

factors related to student engagement are also ongoing. The Center is an important resource for HESA, as it provides assistantship opportunities for about 15 doctoral students.

The HESA program remains a competitive and well respected graduate preparation program. Prospective students come to campus excited about the work that they have seen our alumni do in the field and anxious to learn about our program. This year we hosted 112 students on campus during our two HESA Outreach Weekends. The Fall 2006 cohort looks extremely promising and we are excited about the next academic year.

The IUSPA journal is a product of the commitment to academic excellence and scholarly research that our students engage in during their graduate experience. Our student editors and editorial team have an incredible opportunity to improve their skills in reviewing, critiquing, and editing their peers' publications. It is a pleasure to work with a group of students who are committed to ensuring that the journal remains a quality publication. As alumni, you play a significant role in the continued publication of the IUSPA journal. These opportunities only continue due to your financial support. Please designate donations to go towards the *IUSPA Journal* so that we can continue to provide this opportunity to our students. On behalf of the faculty, students, and staff of the program, thank you for your continued support and financial contributions to the HESA program.

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Issues in Career Development and Career Counseling for Gay, Lesbian, and Bisexual Students

Teresa K. Olsen

Career counseling gay, lesbian, and bisexual students is a complex task. Challenges stem from the intersection of two interconnected issues: the status of the student's homosexual identity development and the ability of the student to overcome the barriers of heterosexist work environment discrimination. It is the duty of the counselor, and the institution of higher education, to empower these individuals to achieve a positive GLB self-concept, and positive movement toward career development.

Career counseling gay, lesbian, and bisexual (GLB) individuals is a complex and unique task (Alderson, 2003; Chung, 2001; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope, Barret, Szymanski, Chung, Singaruvelu, McLean, & Sanabria, 2004). The intricacies of assisting GLB individuals through the career development process stem from their status as a socially marginalized cultural group (Alderson). Each individual progresses through common issues of career exploration while navigating a largely heterosexist world. Within the context of higher education it is both the career counselor's and the institution's duty to empower GLB individuals to achieve a positive self-concept and career concept (Alderson; Chung, 2001; Chung, 2003; McVannel; Pope & Barret; Pope et al.). This paper focuses on homosexual identity development, environmental barriers within the world of work that affect occupational success and transition, and issues and challenges for career counselors.

Identity Development for Gays, Lesbians, and Bisexuals: Building Strong Self-Concepts

To understand the career development challenges and issues that gay, lesbian, and bisexual individuals face it is important to understand the process of developing a positive GLB identity. For these individuals, the majority of career challenges stem from the intersection of two interconnected issues: homosexual identity development and overcoming barriers of work environment discrimination. These issues must be addressed along with the heterosexist context of American society, which identifies the power and privilege structures that marginalize non-heterosexual persons (Alderson, 2003; Chung, 2001). Blumenfeld (2000) defines heterosexism as:

...institutionalization of a heterosexual norm or standard, which establishes and perpetuates the notion that all people are or should be heterosexual, thereby privileging heterosexuals and heterosexuality, and excluding the needs, concerns, cultures, and life experiences of [GLB] people. At times subtle, heterosexism is oppression by neglect, omission, erasure, and distortion (p. 262-3).

Much attention has been given to Cass' (1979) and D'Augelli's (1994) models to better explain GLB identity development. Cass' Homosexual Identity Development Theory outlined the process of how individuals develop a positive self-image, or a positive self-regard, for being a non-heterosexual. In doing so, the theory outlines the steps to build a positive non-heterosexual identity (Cass). This model is based on self-understanding and the intersection of heterosexual and non-heterosexual culture through social factors. Cass stated that how a person is socialized, or interprets social attitudes, influences one's movement through the developmental process. This model is important to consider when realizing how students find a positive self-identity and the impact of negative social dynamics of that self-concept (Alderson, 2003; Cass).

D'Augelli's (1994) Model of Lesbian, Gay, and Bisexual Development also outlined the formation of a positive non-heterosexual self-image through the compromise of social power. D'Augelli focused on relinquishing heterosexual privileges in order to develop a GLB social identity. Once this self-concept is formed, the individual can enter the non-heterosexual community in a healthy manner. This model is based on individuals making choices that impact their own development, yet stresses the impact social interactions and environment have in those choices (D'Augelli).

