

**MAKING COLLEGES AND UNIVERSITIES SAFE FOR LESBIAN, GAY,
BISEXUAL, TRANSGENDER, INTERSEXED, QUEER, & QUESTIONING (LGBTIQQ)
STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS¹**

by Warren J. Blumenfeld

I. Assessment

1. Hold public hearings, and/or conduct interviews, or distribute research surveys in your school, community, and/or your state to access the needs, concerns, and life experiences of LGBTIQQ youth, their families, and school staff.

II. Policies

1. Enact nondiscrimination policies on the basis of sexual and gender identity and gender expression in matters of hiring, tenure, promotion, admissions, financial aid, housing, and public accommodations and facilities. Make reporting procedures of incidents of discrimination clear.
2. Have policies and procedures for dealing with homophobic/heterosexism, biphobic, and transphobic violence and harassment.
3. Have a written, inclusive, and affirming definition of “couples” that is nondiscriminatory towards same-sex couples in a way that is appropriate for each institution. Reporting incidents need to be clear and visible.
4. Ensure equal access and equality of all benefits and privileges granted to all employees and students.
5. Have policies of active outreach in hiring openly LGBTIQQ and/or LGBTIQQ-sensitive faculty, staff, and administrators in all segments of the campus community.
6. Actively recruit openly LGBTIQQ prospective students.

All of the above policies should be written, clear, consistent, accessible, and well-publicized throughout the campus.

III. Training and Development

1. Implement workshops for the entire campus community to sensitize and educate staff, faculty, and administrators on violence prevention, suicide prevention, and specifically to the needs and experiences of LGBTIQQ people.

IV. Services

1. Colleges and universities provide official recognition, support, use of campus facilities, and funding of campus LGBTIQQ student organizations.
2. Physically safe, secure, and appropriate space with a welcoming, emotionally safe atmosphere should be available to LGBTIQQ organizations for meetings, social events, coffee houses, lectures, fora, workshops, and other events.
3. Legal and fundraising support services should be available to LGBTIQQ students.
4. Campus housing should include LGBTIQQ living options, including all gender/gender neutral and single occupancy living options, and all gender/gender neutral and single occupancy restroom facilities throughout the campus.
5. University leadership should make strong, clear, public statements on a regular basis that state the college’s commitment to ending discrimination, conviction that violence and harassment are entirely unacceptable, and appreciation of the value of diversity on campus, including diversity of sexual and gender identity and expression.
6. Colleges and universities hire “out” LGBTIQQ or LGBTIQQ-sensitive therapists/counselors, faculty, staff, and administrators.
7. Peer counselors and/or campus crisis hotline volunteers be adequately trained in sensitivity to sexuality, sexual and gender identity and expression, and identity development issues.
8. Effective safer-sex, birth control, and family planning education, imperative for all people of all sexual and gender identities, must be available and widespread on the campus and within the local campus community.
9. Social activities through residence halls, Offices of Student Activities, and other organizations must be not only inclusive of all sexual and gender identities, without pressures toward heterosexuality, but actively welcoming of LGBTIQQ people as well as same-sex couples.
10. College and university presidents have a standing advisory committee, panel, or board, appointed or elected in consultation with LGBTIQQ students, staff, and faculty members.
11. Issues of campus climate should be assessed regularly, by the above mentioned panel or in some other manner, in order to gauge the current status and the effectiveness of implemented changes in order to improve campus climate for all members of the campus community, including LGBTIQQ people.
12. Campus publications should take care to provide adequate and fair coverage of LGBTIQQ events and issues, both on and off campus.
13. Colleges and universities should aid students in alumni outreach, including LGBTIQQ outreach.

¹ Updated and expanded version of *Making Colleges and Universities Safe for Gay and Lesbian Students: Report and Recommendations of The Governor’s Commission on Gay and Lesbian Youth*, Warren J. Blumenfeld, Principal Author, 1993. For a free copy: The Governor’s Commission on Gay and Lesbian Youth, Room 111, State House, Boston, MA 02133.

