



**CONSORTIUM OF HIGHER EDUCATION  
LGBT RESOURCE PROFESSIONALS**

# **2018 ANNUAL REPORT**

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# Consortium Mission & Vision

## Vision

We envision higher education environments where LGBTQ people, inclusive of all of our intersecting identities, are fully liberated.

## Mission

The Consortium of Higher Education LGBT Resource Professionals is a member-based organization working towards the liberation of LGBTQ people in higher education. We support individuals who work on campuses to educate and support people of diverse sexual orientations and gender identities, as well as advocate for more inclusive policies and practices through an intersectional and racial justice framework.



## CONSORTIUM

## The Consortium does this through:

**Education**-We offer best and promising practices through a variety of professional development opportunities. Most notably via monthly webinars, day-long institutes, and the development of documents aimed at addressing specific areas that affect LGBTQ communities.

**Empowerment & Support** -We cultivate networks of higher education professionals advocating for and supporting LGBTQ communities on their campuses, by working towards meaningful inter-generational engagement, providing pipeline support for queer and trans people of color (QTPOC), and connecting members in Consortium constituency groups.

**Collaborative Engagement**-We foster collaborative relationships with higher education institutions and other organizations in our efforts to advocate for more just and inclusive colleges and universities.

*\*\* Acronyms are tricky and can be both regionally and culturally based. In an effort to more broadly name our communities we use LGBTQ, QTPOC, and diverse sexual orientations and gender identities in this document to give voice to multiple ways that they may be named.*

## Honoring Dr. Sheltreese D. McCoy



The board of the Consortium of Higher Education LGBT Resource Professionals was heartbroken to learn of the passing of a dear colleague, friend, and member, Dr. Sheltreese 'Treese' D. McCoy. Her death means a profound loss to our profession and to the many students, faculty, staff, and colleagues who had an opportunity to know her. Treese committed her life's work to advancing and centering queer and trans people of color in higher education, specifically Black liberation within LGBTQ resource work.

From 2012 to 2017 Treese developed and coordinated the Crossroads Initiative at the University of Wisconsin-Madison. The Crossroads Initiative is the first university-funded collaborative initiative between a Multicultural Student Center and a Gender and Sexuality Campus Center addressing the intersectional realities of students through programming, affinity spaces, education, individual support, mentorship, advocacy, and resource development centering QTPOC students. This groundbreaking initiative Treese spearheaded served as a national best practice in serving QTPOC students in higher education. In this role,





Treese created the [QPOC Resource Guide](#) which highlights books, articles, movies, organizations, websites, and blogs that feature queer and trans people of color. This guide has been, and continues to be, distributed and used in our daily work in serving QTPOC in higher education, and many of us have drawn inspiration from this resource for our own programs and initiatives. She also used Crossroads as a platform to host the first statewide Wisconsin QTPOC conference in 2015.

For those members who did not have the opportunity to know Treese, we urge you to learn more about her and her work, including the following and more:

- Dissertation: Where is my place?: Queer and transgender students of color experiences in cultural centers at a predominantly white university. [Full text available at Worldcat.](#)
- Consulting work: [Radical Higher Education Innovations, LLC](#)
- Contributions to Consortium: Mentorship and fellowship for and with queer and trans professionals of color; facilitation of many sessions and academy sessions at Creating Change including work on transformational relationships, pipeline, and QTPOC being pushed out of higher education and student affairs; key member in the development of the [Consortium of Higher Education Resource Professionals' Recommendations for Supporting Trans and Queer Students of Color](#) (PDF).
- Consortium award: Treese was honored in 2017 with the Consortium Award for Outstanding Social Justice Practice for her work. [See her award bio here](#) (PDF).
- Please also support Sheltreese's family by contributing to [her family's GoFundMe page](#).

Treese drew inspiration from her own lived experiences and years of professional work supporting students. She led confidently, humbly, critically, and with a deep sense of care and love for the people around her. She truly saw and acknowledged people in their wholeness, specifically queer and trans students and professionals of color. For many QTPOC professionals in the Consortium, Treese and her work was a possibility model for us and helped many of us see that it is possible to do the work of serving and centering QTPOC voices unapologetically.

This year, the Executive Board of the Consortium has dedicated our *Outstanding Social Justice Practice* award to honor the life and legacy of Dr. Sheltreese D. McCoy. Dr. McCoy committed her life's work to advancing and centering queer and trans people of color in higher education, specifically Black liberation within LGBTQ resource work.



# Reflections from the Board

## Summer Board Retreat 2018

In late July, the Consortium Executive Board spent a few balmy days in New York City, working hard to operationalize the multitude of feedback we received from meeting with consultants in January and from our members over time. We arrived on Friday, did a little bit of exploring to get to know Queens and reconnect as a Board, then dove into intention and goal setting for our time together. Over the next three days, we deconstructed and reconstructed policies and processes - continuously asking the questions of how we are centering and actualizing our mission and vision as an organization and how we are serving our membership through meaningful and sustainable structures. By the time we departed on Tuesday, we had written the new Guiding Documents for the Consortium and outlined a variety of next steps, including transition to a new board structure, creation of the Consortium Accountability Team, and much more. While we packed a lot of work into our short time together, we also appreciated the opportunity to explore the Big Apple just a bit -- including touring the NYC campus, checking out landmarks like Stonewall, Big Gay Ice Cream, and The Strand, enjoying some of the culinary finds of the city, and being typical tourists admiring Times Square. Overall, our summer retreat was an incredible opportunity to connect and do intentional, important work to move our organization forward!



