

## ***55 Fabulous Ways to Support Lesbian, Gay, Bisexual, Transgender, Intersex, and Questioning Students on Your Campus***



### **Across the UAS campuses --**

1. Have a non-discrimination policy that includes sexual orientation.
2. Value their perspectives and opinions in your residence halls, your classrooms, and your committees.
3. Don't tokenize them.
4. Assure their safety.
5. Acknowledge their presence on campus and in society publicly, at high levels, and often.
6. Attend events that may be sponsored by the LGBTIQ community or student organizations.
7. Don't agree with everything they say; challenge them, too.
8. Help non-gay students understand that LGBTIQ people are a presence on campus and in society whether they like it or not. Non-gay students do not have to accept LGBTIQ students, but they must learn to live peaceably with them.
9. Support LGBTIQ students because they add to the vibrancy of thought, activity and life on your campus; not because it's politically correct.
10. Take the time to examine your own personal feelings about LGBTIQ people.

### **At the Career Center --**

11. Display information about local career resources, such as gay-affirmative employers, for LGBTIQ clients.
12. Provide university staff with training about the social and political impact of LGBTIQ issues in the workplace.
13. Be open to discussing LGBTIQ issues with students as these relate to career choice, resumes, interviews, determining the policies of a company, and coming out at work issues.
14. Maintain a list of people who can be used as resources for LGBTIQ students.
15. Know which employers interviewing on your campus have non-discrimination and domestic partner policies for LGBTIQ people and offer that information to students.
16. "Employers should be required to affirm in writing that they do not discriminate against any classes protected against discrimination by university policy.... If legal interpretations tie the university's hands regarding Federal governmental agency access to placement services, the university should formally express its disagreement of employment discrimination against LGBTIQ students and call for a change in agency policy."

### **At the Financial Aid Office --**

17. Ensure that staff has training on how the impact of a student's "coming out" at home can affect parents' financial support.

## **In Residence Life --**

18. If their assigned roommates refuse to live with them, give the LGBTIQ student the options and give them freedom to choose.
19. Ensure that handbooks and contracts have a statement regarding non-discrimination as it relates to sexual orientation. Indicate where students should report if they feel harassed.
20. Orientation programs should address LGBTIQ issues and make new students understand that LGBTIQ students are a welcomed part of campus life.
21. Community Advisors should be trained in LGBTIQ awareness and advocacy strategies, and personal feelings of those in student advocate roles towards LGBTIQ individuals should be explored and addressed in relation to job roles.

## **At the Health Center --**

22. Make sure your professional and paraprofessional health educators are comfortable with phrases and concepts such as "continual condom usage" and "anal intercourse."
23. Make sure your providers understand that "sexually active" does not necessarily mean "needs birth control."

## **At the Counseling Center --**

24. Include sexual orientation and coming out issues in the paperwork (referral forms) as options for discussion.
25. Include a variety of partner status options in the paperwork.
26. Display some gay-affirming materials in the center, including LGBTIQ magazines and newspapers in the waiting area.
27. Include LGBTIQ material in publicity for the center.
28. Don't automatically assume your clients are heterosexual. For example, don't ask a female client if she has a boyfriend.
29. Use inclusive language.
30. Insist there be a "coming out" support or discussion group at least once per school year.
31. Identify a counselor who has some understanding of LGBTIQ issues who can serve as a confidential referral to students.

## **At the Activities Office --**

32. Make sure the LGBTIQ student organization has adequate professional staff support and an advisor. If there is no one on the staff or faculty to take on this role, assist the group in identifying a local alum or local community member for the task.
33. Know their organization's name, acronym or letter in the proper order (even if they change it once in a while).
34. Insist that the student government allot the LGBTIQ student organization some reasonable funding. If they refuse, assist the group in finding alternative sources of funding.

### **At the Recreation Center --**

35. Ask the Recreation Manager or PE Instructors to discuss with intramurals or class participants how heterosexism and homophobia hurts athletes.
36. Help to prevent and address acts of discrimination and harassment in the recreational activities and facilities where such acts may be common in team settings, locker rooms, etc.

### **At the Student Wellness Center & Peer Support Office --**

37. Maintain adequate LGBTIQ resources and literature and make it visible and accessible to students.
38. Provide adequate training to Peer Advocates about serving as advocates and allies for LGBTIQ students. Explore each candidate's ability to serve as an ally to ALL students during the selection process.
39. Make Safe Zone trainings a noticeable and accessible service to faculty, staff, and student employees on the UAS campus.

### **In the classroom --**

40. Include information about LGBTIQ people who made significant contributions in the past.
41. When discussing current events, include LGBTIQ issues.
42. Use examples of LGBTIQ people in lectures and discussions so they are not marginalized.
43. Be clear with your students that homophobic and heterosexist comments and actions are not acceptable and will be addressed in an educational, informative, and non-threatening manner.

### **In all Student Affairs departments --**

44. Include LGBTIQ people in examples in classes, workshops and presentations.
45. Ensure that publications and application materials are written in such a way that LGBTIQ students will feel included in the audiences; avoid heterosexist language and assumptions.
46. When possible, include openly LGBTIQ students as members of the student work force.
47. All student service departments should participate periodically in structured dialogues with LGBTIQ students. The purpose of this dialogue would be to raise awareness of the nature and extent of homophobia/heterosexism within the university and the particular unit, and to explore avenues for the problems related to the access and quality of services for lesbian and gay students.

### **Make official statements condemning assault.**

48. When LGBTIQ students complain, take them seriously.
49. When they are verbally assaulted, make loud, personal statements in public venues condemning such action. Empower others to do the same.

50. When their belongings are vandalized, make loud, personal statements in public venues condemning such action. Empower others to do the same.
51. When they are beaten up, make loud, official statements condemning such action. If you know who the aggressors are, punish them judicially.

### **Support LGBTIQ faculty and staff.**

52. Give equal benefits to their partners.
53. Assure their safety.
54. Value their perspectives and opinions on your staffs and committees.
55. Endorse an association for LGBTIQ faculty and staff if there is any interest on campus for one.

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*By Troy Gilbert, Stanford University. Adapted by Christopher Washko, 9 February, 2006.*