The ROLE of LESBIAN, GAY, BISEXUAL, and TRANSGENDER SERVICES and PROGRAMS

CAS Standards Contextual Statement

History: It is no longer a matter of whether to provide services for lesbian, gay, bisexual, and transgender (LGBT) college students; rather, it is a matter of when. The talent, energy, and hope with which LGBT students are entering college must be acknowledged and encouraged (Sanlo, 1998). Some students are declaring their bisexual or homosexual orientations in high school, then knocking on institutional doors with expectations of being fully appreciated for who they are in their entirety—including their sexual orientations. Many more students enter college questioning their sexual identities, not yet ready to make pronouncements nor embrace labels, but they deserve the institution's demonstrated acceptance and attention.

When LGBT people refused to allow police to raid the Stonewall Bar in New York City on June 27, 1969, one more time, a stunning message was heard throughout the United States. In response to this singular event, which occurred on the heels of the civil rights movement of the 1960s, numerous Gay Liberation Front groups sprang up on college campuses everywhere, challenging both administration and faculty alike. Marcus (1993), documented the role and involvement of lesbian and gay college students and the importance of these challenges. Sexual orientation issues had finally made their way into the academy.

Public Policy: Homosexuality was often described as a genetic defect, a mental disorder, or a learning disability in early scientific theories. However, Evelyn Hooker's (1963) research found no significant differences in the psychological adjustment of homosexual men when compared to a comparable group of heterosexual men. On the basis of further research by others demonstrating similar findings, the American Psychiatric Association removed homosexuality as a diagnostic mental disorder in 1973. Two years later, the American Psychological Association took the same action and also issued a statement that its member mental health providers must actively stop discrimination against lesbians and gay men. Concurrently, the National Education Association added sexual orientation to its non-discrimination policy. To date, over 200 professional organizations, including the American Educational Research Association, NASPA, ACPA, the American Federation of Teachers, the American Counseling Association, and the National Association of Social Workers, have done the same. The revised standards of the National Council for the Accreditation of Teacher Education (NCATE) now require institutions to recruit and retain a culturally diverse faculty and student body, including individuals with diverse sexual orientations.

However, despite statements of non-discrimination by professional organizations and by institutions, everyday life has not changed dramatically for LGBT people.

Given the historical context, many LGBT people choose to remain invisible rather than face the consequences of campus intolerance and hostility (Sanlo, 1999).

The Consortium: The National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education (the Consortium) was officially founded in San Diego in 1997 to provide support for the professionals in this growing new arena in student affairs. Beyond membership support, the Consortium seeks to assist colleges and universities in developing equity in every respect for lesbian, gay, bisexual, and transgender students, faculty, staff, administrators, and alumni. The Consortium also focuses on developing curricula to enhance its professional goals, to promote improved campus climates, and to advocate for policy change, program development, and the establishment of campus LGBT offices and centers. The Consortium's website—www.lgbtcampus.org—offers valuable information relating specifically to higher education.

Recruitment, Retention, and Numbers of LGBT Students Unknown: Minimal data are currently available as to the number of LGBT students on college campuses. Several reasons exist to explain this fact (Eyermann & Sanlo, 2001). First, some surveys regarding sexual behavior rely on people to self-disclose same-sex interactions, thoughts, or feelings. It is unlikely that people will answer such questions honestly or at all if they do not explicitly trust the anonymity of the process. Second, some surveys rely on people to identity themselves through labels such as homosexual, lesbian, gay, or bisexual. While some LGBT people may use these labels, many others, especially LGBT people of color, may not. Either they have decided to not attach a label to their non-heterosexual identity; or they have not journeyed through the "coming-out" process sufficiently to yet identify with a label; or they use different terminology, all of which are the experiences of LGBT college students. Finally, while some people may have strong feelings of same-sex attraction, it is likely that they remain in heterosexual relationships or become non-sexual and never act on their feelings of such same-sex attraction (Eyermann & Sanlo, 2001).

Consequently, limited empirical data exist to identify numbers of LGBT students. Three factors figure into college data-gathering. First, while surveys may elicit opinions about homosexual issues, few institutions or national polls ask respondents to identify their sexual orientation. For example, neither the General Social Survey (GSS), which surveys the population at large, nor the Annual Freshman Survey conducted by the Higher Education Research Institute (HERI), elicit sexual orientation demographics.

Second, no college or university has sexual orientation or gender identity boxes on admission forms,

and retention studies related to LGBT students have not yet been conducted. Therefore, when administrators wish to ascertain the number of LGBT students on campuses, there are few, if any, data bases available to provide such information. Consequently, they find themselves resorting to asking an openly gay student or staff member or simply projecting numbers from LGBT college chat rooms.