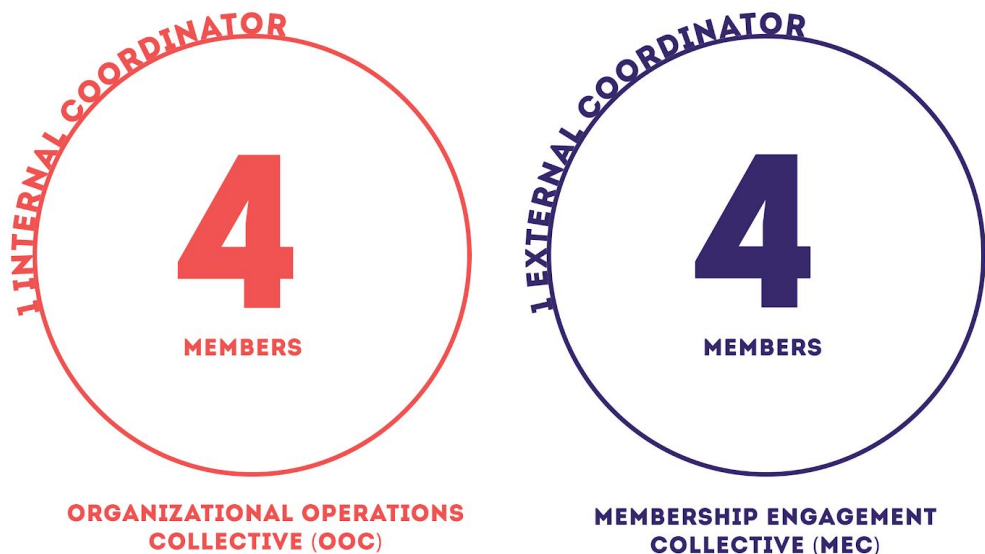
## Outline of Proposed Changes to the Consortium

As a result of recommendations from the organizational consultants we commissioned last year, the board has developed new guiding documents, grounded in our mission, vision, and values, that outlines the following changes:

- A more sustainable and intentional board structure
- An election cycle and process that will allow our board members to offer stability to the board and organization
- An accountability and support structure to aid the organization in achieving our mission and aspiring towards our vision
- Expectations members can have of the board and our offerings to membership
- Expectations of how members can embody the mission, vision, and values of the Consortium in their involvement as members of the Consortium and on their campuses
- Increase in membership fees for the first time in almost ten years to support the advancement of our organization and the ability to increase the offerings we provide to members

In the coming weeks after Creating Change, you will receive an email from the Board outlining all of these changes in detail and will be asked to vote on these changes. If passed, we will move forward in actualizing our new board structure with elections, transitioning board members on/off, and continuing to build upon the foundations that have been developed by our current board.

### PROPOSED NEW EXECUTIVE BOARD STRUCTURE\*



\*The Executive Board does NOT include members who are elected or appointed to additional roles outside of these, such as Regional Representatives and other ad hoc positions.



# 2017-2018 Highlights from the Board

## 2018 Self Study Report

The Consortium released its third self-study in 2018 (following reports from 2011 and 2014). A big thanks to Consortium past co-chairs Demere Woolway and Matt Bruno for working so diligently on the self-study! It is the Consortium board's goal to produce self-studies on a biennial basis, so look for a call to fill out the next survey in 2020.



**CONSORTIUM**

A few key notes from the report that should be considered by the membership: We noted that the ratio of people of color, trans people, and people living with a disability are still under-represented in the profession, and that the Consortium strives to provide paths into the profession and support for under-represented members when they enter into the work. We were also struck by the persistence of inconsistent reporting lines for LGBTQ programs and resources. The lack of clarity around allocated space and budgets for support of the work is also notable and needs to be addressed. It remains a concern that our members express stresses around low pay and mental health, particularly when 35% of respondents reported that they have been in their current position for two years or less. Finally, the lack of clarity for the career path indicates to the Consortium that there needs to be more professional development support in the area of career planning for our members across all professional levels.

On a personal note, I am saying farewell to the Consortium board, after serving as co-chair and past co-chair. The work of this board has been the most challenging and the most rewarding I have undertaken as a volunteer. I am grateful for the support of the membership and the individual board members that I have come to know. I believe that serving LGBTQ campus communities, and especially students, is important and vital work – truly life-saving work in many instances. It has been an honour to serve the membership for the past four years.

In solidarity and for our shared liberation,  
D.A. Dirks





## Decentering Whiteness Calls

The Consortium co-facilitated decentering whiteness conference calls in June, July, and August 2018 with the goals of: engaging membership in our commitment to racial justice as a profession; providing spaces for members to learn from and engage with one another through building a community of practice; and spark ongoing opportunities to continue member engagement in the work.

Monthly topics included: how whiteness is centered in 'queerness' and the whitewashing of Pulse (June); how our institutions center whiteness (July); and how we individually center whiteness (August). We posted guiding resources in advance of each, including [White Supremacy Culture](#) (Kenneth Jones and Tema Okun, 2001), chapters from [But I'm Not Racist!](#) (Kathy Obear, 2016), and topic-specific readings monthly.

Please see the [Decentering Whiteness Webinar notes document](#) for topics, thoughts, attendance numbers, facilitator information, and more. We are looking forward to continuing and deepening this work and opportunities to hold each other accountable in 2019.

