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Continuums

Sexual Orientation and Gender Identity
Leadership Program

Honors Thesis Project
Lee Honors College
Western Michigan University

by Jacob Smallegan

May 2013

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Introduction

In 2011, Western Michigan University was one of three Michigan universities to be ranked in the Top 25 Gay Friendly Universities according to *Newsweek* and the *Daily Beast*. This is not surprising considering WMU's current 4.5 out of 5 score on the Campus Pride Index. The Campus Pride Index lists 362 universities and WMU is one of 22 with a score of 4.5. In the LGBT-Friendly Campus Report, there are only eight areas identified that are not currently in place at WMU, one of which is an LGBT studies program. I decided, given my interest in the Student Affairs profession, to create a co-curricular leadership program that will enhance knowledge around sexual orientation and gender identity and build leadership skills in the contexts of civic engagement and social justice within the campus and community. This project is supported by Jennifer Hsu, Coordinator for the Office of Lesbian, Bisexual, Gay and Transgender (LBGT) Student Services with additional resources from Kate Bates, Associate Director of Student Activities and Leadership Programs (SALP).

Throughout the fall and spring semesters, students will engage in events, discussions, and program development that reflect Continuums' five learning outcomes:

- Obtain knowledge of important historical moments and social movements within the LBGT community
- Strengthening understanding of identities within the LBGT community
- Acquire leadership skills in LBGT advocacy
- Experience how LBGT activism fits in the broader context of social justice work

- Enhancing leadership skills and provide professional development opportunities

This report is divided into three major areas. Chapter 1 will cover background information regarding co-curricular programs, diversity and inclusion at WMU, as well as a comparative look at two similar programs at Grand Valley State University and University of California - Los Angeles. Chapter 2 will move into the Continuums' program structure including learning outcomes, additional program tools, and budgets. Lastly, Chapter 3 will address questions regarding the future of the program beyond its first year. Lastly, Continuums is a working title for the program and is subject to change.

Chapter 1

Intersection of Leadership and Diversity

Co-Curricular Student Leadership Programs

I chose the co-curricular program route because of the flexibility it holds by not being housed in an academic college. Co-curricular certificates provide students with professional development opportunities that can enhance a student's overall education by allowing them to integrate the concepts learned in academic courses with their individual professional development through community-based projects. In "Can Co-curricular Activities Enhance the Learning Effectiveness of Students?" from the International Journal of Teaching and Learning in Higher Education, it is pointed out how participation in co-curricular activities is believed to play a key role in student academic success and that numerous research studies have been conducted into that relationship, finding a positive correlation between co-curricular activities and academic success (Leung et al. 332). While not the focus of this project, it is still important to understand the relationship between co-curricular activities and academic success as student leadership programs fall under the umbrella of co-curricular activities. The *CAS Student Leadership Program Standards and Guidelines* states that, "leadership is an inherently relational process of working with others to accomplish a goal or to promote change" (CAS Standards Contextual Statement). This directly relates to the foundational ideas of Continuums as a program for students to learn together through a cohort model moving towards the common goal of campus change, which is explained further in our learning outcomes in Chapter 2.

Co-curricular leadership certificates have a very recent history at WMU. In the 2011-2012 academic year, WMU Student Activities and Leadership Programs (SALP), using the Social Change Model of Leadership, began their first leadership certificate with 13 students graduating from the program. Now, a year later, SALP has expanded to 59 students currently involved in their three certificate programs: Emerging Leaders, Leaders in Action, and Social Justice Leadership (K. Bates, Personal Communication, February 5, 2013). It was decided during conversations between myself and Kate Bates, Associate Director of SALP, that because of the specific focus on sexual orientation and gender identity it would not conflict with SALP's new Social Justice Leadership certificate. Rather than adding to SALP's growing certificates options, I felt that Continuums would be better housed within the Office of LBGT Student Services because part of their mission statement includes providing education regarding gender identity and sexual orientation to the WMU community.

