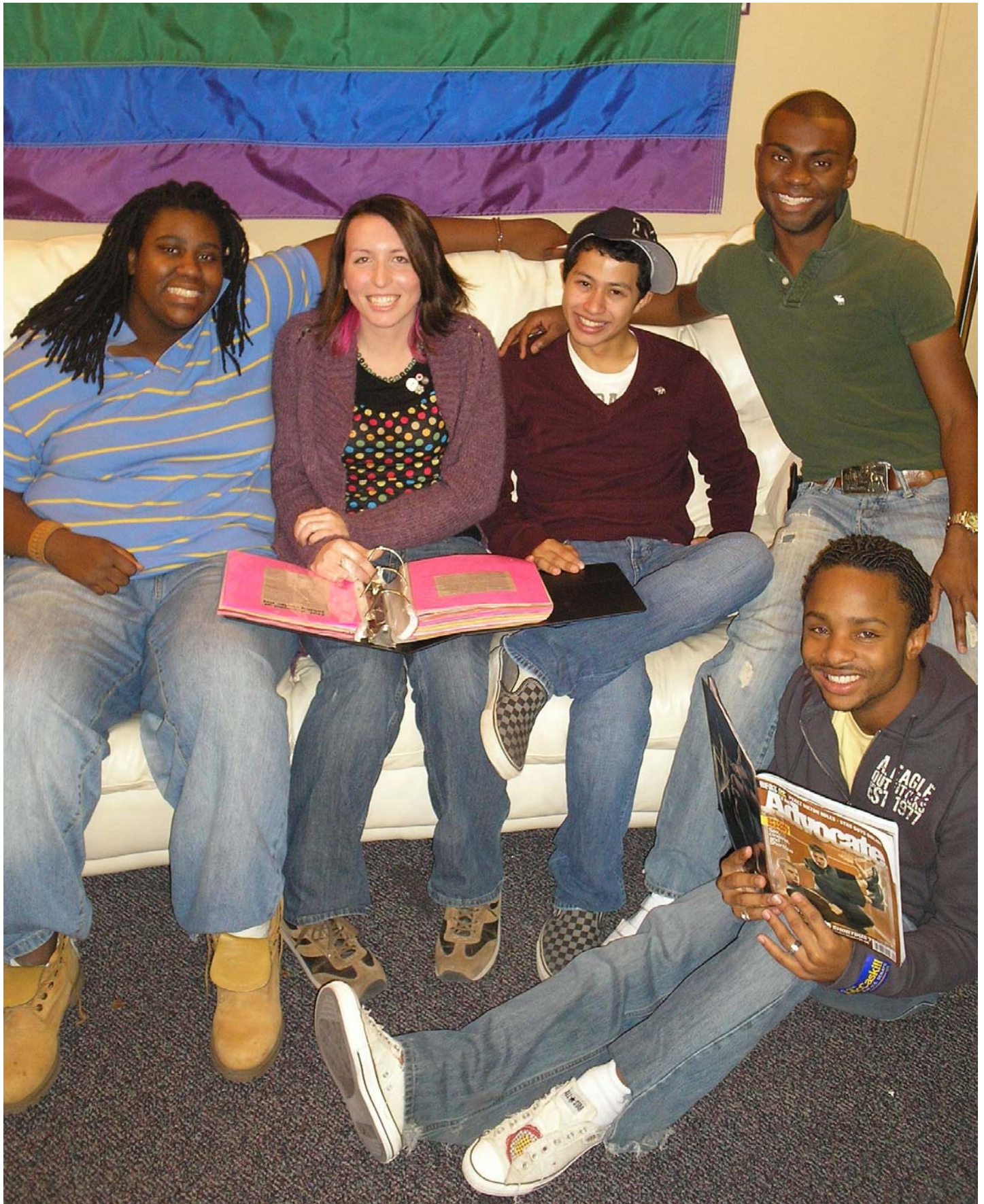


# Consortium Newsletter

*Published annually for student affairs professionals*





## National Consortium

Westwood Plaza,  
Suite B36  
Mailcode 157905  
Los Angeles, CA 90095

**Brett Genny Beemyn &  
Adrea Jaehnig**  
Co-Chairs  
*chair@lgbtcampus.org*

**Debbie Bazarsky**  
Recorder  
*recorder@lgbtcampus.org*

**Brett Genny Beemyn &  
Andrea Domingue**  
Anti-Racism Co-Chairs  
*antiracism@  
lgbtcampus.org*

(open)

Education, Outreach, and Advocacy Chair  
*edoutad@lgbtcampus.org*

**Andrea Domingue**  
Support Services Chair  
*support@lgbtcampus.org*

(open)