## Queer and Trans People of Color (QTPOC) Calls

This Summer, the QTPOC Constituency and membership hosted three different conference calls that centered on healing, community, and overcoming toxic work environments. These calls were an opportunity for members to explore themes around "Being QTPOC in the Workplace", share knowledge and resources as well as create meaningful opportunities to network and build community. It is our goal to continue this series of calls in the future to create more opportunities to engage with membership on a variety of meaningful topics.

## LGBT2 Needs Assessment + Preliminary Findings

'LGBT2: individuals who directly report to another professional staff person doing and ultimately responsible for LGBT work on college and universities campuses; LGBT2 members include Assistant Directors, Program Coordinators, and other Center staff beyond the director.'

As a constituency group within the Consortium, the LGBT2 group is unique in the sense that it is tied to role rather than identity - one may find oneself a part of or not relating to one's professional journey. In addition to this potentially variable status, the status of LGBT2 can look different depending on one's campus composition and structure. In order to better support this constituency, the Consortium undertook the first LGBT2 Needs Assessment in the summer of 2018.

The survey targeted professionals who identified as LGBT2s, regardless of their current membership in the Consortium, and collected a range of information related to job responsibilities, institution structure, job satisfaction, sources of support, demographic information, and more. The survey instrument included a



variety of quantitative scales as well as opportunities for qualitative narrative response. The needs assessment achieved a response rate of about 30% based on the number of active profiles tagged as LGBT2, and the initial data analyses are already providing very useful insight into the identities and experiences of LGBT2s across the field. Please direct questions regarding the LGBT2 Needs Assessment to Kayla Lisenby at [lgbt2@lgbtcampus.org](mailto:lgbt2@lgbtcampus.org).

.	<b>2018 LGBT2 Needs Assessment</b>	<b>2018 Consortium Self-Study</b>
Respondents who identify as people of color	38%	29.6%
Respondents who do not identify as cisgender	40%	36%
Respondents who identify as someone living with a disability	30%	27.4%

Some initial insights:

- LGBT2s are often asked to take on responsibilities outside of their job description - and generally do not believe they are fairly compensated.
  - 63% of respondents are asked to take on responsibilities outside of their scope of work.
  - 44% of respondents do not believe their compensation is appropriate for the work outlined in their job description - that number rises to 65% when asked if their compensation is appropriate for the work they actually do on campus.
- LGBT2s feel more connected to other professionals who do work similar to what they do rather than the field of student affairs as a whole.
  - 47% of respondents agreed or strongly agreed they feel connected to other professionals with similar work, while 41% of respondents agreed or strongly agreed they feel connected to the field of student affairs as a whole
- LGBT2s draw a great deal of support from those with whom they work - when asked to select places from which they might draw support professionally:
  - 81% selected students they work with
  - 80% selected colleagues within their institution but not directly in their office
  - 72.5% selected their direct supervisor
  - 71.3% selected the colleagues within their office outside of their supervisor
- While there is a lot to parse out with the data set, overall, LGBT2s feel they can show up authentically in their roles, feel valued in their roles, and are happy.
  - 68% of respondents agreed or strongly agreed with the statement "I can show up wholly and authentically in my role."
  - 53% of respondents agreed or strongly agreed with the statement "I feel valued in my role."
  - 68% of respondents agreed or strongly agreed with the statement "Generally speaking, I am happy in my role."



## Standards of Practice: Beginning a Conversation About the Core Competencies for LGBTQIA+ Directors and Professionals in Higher Education

In February 2016, the Consortium commissioned a workgroup to develop standards of practice and core competencies for the profession. The committee's charge was: "to develop and disseminate standards that can be operationalized on any campus, whether or not these campuses have LGBT resource professionals. These standards will be a companion document to the Council for the Advancement of the Standards in Higher Education's (CAS) LGBT Program and Services Standards." The workgroup—comprised of Debbie Bazarsky, Brian Edwards, Luke Jensen, Sivagami Subbaraman, Bonnie Sugiyama, and Shaun Travers—met from 2016 to 2018 to develop these standards of practice in the context of the evolving and changing landscape within higher education.

In the development of the core competencies, the committee centered: 1) the constituencies served (i.e., students, staff, faculty, alums, and the local community); 2) the identities of the LGBTQIA+ community (i.e., lesbian, gay, bisexual, pansexual, same-gender loving, transgender, nonbinary, agender, genderqueer, genderfluid, Two Spirit, bigender, pangender, gender nonconforming, gender variant, intersex, asexual, aromantic, and emerging identities, as well as intersecting identities, such as race, ethnicity, nationality, immigration status, gender, class, disability, religion and spirituality); and 3) the wide and complex variations in institutional structures, divisions, and departments within higher education.

They are grounded in the histories of the LGBTQIA+ profession and scaffolded by two frameworks—1) *social justice with an intersectional lens* (i.e., intentional and critical reflection, analysis, and action, both individually and institutionally, which: centers racial justice; interrupts and deconstructs privilege, power, oppression, and inaction; and elevates the voices and omitted histories of historically underrepresented, marginalized, and minoritized people) and 2) *the concept of the life span* (i.e., from prospective student through alum status and from prospective employee through emeritus/retirement). Also guiding the development of these core competencies was the shared vision of the Consortium: "we envision higher education environments where LGBTQ people, inclusive of all of our intersecting identities, are fully liberated."

