use of narrative research to capture the pre-college experiences of nine Black gay male college students. The paper also explores their pre-college stories around oppression and resiliency, while giving insights into the strengths and challenges that exist for them in college. The paper concludes with recommendations for moving beyond a K-12 versus higher education duality to an integrative approach for working with Black gay males students across the educational spectrum.

**Bringing Our Communities To the Research Table: The Liberatory Potential of Collaborative Methodological Practices**

Paper Presentation

T.J. Jourian, Loyola University Chicago  
Z Nicolazzo, Miami University of Ohio

**Abstract**

Research on and about queer people and topics in higher education continues to evolve, expand, and push boundaries on identity, policy, and programming, increasingly informed by our narratives and experiences. Thus far, this work has done little to dismantle the imposed binary of researcher and subject(s), relegating queer research and practice as something that is done 'on', 'to', or 'for' queer people, rather than 'with' them. Participatory Action Research (PAR), certain collaborative ethnographic methodologies, and Communities of Practice (CoPs) provide alternative modes of scholarship and practice that build queer people's agency through active involvement in research and social change processes. This paper calls for a further queering of LGBTQ research in higher education by utilizing PAR, CoPs, and other decidedly collaborative methodologies to improve the strategies, practices and knowledge of campus queer communities and imagining new democratic and liberatory realities together.

**Navigating Borderlands**

Research-in-Brief Presentation

Trace Camacho, Michigan State University

**Abstract**

Rarely do students experience college through the lens of one identity. While the theory of multiple identities has been studied and reconceptualized, little work has been done to examine what happens at the point of intersection between two different identities (Abes, Jones, and McEwen 2007). The research-in-brief sessions examines an exploratory study of gay Latino male college students and how they make sense of the intersection of their gay and Latino identities.

**Room 4**

**The Contribution of Perceived Social Supports to Homosexual Identity Formation During Early Adulthood**

Paper Presentation

Richard Friedman, Indiana University School of Social Work  
Hea-Won Kim, Indiana University School of Social Work

**Abstract**

Given the lack of research on the impact of social supports on homosexual identity formation, an online survey was conducted with 125 college-age lesbian gay, bisexual and other heterosexual individuals. This study utilized the Multidimensional Scale of Perceived Social Support and the Lesbian, Gay and Bisexual Identity Scale to examine the impact of several domains of perceived sexuality-related social support on four aspects of homosexual identity formation (identity affirmation, difficulty developing a homosexual identity, internalized homonegativity, and acceptance concerns). Linear regression analysis indicated that sexuality-related support from family and campus-based LGBTQ support groups significantly contributed to positive homosexual identity development, while support from friends, significant others and religious organizations had no statistically significant effect. Discussion focuses on how interactions between social systems contribute to the development of a positive homosexual identity within a campus environment. Recruitment challenges and the implications of relatively homogeneous sample are also discussed.

**The Impact of LGBT Resource Centers on the Experiences of Three Students at  
Midwestern Universities**

Paper Presentation

Burr D. Hartman II, Indiana State University

**Abstract**

LGBT resource centers have been important fixtures on college campuses for four decades; however, scholars have not adequately explored the roles these centers play in the experiences of LGBT students. Nevertheless, LGBT centers hold significant potential for understanding the experiences of LGBT students. Based on the first empirical study of LGBT resource centers, this presentation aims to share the stories of three self-disclosing LGBT students at Midwestern universities. Specifically, it will be revealed that LGBT resource centers play multiple roles in the experiences of LGBT students, LGBT resource centers provide a sense of visibility and voice on largely heteronormative campuses, LGBT resource centers reinforce LGBT student identity, and LGBT resource centers provide a valuable sense of community for LGBT students. Ultimately, the implications of these findings on policies for institutions with LGBT resource centers as well as for student affairs practitioners will be explored.

**Career Counseling and the LGBT Student**

Interactive Poster Presentation

Stefan Yates, Kansas State University

**Abstract**

This literature review examines possible issues that LGBT students may face upon entering the workplace. Despite recent efforts in the political arena and in society in general, prejudice and inequality towards individuals who identify as LGBT remain prevalent in many workplace environments. This paper examines the hidden and mostly overlooked LGBT population on

college campuses, the issues that many LGBT students have already faced before entering a Career Services office, how Career Advisors can help them in coping with these issues and how to assist them in preparing for issues that may arise in future work environments.

The research includes specific studies on the Career Development of Lesbians and issues faced in work situations by Transgendered individuals with recommendations from the study participants and a brief discussion on whether the LGBT community should be viewed as one group as a whole or as smaller inter-related groups of distinctly differing cohorts.

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**Block 3: 2:15 – 3:15 pm**  
**Room 1**

**The Impact of a Group Counseling Intervention on LGBTQ Adolescents' Hope, Coping, and Suicidality**

Panel Discussion

Catherine Griffith, Ph.D., University of Massachusetts Amherst

**Abstract**

The needs of LGBTQ youth carry important implications for individuals in the helping professions. There is no lack of research substantiating the need for increased support for this population, but the offerings are astoundingly sparse when it comes to what practitioners can do to help. The investigation highlighted in this presentation examined the impact of an eight-week group counseling intervention on LGBTQ adolescents' levels of hopefulness, coping skills, and suicidality. An experimental, randomized-controlled-trial research design was employed to identify differences between the intervention group and waitlist control group participants. Key findings include that the intervention group participants experienced significant and large improvements on measures of hopefulness, coping behaviors, and suicidality when compared to participants in the waitlist control group. Attendees will receive a copy of the intervention curriculum and training to implement the intervention at their own sites.