Cass' (1979) and D'Augelli's (1994) identity development models emphasize the importance of the interaction between the individual and society. These models also insinuate challenges a heterosexist society places upon the development of one's positive self-concept. Such environmental barriers and their subsequent related stress require emotional energy from the individual. As GLB students struggle to manage their identity development, career development may be delayed, stalled, or misdirected (Alderson, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Such disengagement can hinder the individual's ability to make appropriate and timely career choices, or to confront situations in a work environment.

Heterosexist Work Environment Barriers

The formal or informal manners in which work environments are constructed have an impact on GLB individuals' potential to achieve success within that context. Chung (2001) described work discrimination as unfair

and negative treatment of workers or applicants based on personal attributes irrelevant to job performance. Brown and Ford (1977) stated that discrimination is multi-faceted and can be expressed in two dimensions: *access* and *treatment*. Access is a form of discrimination that is enacted through biased hiring practices. Treatment is discrimination that occurs once one is employed, such as lack of promotion or salary increase (Brown & Ford). Both access and treatment occur against individuals known or assumed to be gay, lesbian, or bisexual. However, closeted individuals, whose identities are neither known nor presumed, also experience indirect discrimination. These individuals are indirectly silenced by an organization's maintenance of a heterosexist culture. Perceived heterosexism and discrimination strongly influence the choice to disclose one's sexual orientation. As discrimination is a predictor of professional success, the majority of GLB individuals mask their sexual orientation (Brown & Ford; Chung).

Formal and Informal Discrimination

Forms of formal or informal discrimination can be extremely influential within an organization (Chung, 2001). Formal discrimination includes institutional policies and decisions such as hiring, firing, promotion and salary considerations, and job assignments. These actions affect employees' vocational achievements or status. Informal discrimination includes interpersonal dynamics and work atmosphere, verbal and nonverbal harassment, lack of respect, and emergence of hostility and prejudice. This form of discrimination affects morale, well-being, job performance, and career achievement (Chung).

Chojnacki and Gelberg (1994) described four levels of heterosexism that may be apparent through formal and informal discrimination within a work environment. *Overt discrimination* exists when formal and informal policies against GLB individuals are present. *Covert discrimination* is present in the absence of a formal anti-discrimination policy within an organization, yet informal discrimination is prevalent. *Tolerant environments* include formal anti-discrimination policies protecting different sexual orientations, yet do not provide additional support structures for GLB individuals, such as the extension of an employee's insurance or partner benefits. Finally, *affirming environments* have established formal anti-discrimination policies, as well as provide additional support mechanisms for GLB employees (Alderson, 2003; Chojnacki & Gelberg; Chung, 2001). In affirming environments, employees are valued for their diversity. These employers extend employment benefits to same-sex partners, maintain GLB support groups, and implement sensitivity training (Alderson).

Encountered and Perceived Discrimination

The experience a GLB individual has within a work environment is closely correlated to the person's concept of potential discrimination versus encountered discrimination, and perceived discrimination versus real discrimination. Such barometers play a significant role in how an individual manages the environment and oneself (Chung, 2001). The presence of discrimination impacts the individual's ability to be valued solely for one's performance (Alderson, 2003; Chung; Pope & Barret, 2003; Pope et al., 2004).

Potential and encountered discrimination affect vocational behavior formally and informally (Chung, 2001). Potential discrimination is the possibility of discrimination due to disclosing one's sexual orientation, whereas encountered discrimination is actually experienced. Discrimination negatively influences one's goals, expectations, self-efficacy, and self-worth (Alderson, 2003; Chung; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). If an individual encounters potential or encountered discrimination informally, such oppression becomes difficult to address and manage. Informal discrimination, such as discriminatory language in conversations, is often excluded from formal channels of addressing such behavior (Chung).