The twelve core competencies are designed to provide direction for the profession and are built upon the work of LGBTQIA+ directors and professionals who have come before us. Through these standards, we strive to inspire professionals currently in the work; guide emerging professionals to consider this path in higher education; provide guidance to institutions who are planning to create a position and a Center; and support administrators who supervise LGBTQIA+ directors and professionals. We view these core competencies as an opportunity to think robustly about our roles in higher education; and we recognize some competencies will have more resonance than others given the broad diversity of our roles and institutions. The intention of the standards of practice and core competencies is to provide opportunities for LGBTQIA+ directors, professionals, and administrators to: 1) further advocate for support and resources needed to adequately do this work within institutions; 2) continue to deeply assess one's own learning edges for personal and professional development; 3) enhance the mentorship and fostering of early career and aspiring professionals; and 4) make visible the profession in higher education literature. Additionally, these





competencies provide an opportunity to expand professional training and education for our field and offer guidance for the profession.

Over the next 12-18 months, there will be many opportunities to engage with the competencies. There is a much larger article about the standards of the profession and core competencies that will be forthcoming. There will be presentations about the Core Competencies via Consortium webinars, at the 2019 NASPA Annual Conference and Creating Change 2020, and other national conferences. Moreover, a compendium about how to use the competencies is also forthcoming. Our hope is this is the beginning of a much larger conversation about the profession, our collective vision for the work, our transformative work as LGBTQIA+ directors and professionals, and the future for LGBTQIA+ campus life.

## **The Core Competencies for LGBTQIA+ Directors and Professionals in Higher Education**

### **Competency One**

*Has the ability to envision and execute a strategic direction for all facets of LGBTQIA+ campus life.*

A critical role is thinking and acting strategically on behalf of all LGBTQIA+ constituencies (i.e., undergraduate students, graduate students, staff, faculty, alums, parents/families, and community members) who have varied, and sometimes competing, needs. The LGBTQIA+ director/professional is innovative, has strong political acumen, thinks and acts strategically, and builds meaningful partnerships with colleagues across academic and administrative departments. From the development of a strategic plan for LGBTQIA+ campus life through consulting with senior leaders about an array of LGBTQIA+ and other diversity and inclusion topics, the director/professional needs to be able to customize messaging about the work to various campus stakeholders (e.g., cabinet members, trustees, student leaders, institutional committees, and faculty senate) to achieve institutional support for all LGBTQIA+ constituencies.

### **Competency Two**

*Navigates complex campus structures and contexts with political acumen to affect institutional change for LGBTQIA+ communities.*

Colleges and universities are complex organizations with multiple layers of administrative structure, each encompassing their own mission, values, culture, and institutional priorities. The LGBTQIA+ director/professional interacts with each of these layers within their specific context, in order to affect and sustain institutional change towards a positive campus climate for LGBTQIA+ students, staff, faculty, alums, and other campus stakeholders. This navigation requires a political acumen in negotiation, communication, and managing power dynamics.

### **Competency Three**

*Provides administrative leadership and management of human, physical, and financial resources dedicated to supporting LGBTQIA+ campus populations.*

Whether located within a standalone unit (e.g., LGBTQIA+ center) or as part of a broader entity (e.g., diversity and inclusion), the LGBTQIA+ director/professional actualizes the mission and provides vision and oversight for the leadership and management of financial resources, human resources (e.g., hiring,



onboarding, supervising, and termination of staff), technology, facilities and equipment, programmatic initiatives, and overall assessment of programs, services, and issues of access and equity. They develop and maintain strong collaborative relationships with campus partners and community organizations to support stakeholders with varying needs. Additionally, they seek institutional and external support to expand financial resources.

### **Competency Four**

*Creates a culture of belonging within the campus LGBTQIA+ community through inclusive practices that embrace all LGBTQIA+ identities and the diverse intersections of these identities.*

The LGBTQIA+ community is diverse in the many identities that exist within and outside of gender and sexuality spectra. As a microcosm of society, the LGBTQIA+ community is not immune to the historical and current injustices within and outside of the LGBTQIA+ community, particularly around race and ethnicity, and including but not limited to issues related to nationality, immigration status, gender, class, disability, religion and spirituality. New and emerging identities are a constant in the field and the LGBTQIA+ director/professional creates spaces for the entire campus, alums, and the local community to learn about and embrace the developing landscape for inclusion. Additionally, there are identities within the LGBTQIA+ community that experience marginalization from within the LGBTQIA+ community. The LGBTQIA+ director/professional must intentionally create spaces where the intersections of all LGBTQIA+ identities are respected, honored, and celebrated.

### **Competency Five**

*Has significant knowledge of and experience with policy and practice related to LGBTQIA+ communities in the broader context of equity, diversity, and inclusion.*

Equity, diversity, and inclusion issues are present throughout all campus structures. The ability to incorporate intersections of sexual and romantic orientation and gender identity and expression into ongoing diversity and inclusion conversations, practices, and policies requires both deep knowledge and significant interpersonal skills. The LGBTQIA+ director/professional must remain up-to-date and have knowledge about: 1) federal, state, and local laws that affect LGBTQIA+ people (i.e., both in terms of their LGBTQIA+ and intersecting identities) with a special emphasis on continuously changing laws and ordinances, emerging legislation, and Title IX guidance; 2) related compliance reporting obligations; 3) harassment, bias, and violence intervention; and 4) national best practices and additional proactive measures regarding anti-harassment training and violence prevention. Because LGBTQIA+ issues have emerged more recently on many college and university campuses, the ability to have expertise in historical and existing equity, diversity, and inclusion issues (i.e., especially around race, ethnicity, nationality, immigration status, gender, class, disability, religion and spirituality) requires practical knowledge, experience, and proficiency.