Diversity and Inclusion at WMU

WMU has a long history of commitment to diversity at the student and faculty level. Former President Judith I. Bailey stated plainly in a 2004 State of the University Address that, "We will build a diverse and inclusive community" (Diversity and Multiculturalism Action Plan, Western Michigan University). Since then, WMU formed of the Council for Institutional Diversity responsible for developing the Diversity and Multiculturalism Action Plan (DMAP) which was adopted in 2006 by the Board of Trustees. With the support President John M. Dunn, the Office of Diversity and Inclusion was established. President Dunn claimed that the DMAP "goes beyond the

recognition of diversity” and that “multiculturalism at WMU is a belief that speaks to the issues of human diversity, cultural pluralism, and human rights for all people” (Dunn, 2007). In 2010, Dr. Martha Warfield, who led the Council for Institutional Diversity and served as Director for the Office of Diversity and Inclusion, was appointed to the newly created position of as Vice President for Diversity and Inclusion to “oversee an expanded array of university offices and units that touch on all aspects of diversity” (mlive, 2010). Also, the WMU’s non-discrimination policy goes above and beyond the required state and federal protections to include sexual orientation and gender identity as protected classes in a continued commitment by the university to diversity and inclusion.

According to Dr. Suzie Nagel, Associate Vice President of Student Affairs, a Graduate Assistantship position was created under the Women’s Resource Center in the mid-1990s focused on LBGT issues on campus. When the Women’s Resource Center restructured in 2002 to become part of the Sindecuse Health Center’s Health Promotion and Education area, the LBGT Graduate Assistantship became independent under the Division of Student Affairs as the Office of LBGT Student Services (personal communication, May 1, 2013). After the creation of the vice presidential area for diversity and inclusion in 2010, LBGT Student Services moved into this new area from Student Affairs. Additionally, after a decade of being either a Graduate Assistantship or Doctoral Associate position, the Coordinator for the Office of LBGT Student Services is now a full-time staff position within the university.

Understanding the strong commitment that WMU has to diversity and inclusion on campus, I was curious to know whether any student leadership programs had been

attempted in the past. According to Sarah Stangl, former Coordinator for the Office of LGBT Student Services, she had attempted to create a similar diversity certificate at some point. Some of the areas that were identified to be included, such as Safe on Campus training, Student Leadership and Activist Development workshops, and SALP leadership opportunities, are ones that I have identified and integrated into this leadership program. The largest question for the diversity certificate was how it would be overseen and who would oversee it (personal communication, November 27, 2012). I have addressed these concerns in regards to Continuums in Chapters 2 and 3.

LGBT/Queer Studies at WMU

Although WMU does not currently offer an LGBT studies program, there are still opportunities through academic courses to learn about LGBT issues. Finding these courses requires knowing where to look, as they are not always offered and many are listed under departmental special topics course numbers. The following are examples of such special topics courses that have been offered in semesters past: LGBT Studies, Queer Theory, and Gay/Lesbian/Bisexual Issues. Queer Theory, as GWS 4100, has only been offered fall 2010. Within the Department of Counselor Education and Counseling Psychology, Gay/Lesbian/Bisexual Issues is being offered during spring 2013 semester as CECP 6860 Topical Seminar for graduate students. LGBT Studies began fall 2009 as a 3000-level Gender and Women's Studies Special Topics course before receiving its GWS 2010 designation beginning fall 2011. Additionally, ANTH 3480 Gender and Plastic Bodies, while the course description does not explicitly state that it includes anything related to LGBT, it does state that the course examines

“transgender experiences and categories as they vary cross-culturally” (Course Description, WMU Academic Catalog).

Additionally, there are faculty with experience in Sexuality Studies within the University including Christopher C. Nagle, Associate Professor of English; Dr. Jon R. Adams, Associate Professor of English; Dr. Jeffery Angles, Associate Professor of Japanese Language and Translation Studies; Dr. Susan Freeman, Associate Professor of Gender and Women’s Studies, and Dr. Cathryn Bailey, Professor of Gender and Women’s Studies. While they may not teach courses directly related to LGBT/Queer studies, their scholarship in the field of sexuality studies may cross over into their course curriculum.

Comparison to GVSU and UCLA Programs

To understand the scope of potential project designs, I have selected two programs at opposite ends of the design spectrum: Grand Valley State University’s (GVSU) Pipeline LBGT Leadership Program and University of California - Los Angeles (UCLA) Anderson School of Management’s LGBT Leadership Institute. Much of Continuum is inspired by the GVSU Pipeline Leadership program and adapted to fit the WMU community. Where as Continuum and Pipeline are focused towards college students, UCLA’s LGBT Leadership Institute is a program open to current management executives looking to enhance their skills. I selected the UCLA program for comparison because their concepts are still applicable.