Publications and  
Communications Chair  
*pubcomm@lgbtcampus.org*

**Jami Grosser**  
LGBT2/Non-Director Staff Chair  
*lgbt2@lgbtcampus.org*

**Chicora Martin &  
Todd Smith**  
Past Co-Chairs  
*past-chair@lgbtcampus.org*

**Leslie Morrow &  
Sivagami Subbaraman**  
People of Color Co-Chairs  
*peopleofcolor@  
lgbtcampus.org*

**Jessica Pettitt**  
Treasurer  
*treasurer@lgbtcampus.org*

**Nancy Jean Tubbs**  
Structure, Process, and Membership Chair  
*membership@  
lgbtcampus.org*

## A NOTE FROM THE (INTERIM) EDITOR

Greetings and welcome to Creating Change! Last year was my first year attending a meeting with the National Consortium and it was an exhilarating experience. I was so pleased to have been afforded the opportunity to have dialogue and exchange ideas with my peers. I learned a lot about myself, the students were here for and I took a lot of ideas back to my campus. This experience helped to prompt my job search to become a full-time LGBT Center Director.



Shortly after beginning my new position, I contacted the Executive Board to see how I could give back to this organization which had such a positive influence on me. I (nervously) agreed to work on the newsletter (this is the first newsletter I have worked on by myself) and the experience has been very rewarding. Thank you to all who submitted articles and sent me words of encouragement.

I hope you enjoy the newsletter and I look forward to talking with you and exchanging ideas!

Peace  
John Faughn

## LGBT2 GROUP BY JAMI GROSSER

The LGBT2/Non-Director Staff group provides support and resources for individuals who directly report to another professional staff person doing and ultimately responsible for LGBT work on college and university campuses.

Established an official Consortium LGBT2 email listserv.

Hosted regular conference calls and listserv discussions to provide support and resources for LGBT2s.

Organized official LGBT2 gatherings at Creating Change 2006.

### Accomplishments:

Created an official (change to by-laws pending) LGBT2 group within the Consortium following the 2005 Creating Change Conference.

Established a chair of the group to represent LGBT2 concerns on the Consortium Executive Board.

### Current Projects:

Collecting LGBT2 job descriptions to create a best practices packet for campuses and professionals regarding LGBT2 positions.

## The Consortium Newsletter

Volume 2, Issue 2

John Faughn, *Interim Editor*  
Jedd Roshe, *Copy Editor*

## Consortium Examines Racial Issues in LGBT Offices/Centers and in the Consortium

By Andrea D. Domingue

The 2005 *LGBT Campus Administrators Pre-Conference Institute* at the Creating Change Conference served as a catalyst for conversation, organized around the experiences of queer professionals and students of color in LGBT offices and centers and on campuses more generally.

One major development from these conversations was the formation of the ad-hoc Anti-Racism Working Group. Its main purpose is to identify and organize professional development opportunities for Consortium members that address racism and white privilege. The group also seeks to assess the racial climate for staff and students within LGBT centers and within the Consortium itself in order to make recommendations to promote a more inclusive environment for individuals of color.

As a first initiative and in an effort to continue the dialogue sparked at Creating Change 2005, Brett Genny Beemyn (University of Massachusetts, Amherst) and Andrea "Dre" Domingue (New York University) worked with the members of the Anti-Racism Working Group to draft an online qualitative and quantitative survey to assess the experiences of professionals of color and white professionals working in LGBT offices/centers. The goal of the survey was to provide a safe space for both people of color and others working in LGBT offices/centers to assess racial inclusiveness in such areas as their office mission statements, programming, staff trainings and mentorships.

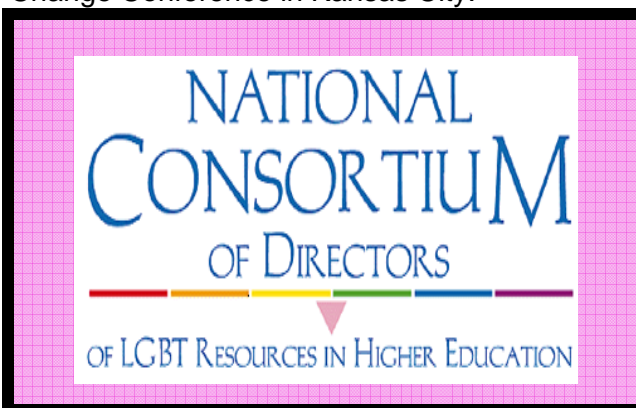
The survey specifically asked individuals who identify as people of color if there were any instances when they felt marginalized or tokenized, where they find support both within and outside the institution and if they generally felt supported on their campus.