### **Competency Six**

*Assesses campus climate and LGBTQIA+ success using multiple measurement methods and communicates the impact of LGBTQIA+ communities on campus and the impact of campus on LGBTQIA+ communities.*



The LGBTQIA+ director/professional must be knowledgeable about LGBTQIA+ research design, methods, data interpretation, and privacy concerns, so they can effectively consult their campuses (e.g., institutional research offices and data analysts, senior administrators, individual departments, and faculty and other campus researchers) on data collection. Many campuses define institutional success through specific strategic goals (i.e., tied to closing achievement gaps related to retention, GPA, graduation rates, and time to degree); and measurements are often cisnormative and heteronormative and based on national and state instruments that typically have not considered LGBTQIA+ communities or their intersecting identities. Therefore, the LGBTQIA+ director/professional should have significant expertise to consult on inclusive instrument creation/enhancement, effectively measure campus success, clearly interpret data, and communicate findings in persuasive and meaningful ways, in order to enact change. Additionally, program assessments, the most common evaluation utilized in this work, must be in alignment with broader constructs of institutional success.

### **Competency Seven**

*Participates in the intellectual life of the institution and contributes to its academic mission.*

The LGBTQIA+ director/professional partners with faculty, staff, students, and administrators in the core mission of higher education—research, teaching, learning, and service. The LGBTQIA+ director/professional has the ability to collaborate with faculty across disciplines in curriculum transformation to: incorporate LGBTQIA+ issues into existing courses; develop curriculum for courses focused on, or inclusive of, LGBTQIA+ content; and support the implementation of LGBTQIA+ studies or other formal academic programs focused on gender and sexuality. They provide learning opportunities, which complement academic curricula (e.g., organizing lecture series and colloquia, curating art exhibits and performance series, facilitating academic book clubs, and providing other educational offerings) and provide extensive information for faculty and those seeking coursework related to LGBTQIA+ identities. Moreover, the LGBTQIA+ director/professional supports faculty, staff, and students who engage in research, facilitates workshops, and assists instructors with the provision of supportive learning environments through shared best practices (e.g., inclusive pedagogy and andragogy, pronoun use in the classroom, and names on rosters).

### **Competency Eight**

*Provides institutional partners with support and consultation, through an holistic approach, to enhance individual and community success.*

The LGBTQIA+ director/professional intentionally collaborates with campus partners (e.g., admission and enrollment services, centers for teaching and learning, human resources, academic affairs, student affairs, health and counseling centers, public safety, and athletics) and community organizations to holistically support (i.e., in mind, body, and spirit) LGBTQIA+ people and all of their intersecting identities. They consult with colleagues on the development of training, curricula, resource materials, and outreach strategies with the goal of building capacity among a network of institutional partners who share the responsibility in developing culturally competent programs, services, advocacy, and resources.

### **Competency Nine**

*Collaborates with institutional partners to increase access, recruitment, and retention of LGBTQIA+ students, staff, and faculty.*





The LGBTQIA+ director/professional utilizes institutional knowledge to advocate for increased access, recruitment, and retention. Drawing upon a variety of institutional tools and data sources (e.g., campus climate surveys, national health and engagement surveys, human resources exit interviews, and focus groups), they assess the state of the LGBTQIA+ community at the institution. The LGBTQIA+ director/professional interprets data to discern issues that may positively or negatively impact individual and community access, outreach, conditions of success, and barriers to achievement. They understand what makes success possible at their institution and collaborate with campus partners (e.g., admission, human resources, faculty senate, student affairs, academic affairs, alumni affairs, athletics, identity-based centers, and institutional diversity, inclusion, and equity offices) to improve recruitment and retention of LGBTQIA+ students, staff, and faculty.

### **Competency Ten**

*Supports the LGBTQIA+ community through strong crisis management skills and collaboration with key campus partners.*

LGBTQIA+ people are often reluctant to access counseling centers, employee assistance programs, and other campus resources. They frequently first seek support from the LGBTQIA+ director/professional for: 1) mental health (e.g., depression, self injury, and suicidal ideation); 2) sexual harassment and assault (e.g., sexual and physical violence and intimate partner violence); and 3) bias-related incidents (e.g., overt discrimination, hate crimes, and implicit bias). The LGBTQIA+ director/professional must be proactive, execute excellent judgment, and have established collaborative relationships with colleagues across campus to effectively respond to situations. This includes serving on and/or engaging with crisis response, bias response, threat management, and case management teams. The LGBTQIA+ director/professional ministers to the campus community and provides support, guidance, and programming around national and local events that deeply affect them (e.g., legislation and supreme court rulings, sexual harassment and assault cases, hate crimes, suicides, and responses to national violence, such as the Pulse shooting and police brutality). In addition to crises, all constituents seek out support for interpersonal issues (e.g., adjustment to campus, relationships and family, academic distress, and workplace and campus climate concerns) and identity-based topics (e.g., sexual orientation, gender identity, other intersecting identities, transitioning, and coming out). These require a comfort with providing support, guidance, and referral services as appropriate.

