



TEXAS TECH UNIVERSITY
Office of LGBTQIA™

What might our LGBTQIA experience on campus?

LGBTQIA students hold a marginalized social identity that may cause them to experience subtle, negative inequities (microaggressions) as they try to simply navigate campus life⁴. Those with more than one marginalized social identity (i.e. queer students of color) experience higher rates of negative inequities.

They may experience academic difficulties, mental health problems (i.e. anxiety, isolation), and higher rates of substance abuse due to unwelcoming climates¹.

According to one study, 85% of LGBT students report verbal harassment².

What is your role as faculty in supporting LGBTQIA students?

*Formal interactions*³

Uses inclusive language, advises, and is aware of campus-based resources (i.e. *Chosen Name and Identity Information*)

*Informal interactions*³

Visibly participates in programming and support opportunities, and recognizes they may otherwise represent something larger that may not feel inclusive

What is one take away I should prioritize?

Authenticity is an important part of everyone's life. Vast quantities of research underscore the importance of LGBTQIA individuals having a feeling of comfort with and support of their sexual and gender identity⁵. Providing an inclusive experience for all members of the University community improves overall student success, namely in academic performance and psychological wellbeing.

What resources are available to support LGBTQIA students?

Programming, ally trainings, general support, and coordination of resources

Office of LGBTQIA

Student Union Building Room 201 | Satellite Location: Doak Hall Room 102

www.lgbtqia.ttu.edu | campuslife.lgbtqia@ttu.edu

806-742.5433

Programming and climate and incident reporting

Risk Intervention and Safety Education (RISE)

Drane Hall 2nd Floor, Suite 247

www.depts.ttu.edu/rise/ | rise@ttu.edu

806-742-2110

References

- ¹Blumenfeld, W. (2012). LGBTQ campus climate: The good and the still very bad. *Diversity & Democracy: Association of American Colleges and University*, 15(1), 20-21.
- ²Kosciw, J., Greytak, E., Palmer, N., & Boesen, M. (2014). The 2013 national climate survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. New York: GLSEN.
- ³Linley, J., Nguyen, D., Brazelton, G., Becker, B., Renn, M., & Woodford, M. (2016). Faculty as sources of support for LGBTQ college students. *College Teaching*, 64(2), 55-63.
- ⁴Renn, K. A. (2012). Complex ecologies of identity, diversity, teaching and learning. *To Improve the Academy*, 31, 261-276.
- ⁵Riggle, E., Whitman, J., Olson, A., Rostosky, S., & Strong, A., (2008). The positive aspects of being a lesbian or gay man. *Professional Psychology, Research and Practice*, 39, 210-217.