Perceived discrimination also plays into a work environment (Alderson, 2003; Chung, 2001; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Perceived discrimination is one's personal opinion of opportunity structure based on a perception of the work culture. If a person overestimates discrimination that may exist, it may limit or prevent sexual orientation disclosure. Conversely, if an individual underestimates existing discrimination, heterosexist situations may be surprising. Misinterpretation can easily cause the scrutiny of a neutral situation as discriminatory, or maintain ignorance of oppression. As people's reactions are often based on perceptions, perceived discrimination is important to consider in career counseling GLB individuals (Chung).

Coping with a Heterosexist Work Environment

Real or perceived discriminatory environments can affect a GLB person's vocational choices or work adjustment strategy (Alderson, 2003; Chung, 2001; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). One's work adjustment strategies are coping behaviors utilized when interacting with the world of work (Chung). Chung described three strategies GLB individuals embrace against potential discrimination. First, individuals may seek self-employment to create non-discriminatory workspace. In addition, job tracking is used to locate organizations owned by GLB individuals, or those that employ or serve the GLB population. While self-employ-

ment and job tracking do not eliminate the possibility of encountering bigotry in business partners and clients, the predictability is greater for more embracing work contexts. In a third strategy known as risk-taking an individual considers positions in the open job market. Risk-taking opens up more opportunities for a person with a strong sense of gay identity (Chung).

Discrimination management strategies exist for professionals to navigate encountered prejudice in a work environment (Chung, 2001). Different strategies are utilized based upon the individual's GLB self-concept. The majority of GLB persons attempt to avoid discrimination by remaining an invisible minority (Chung; Pope & Barret, 2003; Pope et al., 2004). If a person is completely closeted, or has not disclosed one's homosexual identity, the individual may quit a job without identifying work discrimination as the catalyst of the departure. Likewise, silence, or lack of overt reaction, can be used to manage discrimination. The person may turn to networks of select persons to share stories of discrimination and to gain support. Moreover, one might openly confront the issue with the perpetrators or supervisors (Chung). This reaction is most likely to occur in persons with a strong GLB self-concept (Chung; Pope & Barret; Pope et al.).

Strategies are important tools for students to use when confronting discrimination in the workplace. However, the presence of prejudice itself can eliminate or impede opportunities for career engagement and success for gay, lesbian, or bisexual individuals. Understanding how students encounter and negotiate these barriers influences the ways in which counselors can best advise them to succeed in such environments (Alderson, 2003; Chung, 2001; Pope & Barret, 2003; Pope et al., 2004).

To Disclose or Not to Disclose?

Griffen and Croteau, as cited in Croteau (1996), outlined three identity management strategies focused on the individual's control over disclosure of sexual orientation in order to cope with potential or encountered work discrimination: *passing*, *covering*, and *acting*. In passing, individuals remain closeted by allowing others to believe that they are heterosexual. Covering involves censoring information about one's life to be perceived as heterosexual, while no attempt is made to openly mislead others. Acting, or engaging in a heterosexual relationship to cause others to believe one is not GLB, is an expression of the highest degree of separation between one's personal and work life (Alderson, 2001; Chung, 2001; Croteau).

Croteau (1996) presented the final two strategies in line with Cass' fifth and sixth stages, leading to an integration of professional and personal lives, public disclosure of one's sexual orientation, and choosing integrity over dishonesty. In *implicitly out*, one is honest, without using the label of GLB, allowing others to form conclusions about their sexual orientation. With

explicitly out, individuals openly talk about being GLB. Individuals will likely choose more than one strategy to interact with different individuals, depending on perceived discrimination. Identity management strategies are also chosen consistent with one's self-concept. Rarely would a person disclose sexual orientation in one's professional life more overtly than in one's personal life (Alderson, 2001; Chung, 2001).

Considerations for the Work Environment

Strategies to overcome oppression and prejudice should be instilled by counselors and mentors (Alderson, 2003; Chung, 2001). Counselors must help clients explore the realistic gains and risks of career options, including assessment of a work environment for GLB-affirming or discriminating qualities. Individuals uncomfortable disclosing their sexual orientation will likely choose careers less reflective of their skills and competencies. In contrast, a developmentally advanced person will seek challenging positions that align with interests and abilities. Previous experiences, interests, goals, self-efficacy, and sexual orientation identity development influence vocational choice. Therefore, future choices depend on the progress that can be made through one's current situation. No clear-cut answer exists for GLB individuals. One must weigh all sides of the issue, and ultimately find a comfortable level of disclosure (Alderson; Chung; Human Rights Campaign, 2005; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004).

