Supporting LGBTQ+ Community College Students Amid Data Collection Challenges

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RIKA YONEMURA-FABIAN, SOCIOLOGY PROFESSOR
ZAHRA MOJTAHEDI, PLANNING AND RESEARCH ANALYST (PRIE)
SKYLINE COLLEGE
Workshop Outcomes

- Brainstorm how various campus constituencies can become connected on your campus to foster an inclusive environment for LGBTQ+ students
- Understand the diverse roles of institutional researchers and how best to collaborate with your campus/district IR office to better support LGBTQ+ student needs amid challenges in accurate data collection
Introductions

- Name
- Pronouns
- Role/Organization
- What is something about you that would surprise most people?
Group Discussion:

- Share what you know about what’s happening at your college or district in the following broad areas pertaining to supporting LGBTQ+ students:
Fall 2018: Current Developments

- Workshop at All-Campus Professional Development Day (14 participants)
- Two Division Meeting Presentations
- Workshop at Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee
- Three CTTL LGBTQ+ workshop topics scheduled for Fall 2018
- Student Governance and clubs organizing three campus events for LGBTQ+ history month
What Worked (and Lessons Learned)

- Getting a head start
- Using all-campus events to have collective reflection, sharing, and connecting
- Working across facets
- Identifying heteronormativity and intersectionality
- Acknowledging common barriers
What Worked: Scenarios

Scenario #1

You’re interacting with someone new, and they introduce themselves as Alex and they look very androgynous. You’re not really sure what pronouns to use - what should you do?

- **Share your pronouns & ask theirs**. “Hey my name is Marla and my pronouns are she/her/hers. What are your pronouns?”
  - This is particularly important if you’re going to be introducing them to other people.
- **Use their name**. If you haven’t asked their pronouns yet, use their name every time. “Alex is here to check out the office. Alex have you been anywhere else today?”
- **If you mess up, apologize, correct, and move on**. “He was -- oh, I’m sorry, Alex. She. She was saying that she was over at the pizza place for lunch.”

Source: Safe Zone Project
What Worked: Qualitative Data

The course curricula acknowledged the contributions and/or relevance of LGBTQ+ perspectives.

- None of my classes
- Few of my classes
- Most of my classes
- All of my classes
What Worked: Qualitative Data

Some Student Voice Survey perspectives:

- Not sure LGBTQ+ is relevant to either course, so I’m not sure why it would be required to be brought up at all. I don’t think anyone’s sexual identity is anyone else’s business and shouldn’t be discussed if it is not relevant to the course topic.

- LGBTQ+ is not related to STEM

- Since LGBTQ+ is still an evolving stance, many maybe don’t understand it fully, maybe that’s why it’s not widely taught?

- I don’t understand why LGBTQ+ would need to be acknowledged. I feel like this question and topic should be closed for discussion in their own respective groups.
What Role Can Institutional Research Play?

- What do they do?
- Why partner?
- How to partner?

**TIPS:**
- Reach out early
- Make your goals clear
- Follow-up
End

Questions?

Rika Yonemura-Fabian, Sociology Professor: fabianr@smccd.edu

Zahra Mojtahedi, Planning & Research Analyst (PRIE): mojtahe diz@smccd.edu