Specific questions about the climate of the Consortium assessed how participants felt about establishing a values statement that addresses racial inclusiveness and whether the organization should have regular discussions, trainings, and presentations on anti-racism and white privilege. Participants were also asked to provide recommendations or suggestions on how the Consortium can further support people of color and anti-racist white people.

Following several solicitations on the Consortium listserv, 77 people took the survey. The participants identified as the following races/ethnicities:

- 52 White or European American
- 9 Biracial or multiracial
- 6 Black or African American
- 5 Latina/o, Chicana/o, or Mexican American
- 5 Asian or Asian American

All responses from the survey were anonymous, and any personal identifiers were removed to create a safe space for individuals to express their experiences and thoughts. Results of the survey and next steps will be discussed at the Annual Business Meeting at the 2006 Creating Change Conference in Kansas City.



## *A MESSAGE FROM THE CHAIRS*

Last year at the Creating Change Conference, we began the first year of our two-year term as co-chairs of the Consortium. The Consortium has grown significantly over the past ten years. During this time, the number of schools that are members of the Consortium has doubled and the numbers of individuals doing LGBT-related work on college campuses has tripled. We strongly believe in the potential of the Consortium to fulfill its mission statement: “to critically transform higher education environments so that lesbian, gay, bisexual, and transgender college students, faculty, administrators, staff, and alumni/ae have equity in every respect.” The Consortium has been an invaluable resource and source of support for all of us doing the difficult work that must be done. We need each other, now more than ever.



At the LGBT Campus Administrators' Institute at last year's Creating Change Conference, topics of race and white privilege emerged as significant issues during the afternoon discussion. Individuals at the institute expressed feeling hurt, frustrated, and unheard. This has been an ongoing conversation for a number of years, and while we have talked about these topics at Consortium functions, we have failed to acknowledge fully the impact and pain people experience around these issues and have not taken action. While the institute raised difficult and uncomfortable issues, we believe that this is a critical opportunity for the Consortium to address these concerns intentionally and continue an open conversation about how we should proceed. These important issues have been incorporated into the pre-conference institute this year, based on feedback from Consortium members.

In addition, the Consortium has formed an Anti-Racism Working Group to focus on issues of racial oppression and privilege within the Consortium and campus LGBT centers. The working group will bring together people of color and white allies. The suggestions made by the people of color group at the institute could be a starting point. These suggestions were:

- Strategic plan to change the demographics of the Consortium (developed with students)
- Newly created positions will be assistant director positions
- Advocating for salary/compensation
- Hiring practices
- Treatment by other staff
- Create a people of color Consortium listserv
- Examine the terms “people of color” and “non-white” and how they are used by the Consortium, at Creating Change, and at our individual campuses
- examine other terms that can be used and be a leader in this
- Do more on staff needs of people of color
- Policy of who is not here and dynamics of university access
- Why do we use the terms “student of color” and not “white students” and also examine the use of words, such as “issues”?

## *A MESSAGE FROM THE CHAIRS* (CONT'D)

In our first year as co-chairs, we have sought to build on the strong direction and clear vision provided to the Consortium by the past co-chairs, Todd Smith and Chicora Martin. We have been fortunate to work with an outstanding executive board over the past year and look forward to continuing our work in coming year. We would like to thank everyone for their contributions, insights and support. The Consortium's vitality and responsiveness to issues facing LGBT campus communities require the collective participation of our members. We encourage all members of the Consortium to participate in reaching our collective goals.

### Highlights and Accomplishments

During the past year, the Executive Board and/or other members of the Consortium have:

- Created a People of Color Group and a LGBT2 (assistant directors, program coordinators, and other center staff beyond the director) Group. These groups were invited to serve on the Executive Board, while still remaining autonomous.
- Created an Anti-Racism Working Group following discussions at last year's Creating Change Institute. The group sent out a survey on issues of race and racism, the results of which will be shared at this year's Business Meeting.
- Finished and analyzed the results of the Consortium's salary and structure survey. The results will be added to the Consortium website and summarized at the Business Meeting.
- Organized the second annual Creating Change Institute, based on the results of a survey of member interests.
- Supported the creation of *The Advocate College Guide for LGBT Students*, and many members of the Consortium were quoted in media coverage of the book's release.
- Worked with Campus Pride to develop the Campus Climate Index, a web-based tool that will help institutions gauge their climate for LGBTQA students.
- Continued to participate in the National Policy Roundtable Meetings convened by NGLTF. These meetings bring together the directors of national LGBT organizations to improve communication and address issues of common interest.
- Increased the size of the Consortium to more than 275 members, and further refined the process of updating membership information and collecting dues.
- Expanded the summer internship program. Interns receive Consortium funding to attend and present the results of their work at Creating Change.
- Answered a growing number of media inquiries and responded to campus crises, such as the opposition of state legislators to the LGBT center at the University of Texas, Austin.