### **Competency Eleven**

*Engages LGBTQIA+ and allied alums and supports institutional goals around fundraising and advancement.*

The LGBTQIA+ director/professional brings alums back to campus (i.e., sometimes for the first time) and provides opportunities for active engagement and participation. Alumni affairs and development colleagues rely on the LGBTQIA+ director/professional to help identify and recruit LGBTQIA+ and allied alums and family members, organize events, collaborate across affinity groups (e.g., Black, Latinx, Native American, and Asian and Pacific Islander alum groups) to co-develop programmatic and other opportunities for networking, engagement, and giving. The LGBTQIA+ director/professional engages alums, families, and community members in fundraising for both LGBTQIA+ services and overall giving to the institution. They also support alumni affairs and development officers in a multitude of ways, including: training around best



practices, record keeping, and collaboration with other colleagues who serve these constituencies (e.g., career services, financial aid, parent and family programs, academic programs, and student affairs).

### **Competency Twelve**

*Utilizes knowledge of research, theory, and history of LGBTQIA+ communities, grounded in social justice, equity, and inclusion.*

The LGBTQIA+ director/professional is designated as the campus expert on LGBTQIA+ communities. Distinct from faculty, researchers, and other educators who create and transmit knowledge in specific areas and domains, the LGBTQIA+ director/professional relies on integrated community knowledge and history, coupled with significant and emerging research, to provide immediate practical advice and direction regarding issues of policy and practice and informed action. Theory (e.g., social justice theories; identity development and student development theories; and critical race, feminist, queer, economic justice, and crip theories), as well as the legacies of community activism and current civil rights and social movements, informs the inclusive practice of the LGBTQIA+ director/professional and the profession.

For a more thorough explanation of each of the core competencies, please visit the Consortium's website at [www.lgbtcampus.org](http://www.lgbtcampus.org).

# 2018/2019 Consortium Award Winners

Each year the Consortium of Higher Education LGBT Resource Professionals has the opportunity to recognize excellence in the field of LGBTQ student services with these awards. The nominations, generated by the membership of the Consortium, lift up the amazing work of our peers and honor the individuals who create change on college campuses each day.

This year, three traditional Consortium awards are presented: Promising New Professional, Outstanding Social Justice Practice, and Service to the Consortium. Additionally, and for the award moving forward, the Executive Board of the Consortium is dedicating the Outstanding Social Justice Practice award to honor the life and legacy of Dr. Sheltreese D. McCoy. Dr. McCoy committed her life's work to advancing and centering queer and trans people of color in higher education, specifically Black liberation within LGBTQ resource work. Additionally, the Consortium is presenting a special recognition this year honoring the inaugural International Pronouns Day.

## Promising New Professional:

### Babyface Card

**Pronouns in use: she/her/hers *Coordinator, Center for Leadership & Service, Florida International University – BBC***

Babyface Card is an educator, cultural commentator, and student affairs professional. With only two years of experience in higher education Babyface's contributions include student leadership development, diversity and inclusion and advocacy for queer and trans students across any campus she serves. She embodies what we hope to instill in our students –complexity, authenticity, interconnectedness, and openness. In addition to being an amazing role model, leader, and mentor to students and colleagues, Babyface has displayed her







vulnerability and truth telling in a series of BuzzFeed videos elevating the voices and stories of queer and trans people.

As a new professional, now working in Florida International University's Center for Leadership and Service, Babyface being the authentic, connected and unapologetic person she is, means so much for the students and colleagues that she interacts with on a daily basis.

## Promising New Professional:

### Jamie Gonzales

**Pronouns in use: she/her/hers**

***Diversity Education Coordinator, LGBTQ Resource Center, University of Houston***

Jamie Gonzales has served as the Diversity Education Coordinator for the LGBTQ Resource Center at the University of Houston since 2016. Before working at the Resource Center, Jamie served as the Graduate Assistant at UH's Center for Diversity and Inclusion while in the M.Ed-Higher Education program. In addition to her current role, she serves as a member of the Student Life Diversity & Inclusion work group, an advisor for the Kappa Chapter of Gamma Rho Lambda, and the co-chair for a division-wide Marketing & Communications committee. Outside of the higher ed world, she is involved in her local community as a member of Gender Infinity's conference planning team, as a board member for New Leaders Council-Houston, and as an advisory board member for University of Texas' alumni networks.



Some of Jamie's proudest moments in her current role have been implementing an LGBTQ student leadership program, building community partnerships with the Resource Center, emphasizing queer and trans speakers of color and topics related to race, immigration, HIV status, and ableism, initiating the process to expand World AIDS Day to World AIDS Week (organized by the UH Wellness Center), and being the first recipient of the UH Student Life Diversity Diamond award in 2017.

Above all, she wants to acknowledge all the outstanding social justice practitioners in the field for inspiring her to dig deeper and to focus her work on equity and inclusion. Jamie dedicates this award to the memory of Sheltreese D. McCoy.

## **Dr. Sheltreese D. McCoy Award for Outstanding Practice in Social Justice**

### **Romeo Jackson**

**Pronouns in use:**

**they/them/theirs**

***LGBTQ & Gender Program  
Coordinator/Interim Assistant  
Director for Social Justice,  
University of Nevada-Las Vegas***

Hailing from the southside of Chicago and the grandchild of Gracie Lee Fowler, Romeo Jackson is a 1st generation, Queer, Non-Binary Femme, and a Black descended of the estimated 11 million Africans who were kidnapped and sold into enslavement. They are a feminist dedicated to intersectional justice and cross movement building. Currently, Romeo is the inaugural LGBTQ & Gender Program Coordinator at the University of Nevada, Las Vegas. Their research, writing, and practice explores Race/ism, Settler Colonialism,



Gender, and Sexuality within a Higher Education Context with an emphasis on the experiences of Queer and Trans Students of Color. Named one of the 100 Black and LGBT-SGL leaders to watch, Romeo is committed to uplifting and empowering queer and trans people of color through a black queer feminist lens. They thank Audre Lorde for keeping them grounded as a whole person in a world committed to tokenizing their

identities for agendas not aligned with their politics. Romeo has two, co-authored book, chapters forthcoming in *Contemporary Issues in Higher Education and Intersectionality & Higher Education*.