The benefits of coming out revolve around a more advanced career identity (McVannel, 2001; Pope & Barret, 2003; Pope, et al., 2004). If a person can work within a GLB-affirming environment, one can direct more energy into job performance. Ultimately, this will increase one's productivity and augment income, allowing for further access to material needs (McVannel). Additionally, a person's emotional well-being is expected to be more healthy and balanced. Self-validation and support from others can be found, and anxiety and concern for victimization of prejudice will be assuaged. Also, GLB persons who disclose their sexual orientations can help serve as role models for colleagues and younger professionals (McVannel; Pope & Barret; Pope et al.).

Conversely, drawbacks may be present for individuals who express a non-heterosexual orientation (McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). GLB individuals may be accused of forcing their lifestyle on others or instilling a fear for collective action. Employers may also make the individual into the token diversity representative. Additional duties of participating in committees, presenting diversity workshops, and representing the minority perspectives in discussions may fall to that person (McVannel).

Students need to understand how to find resources for support to live with a positive cultural identity and opportunities to express that identity

without explicitly disclosing their sexual orientation if that level of comfort has not been found. An understanding can be gained of how to locate advocacy groups and of personal strategies to overcome bigotry. Students need to develop realistic perceptions of environments so more accurate coping strategies can be enacted (Chung, 2001). Individuals can be encouraged to review anti-discrimination policies, domestic partnership benefits, and organizational cultures through printed and online material, and through networking channels (Chung; Human Rights Campaign, 2005; McVannel, 2001; Pope & Barret, 2003).

The Status of Gays, Lesbians, and Bisexuals in America

The Invisible Minority

Alderson (2003) described gays, lesbians, and bisexuals as an invisible minority both in the world of work and in American society. The concept of invisibility depicts the fact that one's sexual orientation remains undisclosed unless revealed by the individual. The power of heterosexism creates fear of prejudice, harassment, discrimination, and violence towards homosexual individuals (Alderson; Blumenfeld, 2000; Chung, 2001; National Gay and Lesbian Task Force, 2004). Unfortunately it is often only at the point of violence that discrimination is reported and can be substantiated by evidence. Horrifying statistics and hate crimes relate this violence.

Twenty percent of gay men in the United States have been physically assaulted and the vast majority report being verbally harassed (Alderson, 2003). In a sample of 2,000 gay and lesbian people, Blumenfeld found that 90% experienced victimization based on their actual or perceived sexual orientation, and over 33% had been threatened directly with violence. In 2002 alone, 1,968 incidents of anti-homosexual harassment or violence were reported to the National Coalition of Anti-Violence Programs. The Federal Bureau of Investigations consistently ranks anti-homosexual violence as the third most frequent form of bias-motivated crime in the United States. Additionally, 19% of all assaults of a non-heterosexual person occurred on a college campus (Blumenfeld, 2000; National Gay and Lesbian Task Force, 2004).

Such statistics reinforce the invisibility of this group through perpetuation of further silence. With the lack of a strong voice, a marginalized group cannot reject the myths drawn about them or gain substantial cultural space to speak out. Likewise, the unhealthy mental and physical results of being an invisible minority impede a positive homosexual self-concept. It is in this silenced status that GLB individuals must manage their career development (Alderson, 2003; Chung, 2001).

Invisible Status in the World of Work

The overall status of the American work environment is grim for gays, lesbians, and bisexuals. GLB individuals are often discriminated against without consideration for job performance or abilities (Chung, 2003; Human Rights Campaign, 2005; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Many occupations are specifically outwardly opposed to the GLB community, such as those involving children, social work, ministries, and conservative corporations (Human Rights Campaign; Pope & Barret; Pope et al.).

The effects of discrimination are seen throughout the public, private, and non-profit sectors. GLB families are uniquely affected by workplace discrimination through a lack of tax equity for domestic partners, social security and medical partner benefits, and compensation (Chung, 2003; Human Rights Campaign, 2005; McVannel, 2001). When matched for education, occupation, and other factors, lesbians averaged up to 30% less in earnings than non-lesbians (Human Rights Campaign; McVannel). On average, homosexual men earn up to 30% less than heterosexual males. The earnings penalty for being gay increased almost 16% between married (heterosexual) males and homosexual partners (Plug & Berkhout, 2004).