Pipeline Leadership is a year-long program focused on increasing students’ awareness of social justice issues with a focus on concerns specific to the LBGTQ

communities, while also examining the dynamics that create oppression as well how change is created. During their second semester, students work on a social justice project for either the campus or greater community. Students who complete the program are eligible to become ambassadors for GVSU's LGBT Resource Center (LGBTQA Pipeline). These ambassadors represent and present, on behalf of the center, at informational fairs, event programs, and in GVSU classroom settings (Ambassador Program). Continuums maintains a similar focus to the Pipeline program through the understanding sexual orientation and gender identity experiences and issues within the broader context of social justice, taking a specific look at the cycles of socialization and liberation.

The LGBT Leadership Institute is a Leadership Suite through UCLA Anderson School of Management's Executive Education area and supported by the Human Rights Campaign, National Gay & Lesbian Chamber of Commerce, and Out & Equal Workplace Advocates. Unlike Pipeline and Continuums' focus on current college students, the LGBT Leadership Institute is directed towards individuals with five years or more of management experience. Their timeline is condensed into five months focused around a three-day on-campus immersion experience, supplemented by a kickoff and cohort web conference prior to the campus experience and a coaching cluster web conference following. The total experience also includes Birkman Assessment and Leadership Capabilities Assessment as well as an action journal (Leadership Institute). The formal assessments and journal are concepts I am applying to Continuums through the creation of a program guidebook and the suggestion of using the StrengthsQuest

leadership development program. Both tools are well established as effective in navigating program experiences and enhancing leadership styles.

Research in LGBT Student Leadership Identity

The field of academic research into LGBT student leadership identities is largely undeveloped. Kristen Renn, professor of Higher, Adult, and Lifelong Education at Michigan State University, has done research on the topic. Each article has noted that the research conducted uses a small sample size which is a limitation to the research findings (Renn, Bilodeau 2005a; 2005b; Renn, 2007). Renn's research addresses and emerges from the intersection of previous identity-based research in both lesbian, bisexual, gay, and transgender college student identities and student leadership identity development. This research addresses LGBT-identified students in leadership contexts through the applications of life span identity development models (Renn, Bilodeau, 2005b) and the leadership identity development model (Renn, Bilodeau, 2005a). Regarding Continuums, I do not assume that each participant will be LGBT/Queer-identified. Renn and Bilodeau's research does show that there is evidence of a correlation between involvement in campus activities and specific elements of identity and that involvement supports identity construction. Additionally, students who participated in the study emphasized that their involvement reflected a personal passion they had (Renn, Bilodeau, 2005a). As research regarding college student identities continues to increase more scholarship will emerge regarding college LGBT and ally student leaders which will influence the development and growth of sexual orientation and gender identity focused leadership programs such as Continuums and Pipeline.

Chapter 2 - Leadership Program Overview

Program Overview

Continuums is designed to allow for peer education through discussions and building teamwork and group problem solving skills while emphasizing individual leadership styles and strengths. The program duration is two semesters beginning in mid-August with the Leadership and Involvement Conference (formerly known as the RSO Development Conference), and moving through student learning experiences and leadership development in the fall semester. Their experiences will then shape their social justice-focused action project to be completed in the spring semester, and then the program will end with Lavender Graduation in late April. The program is open to second year and above undergraduate students and is capped at 10 students per year. Students interested in participating in the program must submit a resume and statement of purpose which should explain their interest in social justice and what they hope to gain from being involved in the program. Jennifer Hsu in the Office of LGBT Student Services will accept applications by the end of May each year. Students will be selected individually based on their indicated social justice interest and leadership qualifications to create a diverse experience.

Central to Continuums is understanding the systems of oppression and ways those systems can be changed. For this, the cohort will be using the concepts of the cycles of socialization and liberation. The conceptual diagrams and accompanying essays by Bobbie Harro will be included in the program workbook. Harro's "Cycle of Socialization" illustrates the beginning circle following the first socialization to institutional and cultural socialization which then enforces results prompting actions that

cycle back to the beginning. This cycle is fueled by fear, ignorance, confusion, and insecurity. However, a raising in consciousness and taking action are two ways that break the cycle and lead into the cycle of liberation. From that “waking up” moment, the “Cycle of Liberation” begins with getting ready and then reaching out to others to build a community. The cycle moves through coalescing that community to create and then maintain change. Harro notes how this process leads to a degree of liberation from oppression (Harro, 464). Both cycles will be important to students as they attend events and develop their own social justice project.