## **Dr. Sheltreese D. McCoy Award for Outstanding Practice in Social Justice**

**Jaimée M. K. Marsh, MSW**

**Pronouns in use: she/her/hers & they/them/theirs**

***Associate Director, Q Center, University of Washington***

Jaimée is an activist, an educator, and a scholar from Spokane, WA. She has used these talents to organize with queer and trans people of color, youth, and first-generation college students for 15 years. Jaimée earned a Bachelors in Social Welfare at UW Seattle and a Masters in Social Work from the University of Michigan. She specializes in community organizing, arts and cultural programming, organizational development, and assessment.

For the past seven years, Jaimée has worked as a student affairs administrator in higher education, as well as a consultant focused on racial equity and gender and sexual diversity. Currently, she serves as the Associate Director of the University of Washington Q Center - her home away from home during her undergraduate studies. She is passionate about cultivating a space that centers radical joy and healing, and fostering sustained partnerships between the university and the community at large. Outside of work, Jaimée is a globetrotter and super foodie trying to find the place where radical social change and cheese intersect.



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## Service to the Consortium

### Warren Scherer

**Pronouns in use: per/pers**

***Assistant Dean and Director/Gender and Sexuality Campus Center,  
University of Wisconsin-Madison***

Warren Scherer (a.k.a. War), a 2nd generation queer, is from Richmond, VA and has lived in Wisconsin for 14 years. Warren is an Assistant Dean of Students and the Director for the Gender and Sexuality Campus Center at UW – Madison. Prior to the Assistant Dean role, War was founding director of the Inclusive Excellence Center through which Warren lead an array of campus-wide equity & intercultural campus initiatives, e.g. retention and climate, for minoritized students. This was after serving as the Assistant Director for the LGBT Resource Center at the University of Wisconsin – Milwaukee. War has engaged in diversity and social justice educational work for 17 years, inclusive of non-profit management. Per contributed to the “What Are You?” A NASPA Multiracial Knowledge Community’s (MRKC) Stories Project in a piece titled “Declined. Declined. Accepted.” about racial authentication. Warren attended Richard Bland College of William and Mary, Virginia Commonwealth University and University of Wisconsin – Milwaukee. Warren's interests include exploring assumptions, emergency preparedness for marginalized populations, cooking, cackling, strategies for minoritized student thrival (thrive / survival) at historically white institutions, comics books, and questioning convention. While the doctorate remains on the agenda, it is less of a priority. Beyond this, War aims to grow further into being a reflexive practitioner, is seeking the next thing that will change the terrain of TBLGQ+ services and wants to publish (but what?). Per has aspirations of taking a breath on every continent, becoming a Chief Equity or Chief Preparedness Officer, and making a career adjust toward travel experiences and writing after retiring at 55.





## Special Recognition: International Pronouns Day

### **Presented to Shige Sakurai (Founder and Co-Chair), Genny Beemyn (Co-Chair), and the International Pronouns Day Executive Board**

International Pronouns Day seeks to make respecting, sharing, and asking personal pronouns commonplace. Referring to people by the pronouns they determine for themselves is basic to human dignity. Being referred to by the wrong pronouns particularly affects transgender and gender nonconforming people. International Pronouns Day provides a platform for grassroots transformation by utilizing conversations about pronouns, names, and respect as an entry point into broader work on trans issues, intersecting oppressions, cultural and direct violence, and broader good practices and policies that support our communities.

The inaugural event took place on October 17, 2018, and had registrants from over 25 countries, representing every continent except Antarctica, and was endorsed by over 400 organizations, including over 150 college groups. The event had a social media reach to over 20 million people. International Pronouns Day was founded by Shige Sakurai (they/them), and is co-chaired by them and by Genny Beemyn (they/them), and steered by a board of a dozen leaders, primarily higher education professionals. International Pronouns Day will be recognized this year on October 19, 2019, and resources are on the website at [pronounsday.org](http://pronounsday.org).

The Consortium of LGBT Higher Education Resource Professionals is proud to recognize the inaugural International Pronouns Day and the hard work of ten of our members who serve on the Executive Board. We encourage members to learn more about the program and consider their participation in the coming year.



## 2018/2019 Consortium Awards Committee

The Consortium would like to thank the 2018/2019 Consortium Award Selection Committee:

- Todd Cimino-Johnson (Program Coordinator of Business & Economics - Blue Ridge Community Technical College)
- Debra East (Admissions Counselor, NOLS Wilderness Medicine)
- Wayne Glass (Residence Hall Director - Macalester College)
- Michael Gorse (Assistant Center Director, LGBT Resource Center - University of Southern California)
- Judy Jarvis (Director, LGBT Center - Princeton University)
- Kayla Lisenby (Co-Convener, Consortium of LGBT Higher Education Resource Professionals)
- Rashad Small (Co-Convener, Consortium of LGBT Higher Education Resource Professionals)

## Treasurer's Report

In 2018 we continued working from our Fiscal Transparency page ([lgbtcampus.org/fiscal-transparency](http://lgbtcampus.org/fiscal-transparency)) so you have records of our taxes, policies, and the context for our spending. We also implemented a FY18 budget policy to make sure funds are getting out to members and your development and will continue that policy into FY19.