# Spotlight on our Interns

## HALEY E

My internship research focused on LGBT peer education within the Consortium. After asking for information from program administrators, advisers and founders, I compiled these responses from the perspective of comparing and contrasting the different peer education programs. Information came from a broad geographical

range, institutions of varying size, as well as age. I observed a number of similarities among peer education programs, most notably in the kinds of outreach in which peer educators are engaged. What varied the most were issues of structure and effectiveness rather than content, most having to do with how well-established the programs are.

One outcome of these findings was a relatively comprehensive view of the ways in which peer educators are used, and an idea of the potential to expand existing or creating new peer education programs.

## DEMERE

My project aimed at forming an LGBTQ Studies minor program at the University of Virginia. However, I wound up with a very practical lesson in the academic costs of the university's lack of domestic partnership benefits. Faculty members who were interested in creating this minor have left, and LGBTQ studies were not the focus of those hired to replace them. Without a faculty advisor,

a minor cannot exist. Nevertheless, I created a proposal, drafted course requirements, and compiled a list of the University's LGBTQ-focused courses. When an advisor is located, the minor can be proposed, as all the preliminary work has been done.

## DANNY

While completing my Consortium internship this summer at the University of California-Riverside, I was offered many project opportunities by their Housing Services and LGBT Resource Center. I assisted in the development of a residential life training module on sexual orientation, gender identity, and multiple identities for resident assistants. I also worked on place-

ment for their gender-neutral and LGBT-themed residence communities. I created advertisements for the Peer Mentoring Program, Stonewall Hall, and General Neutral Housing. I presented with other students the activity Common Grounds and tabled during eight Bear Facts orientation sessions. I also facilitated Rap Group discussions on various LGBT-related top-

ics. My biggest project was conducting an online survey and writing a report on how Facebook.com is used by LGBT Centers and Offices nationally. This internship allowed me to gain experience overall on aspects of directing an LGBT Resource Center and working with a large housing program.

## CHRISTIE

The University of California-Riverside's summer internship has a mission to provide support, education, and advocacy regarding sexual orientation and gender identity. My experience lived up to that mission. My supervisors allowed me to take part in a variety of programs including the facilitation of summer rap groups, and facilitating new student orientation diversity workshops on "Building Our Common Ground." I also had the opportunity to take part in a series of staff dialogues in which we discussed topics such as personal and professional boundaries, being "out" as a professional, creating an anti-racist environment, fiscal responsibilities of directors, the future of scholarly research related to LGBT campus issues, and grant funding development for LGBT resource centers. In addition we visited LGBT campus centers at UCLA, UC-San Diego, UC-Irvine, California State Polytechnic University, and Pomona College. My summer experience ended with a research project where over 50 campuses were surveyed on their use of Facebook.com Web sites as an outreach tool for LGBT students.



# Best Practices Programs!

Earlier this fall a request was sent to highlight a successful program you would like to share. A special thanks to all who submitted and let's keep sharing in future issues. We are doing some fantastic programming!



## Michigan State University 2006 Lesbian, Bi, Gay, Transgender and Ally Student Welcome Reception and Statewide Resource

For university, community and statewide organizations, this event provided an opportunity for participants to:

- \* Personally welcome new and returning students to MSU
- \* Network among LGBT students, faculty, staff, campus groups, statewide organizations, businesses and allies
- \* Showcase and learn about educational resources, involvement opportunities and LGBT-related research/scholarship
- \* Demonstrate each organization's commitment to inclusiveness, affirmation and support of LGBT persons and families



At the fair, 55 organizations participated, with more than 200 students attending. Additional information, including the organizations that participated and photographs from the event can be found at: <http://www.lbgtc.msu.edu/gallery/rf06/index.html>.

## \$1000 Welcome Dinner at Tufts University

This first dinner for LGBT and ally new and returning students is marketed as having a "\$1,000 prize." At the dinner, we hand out three tickets to every attendee and announce the \$1,000 contest. Students must propose an event costing less than \$1000 that will "promote LGBT and ally community at Tufts."

They must have at least three students in their group, and the winners agree to plan the event with the help of the LGBT Center. Students then use their tickets to vote for their favorite entry. This is a great way to bring in creative ideas, have a program that students really want to attend, and involve new students in the center.