Learning Outcomes

Continuums will provide knowledge of important historical moments and social movements within the LBGT community in order to give a foundation for the work that has and is being done around LBGT issues. This will be accomplished through discussions in September and, if students choose, attending an LGBT History month event in October. Building on this historical understanding, it is invaluable to understand not only the identities that fall under the LGBT umbrella but their experiences as well. This will come out of attendance at events relating to National Coming Out Day and/or Asexuality Visibility and Education Day in October and Transgender Day of Remembrance in November as well as discussion meetings during both months.

Using this knowledge, students will develop their skills in effective advocacy through completion of Safe on Campus training through the Office of LBGT Student Services. The cohort will also plan and submit a workshop proposal for either the

National Conference on LGBT Equality: Creating Change or Michigan Bisexual Lesbian Gay Transgender Ally College Conference (MBLGTACC), as these are two of the major LGBT conferences with a focus on college student engagement. They will select at the start of the program which conference they plan to submit to and attend and will then in January identify sessions to attend and what they hope to take away from each session as it relates to the learning outcomes. Essential to LGBT advocacy is understanding how LGBT activism fits into the broader context of social justice. Part of the program is attending two events relating to social justice that are not LGBT specific. These events will be discussed during monthly meetings as to uncover the common themes and principals that tie into LGBT activism.

The last learning outcome is to enhance leadership skills and provide professional development opportunities. The cohort will attend three major leadership-focused events throughout the program: Leadership and Involvement Conference, Fall Leadership Retreat, and a LEAD Workshop. The Leadership and Involvement Conference and Fall Leadership Retreat are annual events through WMU's SALP office. The LEAD workshop in March is also through SALP and their LEAD Corp members and will be a workshop focused on an area identified by the participants that they wish to develop further. Previous workshops in the LEAD series have covered topics such as mental health and wellness as well as professionalism and communication.

Progress and completion of the learning outcomes will be evaluated through the use of reflection papers and assessment surveys. Reflection papers will be two to four pages in length synthesizing their individual experiences and what they have taken away from the activities throughout each semester. A formal rubric for evaluating the

reflection papers will be created over summer 2013. The survey assessments will be used to gather quantitative data on both individual participants and the overall program. Assessments will be completed prior to the start of the program in August, after the fall semester, and at the end of the program in April.

Fall Semester Organization

Prior to students meeting for the program orientation, each will complete their first online program assessment. Then in mid-August, students will gather in Kalamazoo with a two-day orientation and conference. On Friday morning, the participants will meet for the program orientation, an ice breaker activity, overview of the program, and an introduction to the cycles of socialization and liberation. Following this, the cohort will then attend the SALP Leadership and Involvement Conference at the Radisson Hotel in downtown Kalamazoo. During the conference, students will attend the Safe on Campus training session Saturday morning as well participate in the rest of the conference sessions and events. The participants will then meet again following the conference on Saturday evening, where they will participate in a team building activity from the Student Leadership and Activism Development workshop and plan out the fall semester activities. In terms of meeting dates and times, the cohort will be expected to set a meeting date for at least once a month. At this time they will also select an LBGT conference to attend in late January or early February and brainstorm a fundraising method to help cover costs of travel. This weekend was selected as the start of the program because of the opportunity to incorporate Safe on Campus training into the Leadership and Involvement Conference experience and prepare students prior to the

start of the fall semester. The Leadership and Involvement Conference, because it occurs before the start of Fall Welcome events and includes overnight accommodations for students.

In September, the cohort will meet again to discuss an article relating to current events in the LBGT community and discuss LBGT history on an introductory level. Then in October, students will build on history and experiences by attending one event for National Coming Out week, Asexuality Visibility and Education Day, or LBGT History month before meeting together to share and discuss the events they attended. For November, as the cohort discusses the different identities within the LBGT community, students will attend an event for the Transgender Day of Remembrance. Development of their conference workshop proposal will also begin in November. For their proposal, students will be combining their experiences from the program up to that point with the knowledge they bring from other campus experiences and involvement.

