

## LGBTQA Advising and Advocacy Community

Whether or not you recognize it, you work with students and colleagues who identify as LGBTQA+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and/or Asexual). Our advising community strives to increase support for all students who identify as LGBTQA+ by creating opportunities for advisors to grow as welcoming, accepting, educated, and supportive educators. We encourage open, supportive and productive dialogue regarding sexual orientation, sexual identity, gender identity, and gender expression and its relationship to advising, education/career planning, curriculum, and retention. We strive to provide opportunities for LGBTQA+ advisors to learn to thrive in their career and for *all* advisors to learn how to be effective and supportive allies. We support colleges and universities globally by educating our colleagues on the importance of inclusion and the beauty of diversity.

### **Current HOT TOPICS in our area**

[Working with Transgender students](#)  
[LGBTQ students and sexual assault](#)  
[LGBTQ in STEM](#)  
[LGBTQ Athletes](#)  
[LGBTQ mental health in college](#)  
[On Binaries, Belonging, and Bravery](#)

### **Three things you need to know about working effectively with LGBTQA students**

1. Listen to how students describe and identify themselves, and use inclusive language that reflects those identities. Be kind, but assertive, when correcting non-inclusive language.
2. As people, we are more than one identity factor. We exist at the intersection of multiple identities (e.g. gender, race, ethnicity, sexuality, socioeconomic class, etc.). This intersection shapes our unique experience of existing in the world and how we view that experience. Respect that intersection in yourself and others.
3. Coming out is deeply personal. It is a continual process of recognizing, accepting, and sharing one's identity with others.

### **NACADA LGBTQA Resources**

[Transgender Students: Seven Recommendations for Academic Advisors](#), by Matthew J. Lindenberg, 2012

[Preservation and Academic Failure in Healthy Male Undergraduates](#), via NACADA Journal, 2015

[College Guide for LGBTQ Students](#), via Maryville University

For information published prior to 2010, visit the NACADA Clearinghouse resource page [here](#)

### Webinars

Stevens, S. E., Drew, C., & McGill, C.M. (2016). [Intersectionality: Understanding Our Students' Multifaceted Identities](#). NACADA.

McGill, C.M., Metzger, A., Carlson, C., & Vickers, N. (2014). [LGBTQA ally development and advocacy empowerment for academic advisors](#). NACADA.

### **Other Resources**

[Safe Zone Project](#)

[LGBTQ Task Force](#)

[Trans Student Educational Resources \(TSER\)](#)

[GLAAD](#)

### **Connect With Us!**

[Advising Community Website](#)

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