The biggest financial shifts coming up are part of the organizational changes based on our work with consultants [Dr. Kai Green](#) and [Micah Hobbes Frazier](#). Timelines on changes are delayed in order to discuss with membership at Creating Change. See the following documents for details:

- [Consortium Guiding Document: Stipends & honoraria](#)
- Fee changes as announced in the [Summer 2018 Updates to Membership](#)

As with other years, in this fourth year as a 501c3 nonprofit our primary expenses included web/tech expenses, Creating Change, the summer board retreat, and supporting regional conferences and meetings. Looking for sliding scale membership or requesting co-sponsorships? Email us at [treasurer@lgbtcampus.org](mailto:treasurer@lgbtcampus.org).



*-Katherine Charek Briggs (Treasurer)*



## Regional Report

Hello from your Regions Chair! The Consortium consists of eight different regions that spans the United States and some parts of Canada. Each region has two representatives who work to ensure that institutions in their respective states have access to continuing professional development, education, advocacy, and support resources.

If you have any questions, please do not hesitate to contact your regional reps or myself. I look forward to working with this outstanding group of regional reps and focusing on creating lasting and sustaining connections in the Consortium Regions!

*-Kari Jo Freudigmann (Regions Chair)*

### Regional Representatives

**Northwest: Alaska, British Columbia, Idaho, Montana, Oregon, Washington, Wyoming**

Debra East, NOLS  
Cindy Konrad, Oregon State University

**Midwest: Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota**  
Jessi Hitchins, University of Nebraska at Omaha  
Sean Olmstead, University of Missouri

**Great Lakes: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin**  
R.B. Brooks, University of Minnesota Duluth  
Mark Chung Kwan, University of Michigan, Ann Arbor

**Mid-Atlantic: Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania**  
Tiffany Thompson, University of Pennsylvania  
Kameron Winters, American University

**Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New York, Ontario, Rhode Island, Vermont**  
Julia Anderson, University of Connecticut  
Jorge Castillo, Syracuse University

**Southwest: Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Utah**  
Lauren Moreno, Loyola Marymount University  
Megan Rush, University of California, Riverside

**South Central: Arkansas, Louisiana, Oklahoma, Texas**  
Andrew Herridge, Texas Tech University  
Kathleen Hobson-Bond, University of North Texas

**South/Southeast: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia**  
Lo Denmon, University of West Georgia  
Dwan Love-Dinkens, University of North Florida

# Become a Member

## Eligibility:

No individual shall be denied membership in the Consortium if they meet the eligibility requirements.

Eligibility is open to:

1. Any professional staff, faculty, or graduate student at an institution of higher education or individuals and organizations working towards improving campus climate and services for communities across the spectrum of sexual orientation, gender identity and gender expression;
2. Supports the mission of the Consortium;
3. Meets the qualifications for either Practitioner or Affiliate Membership;
4. Completes an application for membership;
5. Remits appropriate dues.



For more Information about becoming a member, please visit: [lgbtcampus.org/become-a-member](https://lgbtcampus.org/become-a-member)

## Current Membership

Over 450 Institutions & Organizations

Over 1,600 Members

## Join the Executive Board!

**Open Exec Positions:**

- 1 Co-Coordinator (External)
- 2 Organizational Operations Collective Members
- 2 Membership Engagement Collective Members

Speak with a board member for more info!

**Open Regional Positions****(Elections Summer 2019):**

- Northeast Representative (1)
- Mid-Atlantic Representative (1)
- South Central Representative (1)
- South/Southeast Representative (1)
- Great Lakes Representative (1)
- Midwest Representative (1)
- Southwest Representative (1)
- Northwest Representative (1)

# The Consortium at Creating Change 2019

## WEDNESDAY, JANUARY 23

**All day:** Racial Justice Institute (*Not Consortium sponsored, but we encourage members to attend*)

**7:30-9:30pm:** Consortium Community Gathering, Mackinaw East/West, 5th flr.

**9:30pm:** Consortium Social, Hotel Bar Takeover.

## THURSDAY, JANUARY 24

**4pm-6pm:** International Pronouns Day Programming Discussion, CS

**9:30-11pm:** Graduate Student Social, CS

## FRIDAY, JANUARY 25

**9am-12:15pm:** Academy: Resilience & Connection for QTIPOC+ Practitioners, Cascade B

**9am-12:15pm:** Academy: Interrogating & Decentering Whiteness in LGBTQ Campus Services, Cascade D

**1:30-2:45pm:** State of The Movement Address (Recognition of International Pronouns Day), Renaissance Ballroom

**6-7:30pm:** TGQ Constituency Dinner, CS

**6:30-7:30pm:** Caucus: Transitioning Out of LGBTQ Higher Education Work, Duluth A, 5th floor

**8-9pm:** Past and Current Board Social, CS

**9-10:30pm:** Consortium Meet Up (all are welcome!), CS

## SATURDAY, JANUARY 26

**11am-12:30pm:** LGBT2 Constituency Group Lunch, CS

**2:30-4pm:** Regional Representatives Meeting, CS

**6-7:30pm:** People of Color Constituency Dinner, CS

**7:45-9pm:** Memorial for Dr. Sheltreese McCoy, LaSalle A

**8-9:30pm:** Sober Social, CS

**CS = Consortium Suite Hotel Room: \_\_\_\_\_ (TBA)**

**Follow us for updates**

**#LGBTCampusCC19**

*This report was designed & formatted by Andy Cofino (Publications and Communications Chair)*