Currently no federal laws prohibit workplace discrimination based on sexual orientation in private organizations, therefore there is no constitutional recourse (Human Rights Campaign, 2005; Pope & Barret, 2003; Pope et al., 2004). Failed attempts in Congress to pass legislation such as the Employment Non-Discrimination Act, to outlaw workplace discrimination based on sexual orientation, leaves room for little hope at the national level (Human Rights Campaign; Pope & Barret; Pope et al.). Reflectively, in 34 states, it is legal to discriminate in the workplace based on sexual orientation (Human Rights Campaign).

Some state and local ordinances have incorporated language supporting GLB rights (Human Rights Campaign, 2005; Pope & Barret, 2003; Pope et al., 2004). Over 285 cities, counties, and government organizations offer some protection based on sexual orientation. New programs are emerging, such as the Equal Benefits Ordinances (EBOs). Such initiatives require state or local governments to offer the same benefits to domestic partners as are offered to legal spouses. San Francisco was the first jurisdiction to implement an EBO in 1997, although as of January 2004, the State of California and nine other cities and counties had passed EBOs (Human Rights Campaign).

Outside government, employers are creating GLB-affirming policies and extending benefits for partnerships at a higher rate (Chung, 2003; Human Rights Campaign, 2005; Pope & Barret, 2003; Pope et al., 2004).

Ending discrimination begins by incorporating equal practices into the organization's mission. It can then be reflected in practices and policies (Human Rights Campaign; Pope & Barret; Pope et al.). In 2003, a 19% increase occurred resulting in 2,253 total private employers, colleges, and universities that included sexual orientation in non-discrimination policies. Likewise, three hundred sixty Fortune 500 companies included such statements. Companies adopted practices to competitively seek out the best candidates and not dissuade potential workers. In 2003 all but one Fortune 500 company included sexual orientation in the company's anti-discrimination policies. Currently, 7,149 private employers, colleges and universities, and two hundred Fortune 500 companies provide health coverage to domestic partners (Human Rights Campaign).

Considerations for Special Populations-Layers of Discrimination

Special care must be taken to address the needs of gays, lesbians, and bisexuals with multiple minority status, or those who identify with multiple socially marginalized groups. These individuals face additional hurdles that have unique and complex challenges (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004).

GLB persons of color are confronted with overlapping layers of discrimination (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). These individuals are often not given a choice of disclosure for racial or ethnic diversity (Pope & Barret; Pope et al.). GLB individuals of color are more likely than White-non-Hispanic GLBs to fear and conceal their sexual orientation (National Gay and Lesbian Task Force, 2004). They need to transcend racial identity development, career development, and homosexual identity development. Support must be offered to these individuals in a comprehensive and interconnected manner (Chung; McVannel; Pope & Barret; Pope et al.). The paucity of research in this area indicates that informed strategies have not yet been fully established to assist individuals working through these issues.

Gays, lesbians, and bisexuals who are in a partnership also must consider yet another type of oppression (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). If a partner is laid off, that person may need to rely on the benefits or income of the employed partner, which may not be accessible or sufficient. Challenges of relocating or job searching add layers of stress to the partnership, especially if there is perceived discrimination in the new workplace. This is especially true for dissonant couples, or relationships where one person openly discloses sexual orientation and the other does not. Stress of unintentionally outing the person

through social events, interview questions, or inquiries about benefits is habitually present. Couples counseling is advised for these individuals (Chung; McVannel; Pope & Barret; Pope et al.).

Issues and Roles of Counselors in GLB Career Counseling

Career counseling GLB students requires special consideration for their unique needs (Alderson, 2003; Chung, 2001; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). As with any special population, counselors must be prepared with self-awareness, professional tools, and specialized knowledge. Such elements are often lacking or nonexistent, endangering the effectiveness of the counselor (Alderson; Chung, 2003; McVannel; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell, 2000).