Students will also attend SALP's Fall Leadership Retreat in early November. The Fall Leadership Retreat consists of a wide variety of activities that relate to the following topics: communication, problem-solving, risk-taking, team-building, and diversity. Students have the opportunity to participate in a low-ropes course. This retreat takes place the Sherman Lakes YMCA camp (Leadership Retreat). Finally, in December, students will meet to brainstorm professional development project ideas, one of which will be selected by the cohort for the spring semester. Lastly, each student will submit their first reflection paper and assessment survey.

Spring Semester Organization

The spring semester will be focused on continued leadership development and their social justice project with a schedule of one meeting per month minimum set by the cohort. The January meeting will be focused on creating a timeline for their project well as determining conference sessions to attend. The cohort will also attend and present a workshop at either Creating Change in late January or MBLGTACC in early February. Participants will be expected to explain their reasoning as to why they selected their sessions. The February meeting will then be a follow-up from their conference experience and checking in on their project timeline. In March SALP will provide a LEAD workshop with the topic being decided on by the cohort in relation to their needs within their professional development project.

Students must attend two events that relate to social justice work that do not directly relate to the LBGT community. These events can be done in either the fall or spring semesters but must be completed by the end of the spring semester. Each student is responsible for submitting a second reflection paper of two to four pages synthesizing and evaluating their leadership experience and expanding on their previous reflection paper in terms of their personal growth two weeks before the end of the spring semester. The last survey assessment will be completed at this time as well to evaluate individual completion and overall program effectiveness. Students that have successfully completed all the requirements and have met the program's five learning outcomes, as demonstrated through their reflection papers, will receive a completion certificate at the Lavender Graduation ceremony in late April.

Additional Program Tools

The certificate program will be overseen by a student leadership assistant under the advisement of the Coordinator for the Office of LBGT Student Services. This is an unpaid professional development position eligible for potential college credit and offered initially to a student who has completed the program. The responsibilities of the leadership assistant include yearly editing of the program guidebook, facilitating of orientation meetings pre- and post- Leadership and Involvement Conference, facilitating of monthly meetings throughout the fall and spring semesters, assisting in the evaluation of reflection papers, scheduling the spring LEAD workshop in the spring semester, and applying for grants as needed. Reflection paper evaluation criteria will be set and used by both the Leadership Assistant and Coordinator of LBGT Student Services. For the 2013-2014 cohort, I have offered to serve in this role until it can be transitioned to a current WMU student. For Summer 2013, as part of this role, I will be creating the program workbook and e-learning section. These are additional tools to help students be successful in this program.

To help guide students, a guidebook will be used to navigate through the program. This tool is similar to workbooks used by SALP for their Social Justice Leadership certificate. It will contain Harro's essays on the Cycle of Socialization and Cycle of Liberation. Additional articles will be included to highlight historical moments and current events as relevant to each month's discussions as well as an area for outlining the social justice project. Additional space will be provided for note taking and participants will be encouraged to take notes during meetings, events, retreats, and conferences. Supplementary to the workbook will be an e-learning section set up for

students to share insight through discussion boards outside of meetings and help facilitate communication regarding the fundraising efforts and social justice project. The e-learning section will also be used for students to submit their reflection papers. I was inspired to implement e-learning into the program after having seen it used for training in the Student Ambassador Program.

The last additional tool is the StrengthsQuest leadership development assessment. StrengthsQuest is part of Gallup's Education Practice and begins with a 30-minute online assessment. After the assessment, individuals will receive a customized report listing their top five talent themes, action items for development, and suggestions about how to utilize their talents (strengthsquest.com). This tool may not be implemented into the program if the budget does not permit. I know it is one used by WMU's Office of Admissions staff, Student Ambassadors involved in the Leadership Academy program, and Career and Student Employment Center staff. If used, it will be conducted in either August or September to give students an idea of their leadership strengths and style.

Budget

Understanding time commitment and financial costs as these are both important to the success of any program. For participants, I have estimated approximately 140 hours over 32 weeks with 2 hour monthly meetings and an average of an hour additional commitment each week outside of meetings. The rest of the time comes from the August orientation weekend, SALP Fall Leadership Retreat, and conference attendance. The time commitment, at a minimum, for the leadership assistant would be

60 hours total for the year. This covers editing the workbook, orientation pre- and post-conference, monthly meetings, reflection paper assessments, and selection of the cohort. Time commitment for the Coordinator for LBGT Student Services would be 50 hours total. Differences between the two time commitments would be that the Coordinator would look over the workbook for edits and provide Safe on Campus training during the Leadership and Involvement Conference, while also attending monthly meetings, if available, and conducting reflection paper assessments.