Third, student survey respondents may not use the labels used by researchers. Of the few campuses that do ask about sexual identity on campus surveys, most use the traditional terms previously noted. These labels may be offensive to some or too graphic a description for others, depending upon the stage of sexual awareness and development. Either of these opinions may prompt LGB students to falsely answer or to ignore such questions, and few surveys and campuses even consider transgender students in any context.

Violence: Like racism, sexism, and other ideologies of oppression, heterosexism—that only heterosexuality is normal—is manifested in social customs, institutions, and in attitudes and behaviors of individuals. Preserved through the routine operation of institutions, the maintenance of heterosexism is possible because it is in keeping with prevalent social norms. Higher education contributes to the maintenance of institutionalized heterosexism as evidenced by hate crimes directed toward LGBT students, faculty, and staff members (Evans & Rankin, 1998). Given that heterosexism's values underlie higher education, the work involved in proactively addressing violence against LGBT individuals and building communities that are inclusive and welcoming of LGBT persons is both controversial and demanding.

Schuh (1998) noted that campuses are "no longer safe havens for students, faculty, or staff. Violence is a community and societal problem that has found its way into institutions of higher education" (p. 347). Institutions must make concerted efforts to create campus climates where every student is safe and every faculty and staff member is secure in knowing that there will never be another incident such as the one involving Matthew Shepard at the University of Wyoming.

Services: Nearly 100 higher education institutions currently have full-time professionally staffed offices or centers that provide services for and about LGBT students, faculty, and staff (National Consortium website, accessed 2006). Some such services include information and referral; advocacy; support/discussion groups; LGBT student organization advising; safe zones and ally projects; leadership programs; peer counseling; and Lavender Graduation celebrations (Sanlo, 2000). Some campuses have LGBT offices staffed by part-time graduate students, and some campuses with no actual LGBT office or center employ a person who is responsible for providing services to LGBT students (Sanlo, Rankin, & Schoenberg, 2002).

References, Reading, and Resources

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LESBIAN, GAY, BISEXUAL, TRANSGENDER (LGBT) PROGRAMS and SERVICES

CAS Standards and Guidelines

Part 1. MISSION

Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must incorporate student learning and student development in its mission. LGBT programs and services must enhance overall educational experiences. The programs and services must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. LGBT programs and services must operate as an integral part of the institution's overall mission.

The scope and nature of the programs and services should be shaped by the mission of the institution.

The mission of LGBT programs and services must promote academic and personal growth and development of LGBT students, assure unrestricted access to and full involvement in all aspects of the institution, and serve as a catalyst for the creation of a campus environment free from prejudice, bigotry, harassment, and violence and hospitable for all students.

To accomplish this mission, the goals of the program must be based on assessment of the needs of and campus climate for LGBT students. LGBT programs and services must select priorities among those needs and respond to the extent that resources permit.

To respond to the presence of LGBT students, some institutions create a separate unit. When this is the case, standards outlined here apply. Whether there is a separate unit for LGBT students or not, institutional units share responsibility for meeting the needs of LGBT students. Coordinated efforts to promote the elimination of prejudicial behaviors should be made by all functional areas.

LGBT programs and services should not be the only organized agency to meet the needs of LGBT students. All institutional units share responsibility for meeting the needs of LGBT students in their areas of responsibility. Coordinated efforts to promote the elimination of prejudicial behaviors should be made at every institution by all functional areas.

Part 2. PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

LGBT programs and services must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

Student Learning and Development Outcome Domains

Intellectual growth
Examples of achievement indicators
> Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences

Effective communication
Examples of achievement indicators
> Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances

Enhanced self-esteem
Examples of achievement indicators
> Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others

Realistic self-appraisal

Examples of achievement indicators

Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences

Clarified values

Examples of achievement indicators

Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making

Career choices

Examples of achievement indicators

Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear' job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education

Leadership development

Examples of achievement indicators

Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes

Healthy behavior

Examples of achievement indicators

Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.

Meaningful interpersonal relationships

Examples of achievement indicators

Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect

Independence

Examples of achievement indicators

Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively

Collaboration

Examples of achievement indicators

Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills

Social responsibility

Examples of achievement indicators

Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities

Satisfying and productive lifestyles

Examples of achievement indicators

Achieves balance between education, work, and leisure time; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives

Appreciating diversity

Examples of achievement indicators

Understands one's own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately the abusive use of stereotypes by others; Understands the impact of diversity on one's own society

Spiritual awareness

Examples of achievement indicators

Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

Personal and educational goals

Examples of achievement indicators

Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others

LGBT programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

LGBT programs and services must:
- advocate for the creation of a campus climate that is free from harassment and violence
- identity environmental conditions that negatively influence student welfare
- advocate for solutions to be enacted that neutralize such condition
- work to create policies and procedures within the institution that promote and maintain a hospitable climate

LGBT programs and services must work to assure equitable access to and involvement in all educational programs.