Counselors need to recognize and confront personal biases before services can be ethically offered to GLB clients (Alderson, 2003; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). Prejudices can affect how counseling is implemented, as well as the determination of appropriate client interventions. Such negative attitudes are often blindly internalized through residing in communities that routinely discriminate against individuals of non-majority sexual orientation. Extra care needs to be taken toward greater awareness to ensure no harm to a person's positive homosexual identity development is done to the client (Pope & Barret; Pope et al.; Pope, Prince, & Mitchell).

Biases can appear both in subtle and overt manners, both of which are equally discriminatory (Alderson, 2003; Chung, 2003; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). Alderson delineated signs that counselors are surreptitiously prejudiced against this population. Counselor difficulty remembering specific gay client information throughout a counseling relationship or avoiding topics that counselors find personally disturbing are clues of counselor bias. Additionally, over or underestimating the role of sexual orientation in the issue that a client presents may exhibit the influence a counselor's personal biases has upon one's professional role (Alderson).

Counselors' Lack of Preparedness for Working with GLB Clients

Counselors as a whole are undeniably ill-prepared to serve GLB clients. Throughout the counselor training process, no formal extensive training in working with gay, lesbian, and bisexual individuals is standardized for new professionals (Alderson, 2003; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Alderson noted that across master's degree counselor psychology education programs the modal response from universities reflects just three hours of training on GLB issues. Such results

infer that professionals are unprepared to realize their own prejudices or identify and address the unique issues surrounding individuals marginalized for their sexual orientation (Alderson; Chung; McVannel; Pope & Barret; Pope et al.).

If the individual perceives that the counselor is misinformed or unable to understand the issues presented, the client will ultimately cease this relationship. Distrust and alienation would impede any further assistance the counselor could offer (Alderson, 2003; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000).

Lack of Resources in the Profession

A major shift to include GLB career issues in the mainstream focus of career development research did not occur until the National Career Development Association Conference in 1994. At this event researchers presented the paucity of known information regarding GLB identity development, career development, and GLB issues and challenges. This panel engaged the profession in recommendations for areas of new or extended research and theory (Pope & Barret, 2003; Pope et al., 2004). Researchers now show evidence of more rigorous studies, better methodology, and more proliferation of published work in mainstream journals. However, an overall lack of good scholarly research still exists (Chung, 2003).

Regardless of recent advances, gaping holes still exist in the profession's knowledge of GLB issues, especially in the intersection of gay identity development and vocational identity development (Chung, 2003; Chung, 2001). Also, more research is needed in the area of multiple layers of oppression, especially relevant for GLB persons of color or of low socioeconomic status. Many forms of discrimination exist and influence identity development and decision-making (Chung, 2003; Chung, 2001). Additionally, lesbians remain underrepresented in research, while bisexuals are virtually ignored unless clustered with gay or lesbian issues (Chung, 2003).

In addition to better research, revisions to common career assessments are needed (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). If sexual orientation is not considered in administering career assessment tools, or if the counselor is unaware of a client's orientation, results can be misinterpreted and therefore misleading or ineffective (McVannel; Pope, Prince, & Mitchell). Presently, reliability and validity concerns exist for these clients across a variety of assessments such as the Strong Interest Inventory, Myers-Briggs Type Indicator, Edwards Personal Preference Schedule, California Psychological Inventory, and Minnesota Multiphasic Personality Inventory (Chung; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell).

Career assessments have many layers of potential discrimination

against GLB students through assessor bias, instrument bias, and interpretation (Chung, 2003; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). Additionally, psychological testing was historically implemented to diagnose homosexuality as a mental illness. It is easy to imagine why GLB students may mistrust such instruments. More accurate instruments must be created to authentically serve GLB individuals (Chung; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell).

Interventions for Counselors and Career Centers to Assist GLB Students

Just as subtle and overt manners of discrimination exist, subtle and overt manners of supporting GLB individuals also exist (Alderson, 2003; McVannel, 2001). Such gestures are important due to the lack of GLB cultural space. This dynamic creates a silencing culture that rightly causes hesitation when approaching individuals and institutions. Therefore, subtle affirming messages that counselors and career centers can send may invoke conversations and healthy interventions. Conversely, the lack of subtle messages can indicate a homophobic environment (Alderson; McVannel; Pope & Barret, 2003; Pope et al., 2004).