With regard to financial costs, I have also created a tentative budget as follows with a full group of 10 participants:

Line Item	Quantity	Cost per Quantity	Total Cost
Leadership & Involvement Conference	10	\$25	\$250
Leadership & Involvement Conference - Hotel	10	Quad - \$40/ea x2 1 double - \$50	\$105
Fall Leadership Retreat	10	\$10	\$100
			\$425
LBGT Conference Registration¹	10	\$65 - \$70	\$650 - \$700
			\$1,075 - \$1,125
StrengthsQuest Leadership Development	10	\$12.50	\$125
			\$1,200 - \$1,250

¹Does not include travel and accommodations, provided to give an estimate of cost. Full costs as well as what will be fundraised and what, if anything, will be covered by LBGT Student Services will be determined in the late Summer.

The base line cost would be \$350 to cover registration for the Leadership and Involvement conference and the Fall Leadership Retreat, although this does not include travel expenses for either event. I also included a potential cost for ten participants to stay at the Radisson hotel for the Leadership and Involvement Conference. Two quad rooms and one double would fit everyone. As StrengthsQuest is an optional idea, it is listed last as this might not be implemented for cost reasons. It is my goal to minimize financial cost to students participating in the program. The Office of LBGT Student Services will seek out funding support through grant opportunities and internal funding to meet registration needs based on the number of students in the cohort each year. Students will develop and implement fundraising events towards conference travel and attendance.

Chapter 3 - Looking to the Future

Leadership Assistant Position

Due to the fact that the leadership assistant position might not always be able to go to an individual who has completed the program and is seeking additional leadership opportunities, I have outlined potential solutions. The first, and most likely option, would be that a current student office assistant in the Office of LBGT Student Services could take over the responsibilities. Other options that could be looked at in future years would to make it available to a graduate student in the Higher Education and Student Affairs program as their field experience. Additionally, this position could be combined with other office responsibilities as a graduate assistantship within LBGT Student Services, should a position be created in the future. Also, the responsibilities of overseeing the program may fall under additional professional staff should a position such as a program coordinator be created in the future. Looking at SALP's leadership certificate programs, each of their professional staff assists a select number of students each year as they work through the program. Having Continuums structured as a cohort, it is easier to keep everyone moving forward at the same pace given that the Office of LBGT Student Services is limited to only the Coordinator. Additional staff could also lead to the potential addition of one-on-one mentoring throughout the program.

Intersection with WMU Programs

The second area of opportunity is that success of the certificate program can and should be used to further illustrate demand for additional academic opportunities in

LGBT studies at WMU. The creation of such an academic opportunity would give reason to re-assess Continuums' learning outcomes and change the program accordingly. Changes to the program would be taken into consideration dependent on the breadth and depth of academic opportunities available. One such consideration is to consider seeking the endorsement of a national LGBT organization for certification similar to the Nonprofit Leadership minor including certification by the Nonprofit Leadership Alliance. With this model, certification can be completed either through the Nonprofit Leadership minor or independently. Continuums could be done in a similar way in conjunction to or independent of academic opportunities.

Student Benefits

The success of any program depends in part on what benefits it can provide to the students that complete the program. The following details short-term and long-term benefits to student participants. I define short-term as being immediate benefits to the students upon completion of the program and long-term as benefits to the student post-graduation. Short-term benefits are that participants will have an increased knowledge of and connection to WMU's Office of LBGT Student Services and LGBT related campus services as well as leadership and program development experience. Through the development and implementation of their spring project they have the potential to continue working with their project if they so choose, providing additional experience. Lastly, they will gain knowledge and resources from local and regional conference attendance through session participation and networking opportunities. Long-term benefits will be that students will possess marketable employment skills. These skills include knowledge of best practices for diversity and inclusion, intercultural competency

through interactions with diverse populations, and social justice work.

Conclusion

As Continuums was the working title, the program itself will begin in August 2013 as the OutFront: Sexual Orientation and Gender Identity Leadership Program through the Office of LGBT Student Services. The change was to reflect the idea of coming out and coming to the front as a leader. OutFront will foster leadership, social justice engagement and education regarding the spectrum of sexual orientation and gender identity. Students will work together to complete the program with opportunities for individual development. This program will be another piece in Western Michigan University's continued commitment to diversity and inclusion and providing opportunities for student leaders.

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