



LGBTQA Advising and Advocacy Community

Whether or not you recognize it, you probably work with students who identify as LGBTQA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Asexual). Our community is committed to educating the NACADA membership about current research and resources available for advising students of all sexual and gender identities. 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. Let us be clear: our group serves as a community for *all* advisors who work with LGBTQA students (and we all do), not just those who might self-identify as LGBTQA.

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](#)

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

- There are more LGBTQA students than you think. You most likely work with at least one, even if you are unaware of it. 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.
- 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). This intersection shapes our unique experience of existing in the world and how we view that experience.
- Coming out is deeply personal. It is a continual process of recognizing, accepting, and sharing one's identity and/or orientation with others.

NACADA LGBTQA Resources

Peer-Reviewed Publications & Book Chapters:

1. Oliner, N. & McGill, C. M. (Under review). Advising LGBTQ Students in STEM Majors: Strategies for Student Support and Success.
2. Joslin, J. (2007). Working with lesbian, gay, bisexual, transgender, and queer students. In P. Jordan & L. Huff (Eds.), *Advising special populations*, (pp. 87-95). Manhattan, Kansas: NACADA.
3. Self, C. (2007) Advising Lesbian, Gay, Bisexual, and Transgender First-Year Students. In M. S. Hunter, B. McCalla-Wriggins, & E. R. White (Eds.) *Academic advising: New insights for teaching and learning in the first year* (pp. 213-221). Columbia, SC: National Resource Center for the First-Year Experience and Students in Transition.

Non-Peer Reviewed Publications:

1. [Menke, D., McGill, C. M., & Fletcher, J. \(2015\). Advising Lesbian, Gay, Bisexual, Transgender and Queer Student Athletes. NACADA Clearinghouse of Academic Advising Resources.](#)
2. [McGill, C. M. \(2013\). LGBTQA allyhood: Academic advisors reflect. Academic Advising Today, 36\(4\).](#)
3. [McGill, C. M. & Woudenberg, D. L. \(2012\). Gender matters in STEM majors!. Retrieved from NACADA Clearinghouse of Academic Advising Resources.](#)
4. [Lindenberg, M. \(2012\). Transgender students: Seven recommendations for academic advisors. Retrieved from NACADA Clearinghouse of Academic Advising Resources.](#)
5. [Smith, B. \(2006\). Working more effectively in advising: Understanding multicultural dimensions of gay, lesbian, bisexual, and transgender identities. Retrieved from NACADA Clearinghouse of Academic Advising Resources.](#)
6. [Forest, L. \(2006\). Advising gay, lesbian, bisexual, and transgender students. Academic Advising Today, 29\(4\).](#)
7. [Moorhead, C. \(2005\). Advising lesbian, gay, bisexual, and transgender students in higher education. Retrieved from NACADA Clearinghouse of Academic Advising Resources.](#)

Webinars:

1. Stevens, S. E., Drew, C., & McGill, C.M. (2016). [Intersectionality: Understanding Our Students' Multifaceted Identities. NACADA.](#)
2. McGill, C.M., Metzger, A., Carlson, C., & Vickers, N. (2014). [LGBTQA ally development and advocacy empowerment for academic advisors. NACADA.](#)

[For more information check out our webpage!](#)

Connect with us on Social Media at:

<https://www.facebook.com/groups/NACADALGBTQA/>