

***As the Challenges Grow,
Building a Community
Where ALL Can Participate***

LGBTQ Resources Office

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Learning Objective 1



Learn and share ideas about potentially effective approaches to help build community among students with significant differences such as experience, learning and communication styles and abilities, interests, and comfort in social settings.

Learning Objective 2



Learn and share ideas about potentially helpful interventions to promote interpersonal learning among students and prevent harm in situations where differences lead to escalating disagreements.

Learning Objective 3



Encourage students in these community-building settings to grow their competence, self-confidence & respect, healthy boundaries, leadership and ability to model managing interpersonal conflicts and challenges.

Groundrule:

Confidentiality



National Trends

- More students with greater needs entering college
 - Learning disAbilities
 - More significant mental health concerns
 - Past and present trauma issues
 - International students with family overseas

Our Space



Our Space



Our Space

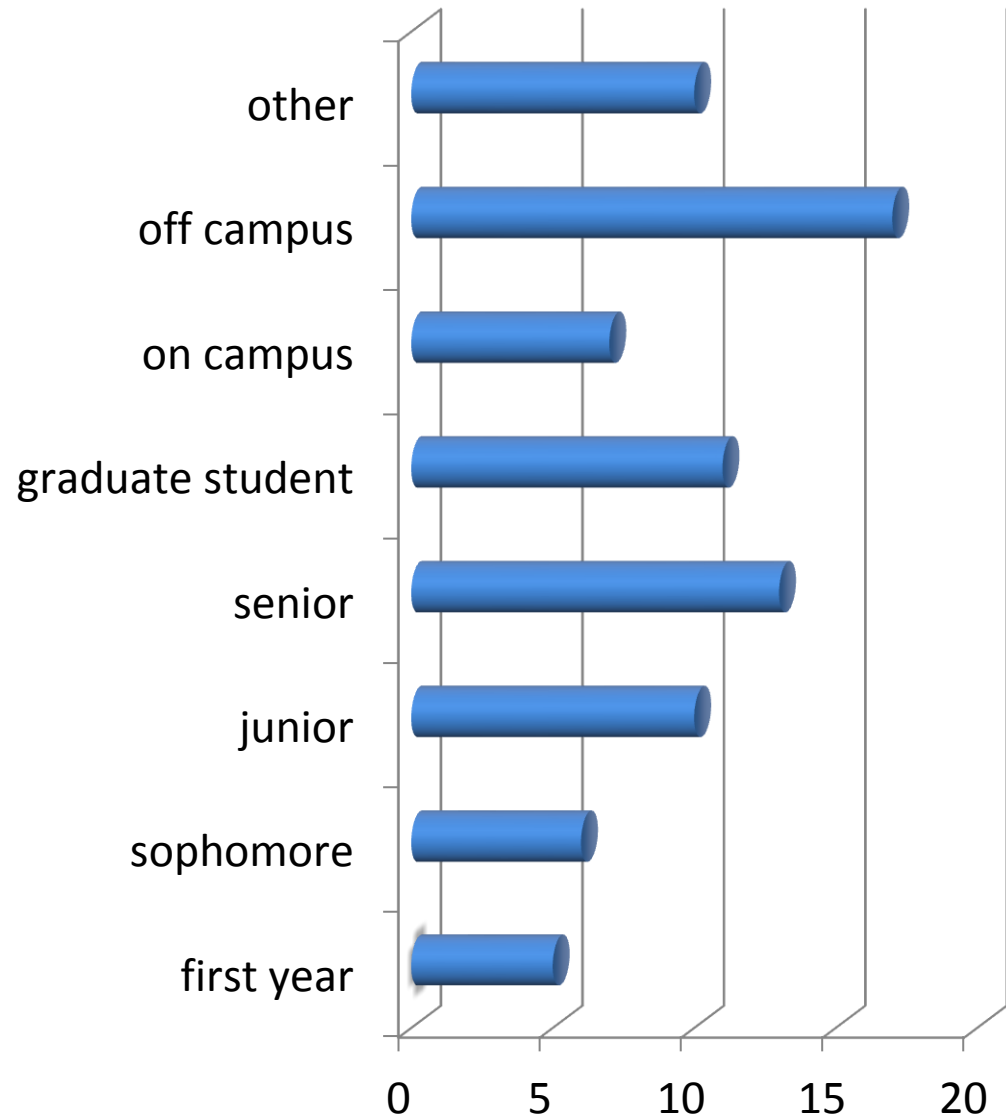


Demographics

Primary Student Status

Taken from our survey:

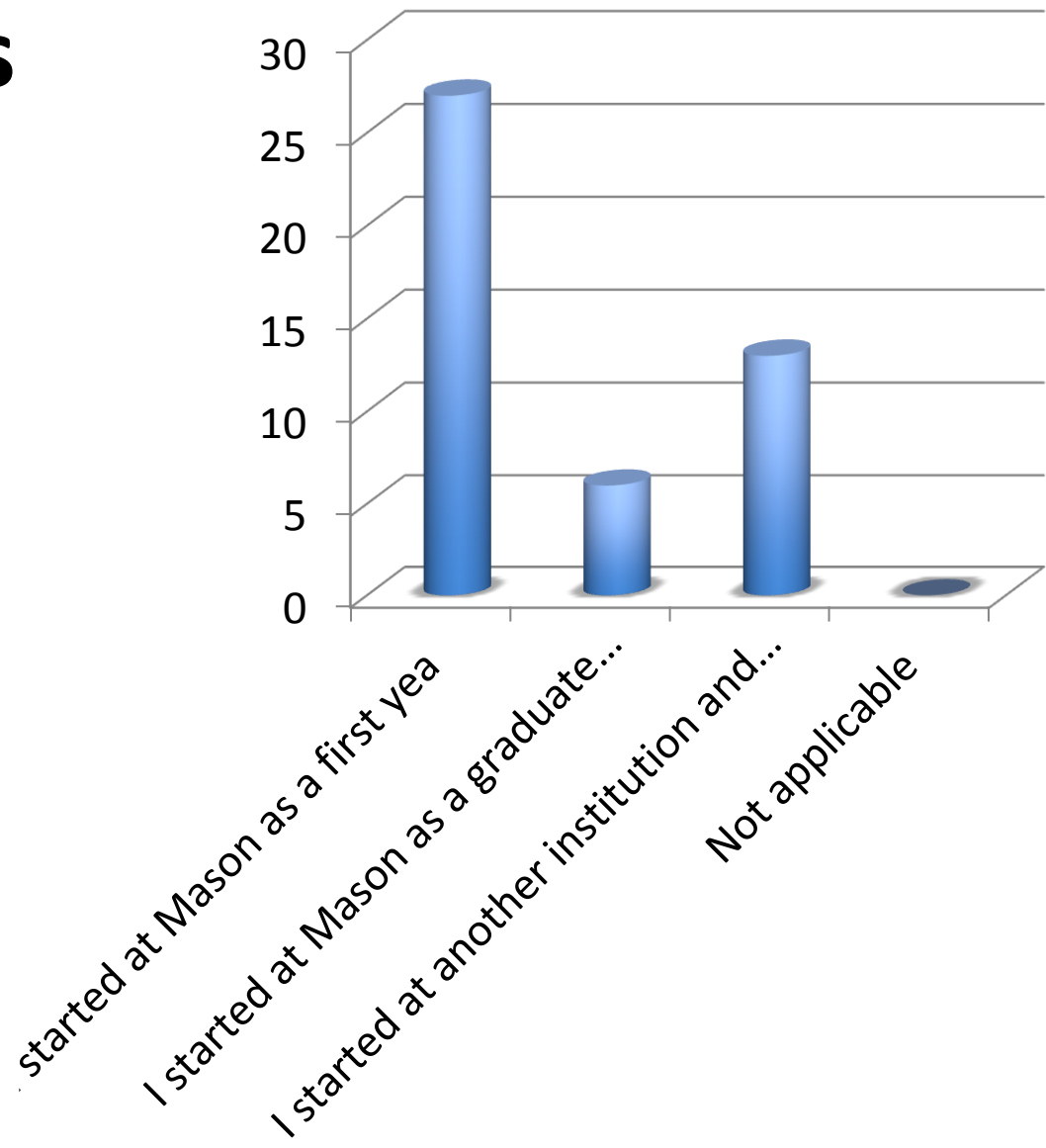
<http://tinylink.net/53442>



Demographics

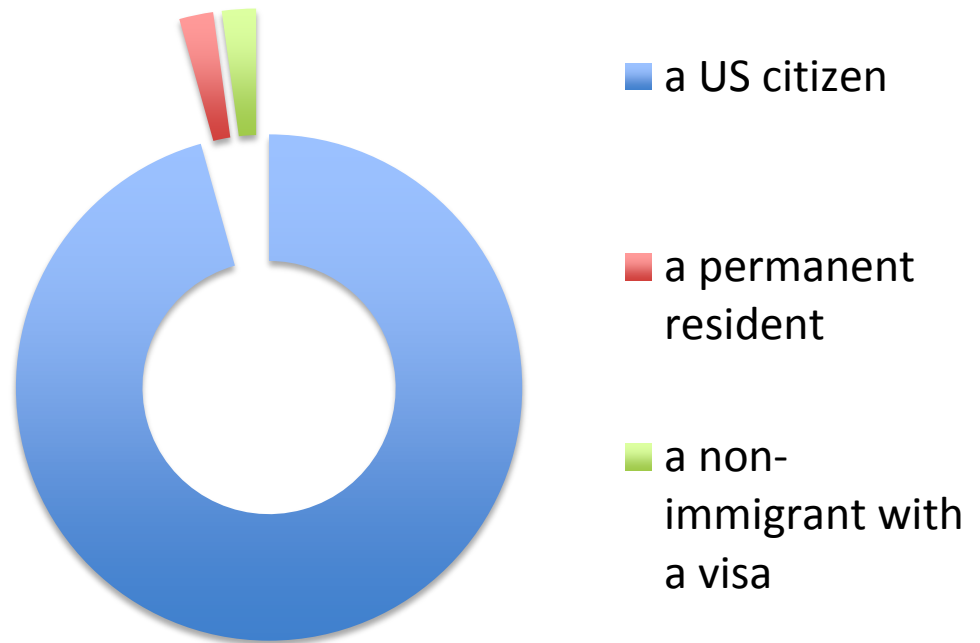
Enrollment at Mason:

Taken from our survey:
<http://tinylink.net/53442>



Demographics

Residency Status:



Taken from our survey:
<http://tinylink.net/53442>

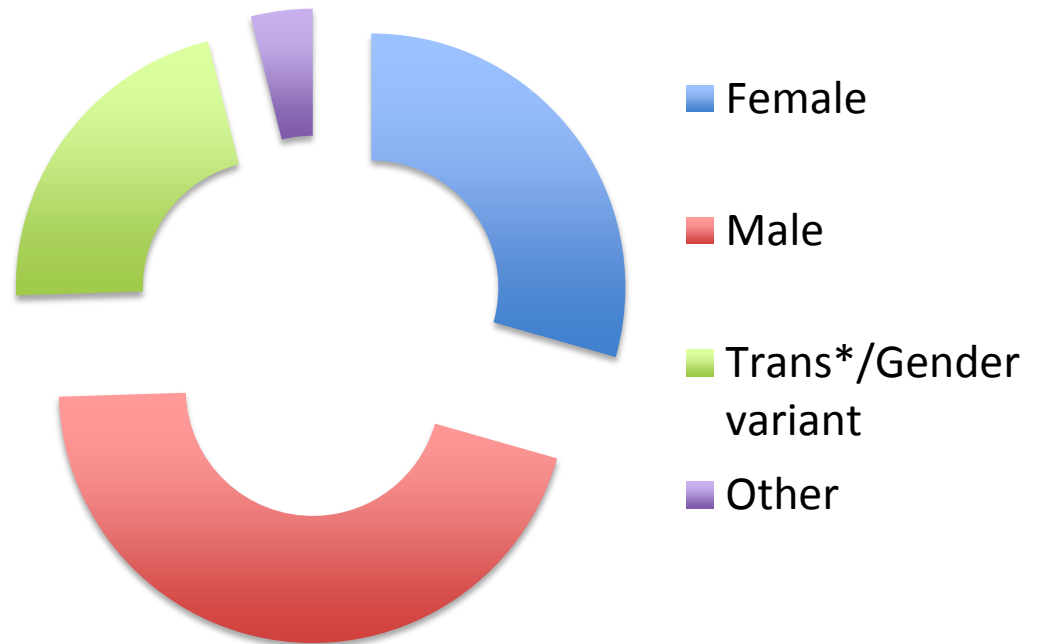
Demographics: Race/Ethnicity

Identity	Mason Quick/ Fast Facts #	Mason Quick/ Fast Facts %	LGBTQ Resources Survey
American Indian or Alaska Native	71	.002	.03
Asian	4,362	.138	.15
Black or African American	2,747	.087	.13
Hispanic	2,729	.103	.11
Native Hawaiian or Other Pacific Islander	94	.003	.00
White/ White European	16,579	.525	.58
White- Middle Eastern/North African			.05
Two or More Races	1,110	.035	.04
Other			.03
Not Reported	3,864	.122	.07

Taken from our survey: <http://tinylink.net/53442>

Demographics

Gender



Taken from our survey:

<http://tinylink.net/53442>

Frequency of Office Visits

How frequently have you visited our space this semester?

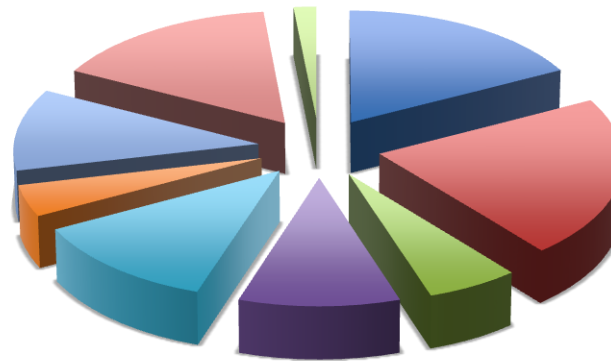
Taken from our survey:

<http://tinylink.net/53442>



Our Space

How have you
used our
space?



Taken from our survey:

<http://tinylink.net/53442>

Some Comments from the Survey

“The openness of the environment as well as the welcoming atmosphere has been very helpful to me finding a space where I feel can provide support in times of need.”

“Sometimes when I walk into the office no one greets me, or there are at least some people who keep entirely to themselves. It's a small thing, but it's important to me to feel welcome, and sometimes I don't in the office. I wish there was a culture of saying hello and introducing ourselves to each other all of the time.”

“The space should promote the idea of (and possibly do more programming about) diversity of experiences between people of different identities and examining privilege while educating that naming things and calling things out is necessary for a safe space.”

“Respect from staff is great, but respect from other students in the office is sometimes not so great. When staff is there any arguments are mediated well, but when staff isn't there and situations occur with certain people, the atmosphere can be slightly unwelcoming.”

“...a few times I have been made fun of for being religious, depending on who was hanging out in the office (mostly in past years, though). This has gotten better in the past semester.”

“The resource room reminds me of a high school clique. Also, I am constantly underwhelmed at how predictable and repetitive the programming is.”



Some of the Dynamics We're Talking About

- The tendency to scapegoat
- Insensitive, disrespectful, or disruptive behavior, “isms”
- Actions coming from privilege and oppression
- Students at very different places in their identity development
- Lack of “family” support
- Our desire to protect (over protect) people in the space
- How the informal student leadership is helping (or not)

Potential Strategies – Responding

Assess for one of three levels of interventions

1. it's fine, nothing needs to be said/done from staff
2. say something in the group right then
3. pull someone aside for a one on one private conversation (then or after)

Potential Strategies - Proactive

- Be intentional and explicit about the learning, support, and challenges the community space itself seeks to provide
- Intentionally design layout, structure of the space itself, and visual cues
- Develop and post community ground rules
- Informal conversation or structured training about boundaries, respect, privilege, oppression
- Recognize and trust the students' power, strengths and abilities
 - Trust, don't underestimate the students' growth and development

Let's talk!