On a basic level, counselors can show their support through becoming familiar with GLB cultures and developing cultural space (Alderson, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Simple tasks such as placing a rainbow flag or inverted pink triangle in plain view can send a positive signal. The notable placement of career-related literature and media publications supporting the GLB community or homosexual issues is also evident support (Alderson; McVannel; Pope & Barret; Pope et al.). Using language that reflects cultural sensitivity, such as identifying a significant other as a partner rather than a spouse, notes awareness in one's identification against heterosexism (Alderson). In addition, hiring openly GLB counselors, or having an office anti-discrimination policy implies a strong message of acceptance (Alderson; McVannel).

Specific strategies can also be incorporated to aid these populations through the career development process (Chung, 2001; McVannel, 2001; Nauta, Saucier, & Woodard, 2001; Pope & Barret, 2003; Pope et al., 2004). It is essential to incorporate special programs on resume writing, informational interviewing, and job interviewing revolving around the disclosure of sexual orientation. Coaching students on how to come out to others, or to be implicitly out without disclosing one's orientation, helps students gain necessary tools for navigating work environments. Providing networking opportunities with GLB professionals, or internships with GLB business owners or colleagues may help students understand how their sexual orientation fits into their professional identity. Planning GLB job fairs, GLB job search support groups, or only allowing employers willing to abide by anti-discrimination

policies to recruit on campus are also overt manners of supporting these students. Lastly, students should be taught how to evaluate a work environment for gay-friendliness or the level of support and acceptance for diverse sexual orientations that they may encounter (Chung; McVannel; Nauta, Saucier, & Woodard; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell, 2000).

Strategies for Higher Education to Assist GLB Students

Interventions stated for counseling should be extended throughout institutions of higher education (Alderson, 2003; McVannel, 2001; Nauta, Saucier & Woodard, 2001; Pope & Barret, 2003; Pope et al., 2004). College and university campuses have been a source of both disempowerment and empowerment for GLB persons. In a survey conducted by the National Gay and Lesbian Task Force in 2001, of 1,669 individuals at 14 universities, 36% noted personally experiencing harassment due to sexual orientation in the previous 12 months. Twenty percent feared for personal safety and opted to conceal sexual orientation to avoid intimidation and violence. For some, campus climate has limited the expression of GLB perspectives, curricular initiatives, and research efforts (National Gay and Lesbian Task Force, 2004).

Conversely, many positive changes toward the treatment of GLB students stem from college campuses. Students expect a campus to be a safe place for exploration, including exploring the concept of sexual orientation. The educational environment can model acceptance and fairness, treating GLB students and organizations with equal policies and encouraging the pursuit of social justice. These environments can also educate heterosexual students on prejudice and heterosexism. Institutions can model equal business practices through human resources equal opportunity statements (Pope, Prince, & Mitchell, 2000).

College is often a time of development and change for GLB students (Nauta, Saucier & Woodard, 2001). Juxtaposing the processes of career, cognitive, moral, psychosocial, and identity development on top of homosexual identity development requires a strong support network from family and friends. Unfortunately, coming out may result in loss of support, and consequently, loss of self-esteem, self-efficacy, and overall well-being (McVannel, 2001; Nauta, Saucier & Woodard). Many gays, lesbians, and bisexuals find themselves in a precarious position between gay and straight communities, reinforcing the need for higher education institutions to create an embracing, positive, exploratory space (Nauta, Saucier & Woodard).

Campuses can show both outward and subtle signs of supporting GLB individuals (National Gay and Lesbian Task Force, 2004). Currently, only 2% of colleges and universities have GLB or gay, lesbian, bisexual, and

transgender/transsexual (GLBT) student centers. Supporting such centers, a GLB studies department, or including sexual orientation sensitivity training in orientation programs can help to validate the GLB presence on campus. Additionally, it is important to sponsor events or awareness campaigns, and provide sustainable support structures to assist GLB students in their tenure (National Gay and Lesbian Task Force).