## Student Staff Orientation at Syracuse University

In response to various concerns regarding the commitment and initiative of our undergraduate student assistants, of which we have six, I took on the task of developing a comprehensive orientation to kick off the academic year with a more focused and renewed attitude. As their direct supervisor, I compiled a thorough set of performance

expectations, as well as a performance review document and a process by which performance reviews would be administered each semester. I designed a three-hour "Student Staff Orientation" program in which these materials were covered in detail. Students were solicited for input into each of these documents, and we established a

process by which the student staff would compile a document to review my performance as a supervisor as well. We also engaged in various icebreakers and team-building activities, including a multiple choice "what would

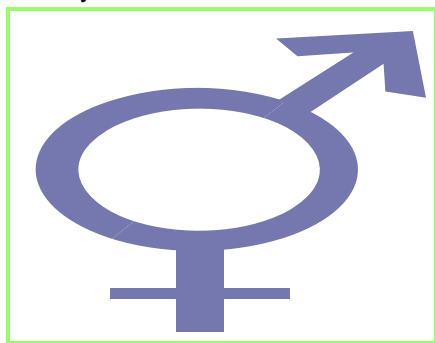
you do?" game that reviewed various emergency procedure policies that relate to Syracuse University and their position at the LGBT Resource Center.

<http://lgbt.syr.edu/studentorientation>

## Starting difficult campus dialogues: Gender Justice

By Mike Brown

Iowa State University is a traditional institution in every sense of the word. We have a big football stadium, and a fraternity and sorority row. Some students here are involved and engaged, and others are comfortable with the distance they manage to keep the campus at. As I write this, ISU is enveloped in "Political Action Week", and although hundreds of students turned out yesterday to see John Kerry speak, institutional research tells us most of these students will not be going to the polls in November. With such a diverse campus, and with students who are at a variety of levels of political engagement, how do you engage students in a campus dialogue about Gender identity?



Gender Justice is a one credit course focused on the intersection of gender, identity, and equality in North America. This half a semester, developed by the Margaret Sloss Women's Center, is presented in two hour installments. Instructors are drawn throughout the administrative divisions of Iowa State and from the graduate program in Higher Education. Using a number of formal and informal activities as well as entertainment media, Gender Justice seeks to initiate dialogue within the classroom about inherently difficult subjects.

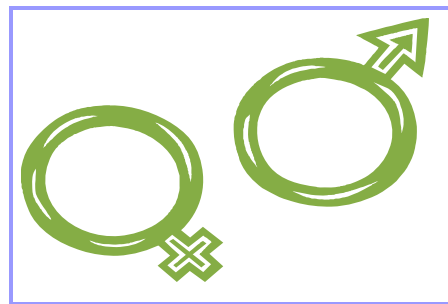
Gender Justice is not a lec-

ture course. Each session is formatted around inter-group dialogue and discussion. Although out of class readings and assignments are provided for students, the staff and facilitators have found that simply by ensuring once a week that students are engaged in thinking and discussing gender students become engaged in a new and revolutionary dialogue.

Gender Justice's core purpose is to facilitate difficult dialogues among affected populations and allies. The most recent semester we began our readings with an explanation of forms of oppression. Although some students could immediately make connections between personal experience and historical occurrence, others were left without a bridge to translate theory to life. Gender Justice is structured around just such teachable moments wherein members of affected populations or self identified allies help students in the dominant population make connections.

If it's that simple though, why even force the stultifying structure of a classroom experience on students? Shouldn't this type of learning occur organically in a diverse academic environment? Unfortunately because of the nature of the institution and the self segregating behavior of students this learning is not a natural byproduct of the collegiate experience.

Further, Gender Justice is not just a tool simply to educate the dominant student populations on campus. It has also proven effective



in giving marginalized student populations the vocabulary to voice their discontent. Iowa State University is not an institutional culture that transmits or encourages dissention, and subsequently it tends to quash the voices of people who can't efficiently articulate their concerns. Gender Justice is an attempt to remedy this lack of redress by giving marginalized students the tools to communicate their dissent. In the process of providing these students with budding activist tools, members of the dominant population begin to see the formation of empowerment and are provided insight into marginalization. Gender Justice at the very least gets students in the door for credit that would never nose around in issues of gender and identity.

For more information about Gender Justice including sample syllabi and course materials email [mgb100@iastate.edu](mailto:mgb100@iastate.edu) or visit <http://www.dso.iastate.edu/wc/>.

**Michael Brown is an Equity and Social Justice Educator at the Margaret Sloss Women's Center at Iowa State. He is a second year Masters student in Higher Education.**