

## Lesbian, Gay, Bisexual, and Transgender Student Issues

Issue of invisibility  
Conspiracy of silence

Mention LGBT in class  
Make visible that sexual orientation is just one aspect of a person

Herek-research  
3 levels of discrimination  
    Enacted sexual stigma  
    Felt sexual stigma (self-presentation strategies used to be labeled heterosexual)  
    Internalized stigma (values, feelings)

Effects of discrimination  
    Internalized stigma corresponds to low self-esteem

Stats on LGBT students in high school showed increased depression after passing of Prop 8.

What do we do when enacted sexual stigma occurs in our classroom?

Creating Safe Spaces  
    What kind of policies do we have? What is in the equity plan?

Increase awareness of who they are  
Students' worries are not about fighting for their cause-they are about worried about passing their classes  
    How do we support them?

Things like:  
    Gender neutral bathrooms  
    American Red Cross Blood drive-gay/lesbians not allowed to give blood

Some groups that can help:  
    GLSEN  
    PFLAG  
    Allies

*Is there a line in your  
syllabus for zero tolerance?*

## Diversifying the Faculty

SDICCCA Internship Program  
    11 month program

Purpose  
Recruit-from underrepresented groups  
Train  
Mentor and Place

Ultimate Goal-a faculty that mirrors the diversity of CA

#### 4 Phases

##### I. Application, screening, paired with mentors

- submit transcript, vitae etc
- 3 choices for our district 4 bundles
- each college has a coordinator
- apps back to dept chair

##### II. Summer Institute Course-boot camp

- 3 weeks, 2 evenings per week
- focus on getting prof ready-flex, dept. mtg, opening day, professional dev.
- Working with the mentor most important part
- Treated like faculty member

##### III. Fall Semester

- Interns shadow their mentors and attend institute meetings
- Campus Coordinator-organizes the Institute Schedule

##### IV. Spring Semester

- Interns teach own section and attend institute meetings
- (gives them 1 semester as adjunct faculty-so when hiring have a little experience)

#### *Internship Program:*

[http://www.asccc.org/Events/Teaching/EandD2010/SDICCCA\\_Internship.ppt](http://www.asccc.org/Events/Teaching/EandD2010/SDICCCA_Internship.ppt)

### **Making a Difference in our Practices and Equitable Student Success**

Looking at data-when we look at data without the “topography”---decisions get made that do not take into account all of the variables

Research literature defines equity as equitable access, support and outcomes.

Fundamental support structures

Equity-minded institutions

Culturally competent faculty and staff

Universally designed courses and services

Strategies for Equity

1. Institution Wide Equity Mindedness (CUE)
2. Individual and Institutional Cultural Competence
3. Course, Program and Institutional Design

Cultural Competence in our Courses and Services

When do we do for our students when all they have is access?

Why do only 30% of our students pass?

Effective Teaching Strategies

- supplements to the lecture
- 3x5 cards
- active learning strategies

[http://www.asccc.org/Events/Teaching/EandD2010/Making\\_Difference.ppt#257](http://www.asccc.org/Events/Teaching/EandD2010/Making_Difference.ppt#257)

WHAT COMMONALITY,  
USUALLY HIDDEN,  
DO THESE AUTHORS SHARE?

British

W. H. Auden  
Francis Bacon  
Charlotte Brontë  
Lord Byron  
Geoffrey Chaucer  
E. M. Forster  
Gerard Manley Hopkins  
A. E. Housman  
Christopher Marlowe  
Sir Walter Raleigh  
Christina Rossetti  
William Shakespeare  
Sir Philip Sidney  
Alfred Lord Tennyson  
Oscar Wilde  
Virginia Woolf

American

Edward Albee  
Horatio Alger  
Sherwood Anderson  
James Baldwin  
Truman Capote  
Willa Cather  
E. E. Cummings  
Emily Dickinson  
Ralph Waldo Emerson  
William Faulkner  
Nathaniel Hawthorne  
Ernest Hemingway  
Langston Hughes  
Christopher Isherwood  
Amy Lowell  
Edgar Lee Masters  
Herman Melville  
Edna St. Vincent Millay  
Adrienne Rich  
Gertrude Stein  
Gore Vidal  
Walt Whitman  
Thornton Wilder  
Tennessee Williams  
William Carlos Williams

Answers:

1. All appear in standard junior and senior high school anthologies currently used in our schools.
2. Most of these authors had lesbian or gay male experiences.
3. The few others wrote about gay/lesbian experiences.
4. All were aware of homosexuality and either experienced it in their own lives or dealt with it in their literature.

Is it moral to deny our students these positive role models?

List compiled by Dr. Richard J. Follett, Co-Chair (1980-1983), Committee on Concerns of Lesbians and Gay Males in the Teaching of English, National Council of Teachers of English



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