**Room 2**

**Embracing LGBTQ Diversity Within College Curriculum: Institutional Supports for Training School of Education Faculty on LGBTQ Issues**

Paper Presentation

Barbara Jean A. Douglass, Alfred State, SUNY College of Technology

**Abstract**

This study examined what trainings exist for faculty in schools of education in the U.S. regarding LGBTQ issues. An online national survey gathered data from 279 deans of schools of education, and found that over half of schools of education (54.5%) did not offer Safe Space training to faculty, and 30% did not offer diversity training that included LGBTQ content. Of the 70% of schools that did offer diversity training that included LGBTQ content, 43.7% of those trainings included 10% or less LGBTQ content. Deans reported that 33.7% of schools mandated attendance in Safe Space or diversity trainings, and incentives to attend were offered in 11.6% of colleges. Additionally, trainings to learn about LGBTQ curriculum inclusion were offered in 37.7% of schools. Conversely, 74.1% of deans reported they believed their faculty needed to become more culturally competent regarding LGBTQ issues. Implications of accreditation standards and cultural competency requirements are discussed.

**Intersectionality is the New Writing: Writing about Gender in Orange is the New Black**

Paper Presentation

Kim Lacey, Saginaw Valley State University

**Abstract**

Netflix's runaway series *Orange is the New Black* (OITNB) is revolutionary for its ability to portray intersectionality on the grand scale. First coined by sociologist Kimberlé Crenshaw, the concept of intersectionality is taking front stage in popular culture because of OITNB. Due to its meteoric rise, many viewers, including our students, are confronted with the interplay of race, gender, sexuality, class, and other themes often for the first time. This presentation will detail the writing course I will be teaching in Winter 2015 using OITNB as the main text. Because this course is housed in English and not in gender studies, it will be introducing a general audience of students to the vocabulary, concepts, and perspectives typically addressed in gender studies courses. In this presentation I will also be suggesting ways of traversing sensitive and difficult topics in a general education writing course.

**Queering Fat Rhetorics**

Research-in-Brief Presentation

Katie Manthey, Michigan State University

**Abstract**

As a current graduate student in a rhetoric and writing program, I found an avenue for my research--fat studies--through a graduate class called "Queer Rhetorics". As a straight, cisgender woman, I use queer theory to understand the ways that the fat body can be a space of power (through Ahmed's notion of disorientation, Halberstam's *Queer Art of Failure*, and others).

My presentation will give an overview of my current work and discuss the tension between using queer theory and living in a nonqueer body.

**Room 3**

**A (theoretical) coupling between Michel Foucault and Pierre Bourdieu, and implications for queer research in higher education**

Paper Presentation

Ryan P. Adserias, University of Wisconsin-Madison

**Abstract**

Despite being contemporaries, Michel Foucault, whose work is highly influential to queer theorists past and present, and Pierre Bourdieu, whose work has only recently undergone queer readings (e.g. Green, 2008, 2011, 2013), never collaborated and are viewed as grounded in contradictory theoretical traditions. Bourdieu's work is widely read within the structuralist tradition; and although scholars (e.g. Popkewitz & Brennan, 1997) have successfully engaged structuralist readings of Foucault's theoretical corpus, his work is widely considered post-structuralist. While common ground between these two theoretical oeuvres is unlikely to be found, simultaneous readings of Foucault's theory of disciplinary power and the power/knowledge nexus, alongside Bourdieu's theories of symbolic power may prove insightful for advancing queer(ed) research in higher education. Specifically, fusing both Foucault's and Bourdieu's theories of power may induce new insights for understanding the persistence of heterosexism in the academy, and the paucity of new lines of queer(ed) scholarship.

**“Quaring” the Lens: Data Collection through Photography and the Collegiate Experiences of Black Gay Men**

Paper Presentation

Darris R. Means, University of Georgia

**Abstract**

This paper proposes the integration of quare theory and data collection through photovoice and photo elicitation to better understand the collegiate experiences of Black gay men in higher education. The paper first explores quare theory, a framework that makes identity visible to interrogate issues of race, gender, sexual orientation, and class in society, especially for LGBT individuals of color (Johnson, 2005). The paper then explores the various ways to collect data through photography: photo elicitation and photovoice. The author then provides examples of how two studies on Black gay men in higher education integrate photography as a tool for data collection and quare theory; one study is on Black gay men who attend HBCUs and one study is on spirituality. The paper concludes with lessons learned; implications for research, scholarship, and practice; and recommendations for using the integration of quare theory and photography for future studies in higher education.

**Make the Road By Walking: Single Case Study of a Queer Student of Color Initiative**

Research-in-Brief Presentation

Sheltreese McCoy, University of Wisconsin - Madison

**Abstract**

This research in brief will present the beginning stages of a single case study about the implementation of a student affairs initiative called Intersections at a Midwestern University (MU). My study examines the impact of Intersections on LGBTQ Students of Color and the University's efforts to become more inclusive and affirming. Using Queer Critical Perspective (Queer Crit), I will collect and analyze multiple types of data including organizational and archived documents. I will also conduct interviews with administrators and queer students of color at the MU to help fill in the contours of the effects of Intersections. My study will be the first single case research of a Queer Student of Color (QSOC) focused initiative. My power point will highlight my research questions, methods, literature review, campus climate at MU, implications of the study, and significance of this study for higher education broadly and more specifically student affairs.