Particular attention should be given to financial aid, athletic scholarships, and employment opportunities on campus.

LGBT programs and services must promote institutional understanding for the concerns of LGBT students, faculty, and staff; educating other campus programs and services to be responsive to the unique concerns of LGBT students.

These programs and services must include:
1. individual and group psychological counseling such as:
   1a. coming out support
   1b. services for victims and perpetrators of homophobia
   1c. services to address family issues
   1d. services to address same sex dating issues
   1e. services to address same sex domestic violence
   1f. support for victims and perpetrators of hate crimes
2. health services such as:
   2a. health forms with inclusive language
   2b. LGBT health issues brochures
   2c. safer sex information for same sex couples
3. career services such as:
   3a. resume development
   3b. information on LGBT friendly employers
   3c. employer mentoring programs for LGBT students

3d. information on LGBT issues in the workplace
4. academic advising such as the support of students' educational choices

LGBT programs and services must provide educational opportunities that include:
- examination of the intersection of sexual orientation with race, class, gender, disability, and age
- promotion of self awareness, self-esteem, and self-confidence
- promotion of leadership experiences
- identification of and networking with role models and mentors
- support of students and their families in achieving academic success

LGBT programs and services must educate the campus community when decisions or policies may affect the achievement of LGBT students; publicize services, events, and issues of concern to LGBT students; and sponsor events that meet educational, personal, physical, and safety needs of LGBT students and their allies.

LGBT programs and services may:
- encourage awareness of off campus networks and other support systems for LGBT students including affiliation with state and national organizations
- improve campus awareness of the complex identity issues inherent in the lives of LGBT students
- publicize the accomplishments of LBGT students, faculty, and staff
- represent LGBT concerns and issues on campus-wide committees
- promote scholarship, research, and assessment on LGBT issues
- encourage campus-wide inclusion of LGBT students and avoidance of negative stereotyping in campus media.

The LGBT programs and services should maintain or have ready access to resources regarding LGBT issues.

LGBT programs and services must address the needs of all LGBT students regardless of their ethnicity, race, gender, religion, age, socioeconomic status, disability, and degree or enrollment status. In addition, LGBT Programs and Services must plan for and recognize the diversity among the LGBT student population.

LGBT Programs and Services should advocate for the human rights of LGBT persons.

Part 3. LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower Lesbian, Gay, Bisexual, Transgender ((LGBT) Programs and Services leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for LGBT program and services leaders and fairly assess their performance.

Leaders of LGBT programs and services must exercise authority over resources for which they are responsible to achieve their respective missions.

LGBT programs and services leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

LGBT programs and services leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

LGBT programs and services leaders must promote campus environments that result in multiple opportunities for student learning and development.

LGBT programs and services leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. LGBT programs and services must provide channels within the organization for regular review of administrative policies and procedures.

LGBT programs and services should play a major role in implementing institutional programs developed in response to the assessed needs of LGBT students. Access to the policymakers of the institution should be readily available. The organization should be administered in a manner that permits the stated mission to be fulfilled. LGBT programs and services should be afforded the opportunity to organize in a manner that is efficient and best promotes equity concerns. Emphasis should be placed on achieving an organization in which services are not limited to a specific group of LGBT students (e.g. solely undergraduate students).

Part 5. HUMAN RESOURCES

Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. LGBT programs and services must strive to improve the professional competence and skills of all personnel it employs.

Program leaders should possess the academic preparation, experience, abilities, professional interests, and competencies essential for the efficient operation of the office as charged, as well as the ability to identify additional areas of concern about LGBT students. Specific course work in organizational development, counseling, group dynamics, leadership development, human

development, LGBT studies, multicultural education, women's studies, higher education, and research and assessment may be desirable.

LGBT program and services professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

In addition to providing services, staff members should be provided time for advising and reporting, updating institutional information, research, faculty and staff contacts, staff meetings, training, supervision, personal and professional development, and consultation. Similarly, teaching, administration, research, and other responsibilities should be identified as relevant staff functions.

Staff members should have a combination of graduate course work, formal training (including gay/lesbian/bisexual/transgender issues), and supervised experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Student staff members should be provided with clear and precise job descriptions, pre-service training, and on-going staff development.

LGBT program and services must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Support staff should have a thorough knowledge of the institution and be able to perform office and administrative functions, including reception, information giving, problem identification,

and referral. Special emphasis should be placed on skills in the areas of public relations, information dissemination, problem identification, and referral.

All LGBT program and services staff members must be responsive to and knowledgeable about LGBT issues.

