

Creating an Inclusive Environment for  
Lesbian, Gay, Bisexual, Transgender,  
Queer, and Questioning, Intersex  
(LGBTQQI) Students

# Creating Safe Spaces for LGBTQ

- ✓ Having a Safe Space Program on Campus
- ✓ Student organizations for LGBTQ students and allies (PRIDE/PRIDE LAW)
- ? Support/Networking Group for faculty and staff
- ? [LGBTQ Resource Center on Campus](#)
- ✓ Assessment of Campus Climate
  - ✓ On-going
  - ? Used to implement action plan
  - ? [CAMPUS PRIDE: LGBT-Friendly Campus Climate Index](#)

# Queering the Curriculum

- ? Having a Gender and Sexualities Studies Department/Major/Minor
- ? Requirement that students (LGBTQ and straight) receive knowledge and critical understanding of issues related to sexual and gender minority populations. Diversity requirement.
- ? Opportunities Created and Funded for Teaching and Scholarship of LGBTQ topics for both faculty and students
  - ? Funding to attend conferences on LGBTQ topics
- ✓ [Rainbow Educators](#)
- ? Archive and history of LGBTQ organizations on campus
- ? Campus facilities available for regional LGBTQ studies conferences (administrative support provided)

# Faculty Member Participation in Queering the Curriculum

- ? Syllabus that creates welcoming classroom environment by including USD non-discrimination policy
- ? Make explicit reference to the appropriateness of LGBTQ topics for discussion and course assignments
- ? Provide journal/book references in syllabus that relates to LGBTQ history, culture, and concerns pertinent to course
- ? Model appropriate use of language regarding LGBTQ community and respond to use of anti-LGBTQ language
- ? Reference LGBTQ events/programming on campus (in community) relevant to course content

# University Policies Inclusive of LGBTQ

- ? Enact non-discrimination policies on the basis of sexual and **gender** orientation in matters of hiring, tenure, promotion, admissions, and financial aid
- ✓ Have policies and procedures for dealing with homophobic and transphobic violence and harassment
- ? Have policies of active outreach in hiring openly LGBTQ and/or LGBTQ-sensitive faculty, staff, and administrators across campus and attracting LGBTQ students
- ? These policies should be written, clear, consistent, accessible, and well-publicized throughout campus
- ? Diversity training for entire campus community to sensitize and educate.

# Unique Issues to Transgender Community

- ? Provide Gender-neutral Housing policies
- ? Provide Gender-neutral bathrooms
- ? Welcoming Transgender students in academics
  - ? Preferred Names and Pronouns on class rosters and identification cards
  - ? Forms Inclusive of transgender individuals
  - ? Ability to alter records and documents to reflect appropriate name and gender

# Community/Off-campus Concerns

- ? Invitations to San Diego community LGBTQ groups to attend campus events as participants, guests, and facilitators
- ? Information regarding social, religious, and other community resources easily accessible to all students, staff, faculty, and administrators
- ? Regularly meet with representatives of LGBTQ groups from different area schools to keep appraised of events and coordinate events
- ? Prohibit/strongly discourage prospective employers who do not have official written policies against discrimination based on sexual and gender orientation from on-campus employment recruiting

# Administration

University leadership should make strong, clear, public statements on a regular basis demonstrating 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



# Initiating Change

- “Collecting LGBTQ Success Stories to Change Campus Policies”, a project of the AAUP’s Committee on Sexual Diversity and Gender Identity recently found:
  - Smaller private universities often made changes using informal approaches involving key administrators
    - Adversarial approaches were rare and unsuccessful
  - Change was hindered by advocates own frustration and resignation
    - Students were especially impatient and often times graduated before policy changes were made
  - Changes to top administrators hastened change

# References for Best Practices

“Beyond Best Practices: New Strategies for Diversity Breakthroughs”, by Andrés Tapia, Hewitt Associates  
Blumenfield, W., “Making Colleges and Universities Safe for Gay and Lesbian Students: Report and Recommendations of the Massachusetts Governor’s Commission on Gay and Lesbian Youth”

Messinger, Lori, “Creating LGBTQ-Friendly Campuses: How activists on a number of campuses eliminated discriminatory policies,” Academe, March 2009.

Rankin, Sue, Genevieve Weber, Warren Blumenfield, and Somjen Frazer. “2010 State of Higher Education For Lesbian, Gay, Bisexual & Transgender People,” Campus Pride. 