Support during GLB identity development is often sought through networking and mentorship. Providing visible GLB staff and faculty and GLB allies may ensure that students feel accommodated and can openly seek out mentors (Nauta, Saucier, & Woodard, 2001; Pope & Barret, 2003; Pope et al., 2004). Nauta, Saucier, and Woodard's work showed that many students' GLB role models are not established through personal relationships, but rather are highly visible media stars. The search for role models outside one's personal relationships is consistent with the reported lack of support while making career and academic decisions (Nauta, Saucier, & Woodard). Institutions can do much more to ensure GLB students are networked with allies and mentors.

Conclusion

There are many challenges that confront gay, lesbian, and bisexual students as they advance in their career development. As Cass (1979) and D'Augelli (1994) noted, individuals are influenced strongly through social interactions. It is also evident that societal discrimination against GLB individuals occurs at individual, institutional, and structural levels. Discrimination and negativity must be realized, managed, and defeated for GLB students to realize both positive self-concepts and positive career concepts. Considering the evidence of the breadth and impact of workplace discrimination it is important to recognize the reality that this is a common issue that gay, lesbian, and bisexual individuals will most likely face. Being able to overcome these internalized negative messages from a heterosexist culture is an essential step to begin living a positive, healthy life.

Career counselors are an important link to aid GLB students' specific needs and concerns with an unbiased, well-informed perspective (Alderson, 2003; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Many GLB individuals do not fully acknowledge their homosexual identity until they are late adolescents or adults (Alderson; McVannel). It is also during this time that individuals seek out career opportunities and will need the support of counselors. Counselors can more fully prepare individuals to gain awareness of the realities of the workplace and build strategies to address this discrimination. Additionally, as each individual moves through

identity development and conceptualizes biases in a different manner, counselors must be able to respond to these resultant stresses and emotions through continuous career counseling (Alderson; McVannel).

Lastly, higher education institutions need to provide supportive and engaging environments for all students to explore sexual orientation. Services and resources must be established, modeled, and reinforced in order to carve out cultural space for this invisible minority. Colleges and universities must provide qualified and compassionate career and mental health counselors to support GLB students through their collective development.

In conclusion, there is significant evidence of GLB students' struggle to overcome barriers in achieving a positive gay self-concept and movement towards a healthy career concept. It therefore becomes equally important to provide support and resources for this population. Career counselors can become a vital asset to this campaign through their dedication to working with students. Only in a collective effort will the voice of this invisible group begin to be recognized.

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Wabash College: Her Square Dances with Coeducation

Robert W. Aaron

Wabash College, founded in 1832, is one of the few remaining all-male higher education institutions in the United States. This historical study explored how Wabash discussed the issue of coeducation in square-dance form, always returning to its starting point of remaining an all-male institution. There were three major dances with coeducation during Wabash College's 174-year history. Each dance was considered in turn along with a discussion on the national historical context during each time period.

I dedicate this paper to the memory of my father, William H. Aaron (1932-2004). His insights on coeducation and his guidance on the historical context were significantly helpful while writing the initial draft of this work.

Wabash College, founded in 1832 at Crawfordsville, Indiana, remains one of the few all-male liberal arts colleges in the United States. Institutions of higher education in the United States were initially founded as men's colleges, even during a time when women were just beginning to gain access to higher education (Solomon, 1985). Over time, many of these all-male institutions started to accept women due to social activist movements, lack of finances, or lack of male students during times of war (Rudolph, 1977; Solomon). At several times throughout her¹ history, Wabash College danced with the idea of becoming coeducational. Yet each time the end result of these considerations was a Board of Trustees' decision to remain all-male. Today Wabash remains a successful, popular, and highly-regarded all-male liberal arts college despite the disappearance of most all-male colleges. Given these changes, how has Wabash College remained an all-male institution throughout her 174-year history?

Wabash has had several square dances with coeducation. Square dances are distant, cordial, surface-level, and relatively short; the participants need not know each other very well in order to successfully square dance together. The key aspects of a square dance are: (a) the dancers meet all others who are attending the dance, (b) there is a leader who tells the dancers what to do at all times and, most important, (c) they usually end up in the same place in which they started. The square dance metaphor

¹ Wabash College students, faculty, and staff use the feminine pronoun when describing the college.