Salary levels and fringe benefits for all LGBT program and services staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

LGBT program and services must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

LGBT program and services must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

LGBT program and services must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

Staff development is an essential activity. Additional credit courses, seminars, access to current research are examples of professional development activities that could be made available. Additionally, staff members should participate in appropriate professional organizations and should have the budgetary support to do so. Staff members should be encouraged to participate in community activities related to the student population being served.

LGBT program and services staff members must ensure that the confidentiality of students' sexual orientation and gender identity are protected when appropriate.

The level of services must be established and reviewed regularly with regard to service demands, enrollment, user surveys, diversity of services offered, institutional resources, and other student services available on the campus and in the local community.

LGBT program and services staff must be comfortable and interested in working with gay, lesbian, bisexual and transgender students.

Part 6. FINANCIAL RESOURCES

Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Service must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

LGBT programs and services must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Funding for LGBT programs and devices may come from a composite of institutional funds, grant money, student government funds, and government contracts.

Part 7. FACILITIES, TECHNOLOGY and EQUIPMENT

Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

LGBT programs and services should maintain a physical and social environment that facilitates appropriate attention to safety factors. In addition it should provide confidential individual and group meeting space.

LGBT programs and services should have access to resources for research including access to private computer space.

Part 8. LEGAL RESPONSIBILITIES

Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of LGBT programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

LGBT programs and services staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for LGBT programs and services staff members as needed to carry out assigned responsibilities.

The institution must inform LGBT programs and services staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Part 9. EQUITY and ACCESS

Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. LGBT programs and services must adhere to the spirit and intent of equal opportunity laws.

LGBT programs and services must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, LGBT programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

Part 10. CAMPUS and EXTERNAL RELATIONS

The LGBT Programs and Services must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

The success of the LGBT programs and services is dependent on the maintenance of good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies.

LGBT programs and services should collaborate with campus referral agencies for LGBT students (e.g., multicultural student affairs, women's centers, special academic support units, campus security, health centers, counseling centers, religious programs and career services).

LGBT programs and services should establish relationships with a wide range of student groups (e.g., LGBT student association, student government association, fraternities and sororities) to promote visibility and to serve as a resource.

LGBT programs and services should foster relationships with academic units (especially in LGBT studies, ethnic studies, women's studies, higher education, and college student personnel) and with campus professionals (e.g. student activities, athletics, commuter affairs, and residential life.) Staff should be an integral part of appropriate campus networks to effectively participate in the establishment of institution-wide policy and practices, and to collaborate with other staff and faculty in providing services.

LGBT programs and services should establish effective relations with institutional legal counsel and legal staff of relevant professional organizations in order to effectively respond to pertinent legal issues and precedents, which underlie the delivery components.

Where adequate LGBT resources are not available on campus, LGBT programs and services should establish and maintain close working relationships with off-campus community LGBT counseling and support agencies.

An advisory board made up of students, faculty, staff, alumni, and community members may be established to advise, support, and guide the LGBT programs and services.

Part 11. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must nurture environments where commonalties and differences among people are recognized and honored.

LGBT programs and services must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. LGBT programs and services must educate and promote respect about commonalties and differences in their historical and cultural contexts.

LGBT programs and services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 12. ETHICS

All persons involved in the delivery of Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must adhere to the highest principles of ethical behavior. LGBT programs and services must develop or adopt and implement appropriate statements of ethical practice. LGBT programs and services must publish these statements and ensure their periodic review by relevant constituencies.

LGBT programs and services staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

LGBT programs and services staff members must ensure that the confidentiality of individuals' sexual orientation and gender identity are protected.

Information should be released only at the written request of a student who has full knowledge of the nature of the information that is being released and of the parties to whom it is being released. Instances of limited confidentiality should be clearly articulated. The decision to release information without consent should occur only after careful consideration and under the conditions described above.

All LGBT programs and services staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

LGBT programs and services staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

LGBT programs and services staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all LGBT programs and services staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

LGBT programs and services staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

LGBT programs and services staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

LGBT programs and services staff members must maintain the highest principles of ethical behavior in the use of technology.

Part 13. ASSESSMENT and EVALUATION

Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must conduct regular assessment and evaluations. LGBT programs and services must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

LGBT programs and services must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Evaluation of LGBT programs and services facilities, staff, programs, services, and governance must be continuous and implemented within the context of the program's mission.

Both internal and external on-going evaluations are encouraged as part of a thoughtful plan of continuous evaluation of the LGBT's mission and goals. Periodic reports, statistically valid research, outside reviews, and studies exploring student needs and opinions should be utilized.

General Standards revised in 2002; LGBT content developed/ revised in 2000