14. Student internship opportunities may also be cultivated among local LGBTIQQ-owned businesses and LGBTIQQ activist and community service organizations.
15. The diversity within the LGBTIQQ community should be recognized and affirmed.
16. The location and availability of resources of value to LGBTIQQ people should be published in materials distributed to all students, faculty, staff, and alumni, and in student recruitment materials.
17. Personnel at the Career Planning/Placement Center, like personnel in every college area, should be sensitive to LGBTIQQ issues and be aware of employment opportunities in LGBTIQQ-owned or LGBTIQQ-friendly businesses and community service organizations.
18. While needs differ greatly at each of the hundreds of institutions of higher education, it seems clear that for many, if not most, the most critically important and invaluable resource is **a LGBTIQQ campus resource center** with paid full-time administrators, staff, student interns, and a full array of resources, including a library, study spaces with current technology, speakers bureaus, funding for programing and resources, student financial and institutional support to attend conferences, and other vital services.
19. Hire and support Ombuds officers to negotiate and protect students when conflicts on campus arise.

V. Curriculum / Educational Materials / Academic Affairs

1. Issues relating to LGBTIQQ people should be formally and permanently integrated into existing courses across the curriculum
2. Speakers on LGBTIQQ topics, and particularly those who present scholarly research on LGBTIQQ topics, should be brought to campus regularly.
3. Courses dealing specifically with LGBTIQQ issues in the humanities, natural sciences, education, social sciences, and other disciplines should be established.
4. A visiting scholar position in LGBTIQQ studies should be created and supported on a continuing basis.
5. College and university libraries should increase their holdings of LGBTIQQ books, periodicals, and computer networking systems.
6. Campus facilities should be available for regional LGBTIQQ studies conferences, with administrative support provided.
7. Fellowship opportunities should be created and funded for teaching and research of LGBTIQQ topics.
8. Scholarship and research into LGBTIQQ history, culture, and theory should be encouraged and supported in faculty and students.
9. All multicultural education should be inclusive of the issues, history, culture, and experiences of LGBTIQQ people in the United States and worldwide. Multicultural awareness (social diversity) courses should be mandatory for all students at some point during the undergraduate years.
10. An archive and history of LGBTIQQ organizations on campus should be created.
11. **Develop, support, and sustain LGBTIQQ Studies, Queer Studies, or Sexuality & Gender Studies programs (preferably departments) with degree-granting (Certification, AA, BA, Masters, Doctorate) capabilities.**

VI. Employee Concerns

1. Policies regarding equal benefits and nondiscrimination should be made clear in recruiting brochures, informational materials, campus publications, and orientation sessions.
2. The university should aid, support, and fund the creation of LGBTIQQ faculty and staff discussion, support, and networking groups.
3. Trade unions and professional organizations should have inclusive policies and supportive services available to their members.
4. There should be equality in all benefits, including, for example: bereavement leave, insurance coverage, library privileges, access to gym and other recreational facilities, listings in directories if spouses are customarily listed, housing for LGBTIQQ couples where the qualifications are analogous to the qualifying basis for heterosexuals, "couple" rates must be made available to LGBTIQQ couples, access to any and all other privileges and benefits by LGBTIQQ partners if access is available to different-sex spouses.
5. There should be ongoing sensitivity training and staff development on LGBTIQQ issues for all employees.
6. Colleges and universities should cover the expenses of employees attending conferences on LGBTIQQ issues.

VII. Community / Off-Campus Concerns

1. Community LGBTIQQ groups should be invited to attend campus events as participants, guests, and event leaders and facilitators.
2. Information regarding social, religious, and other community resources should be made easily accessible to all students, staff, faculty, and administrators.
3. Counselors, administrators, and faculty should be available to parents or other community members to alleviate any concern that may arise out of the implementation of any of the above recommendations, as well as any concerns arising during their child's coming out process, if that is the case.

4. Representatives of LGBTIQQ student groups from other schools should meet regularly to keep each other apprised of upcoming events, plan events together, and strengthen the LGBTIQQ community.
5. Publications, fundraising materials, and all other publications distributed to parents and alumni should include relevant and appropriate stories, essays, and news regarding LGBTIQQ issues, organizations, and events.
6. Corporations, public agencies, and government, religious, and community agencies and institutions that do not have official written policies against discrimination based on sexual orientation should be strongly discouraged or prohibited from on-campus employment or enlistment recruiting.

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