

CAS Self-Assessment Guide

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER
PROGRAMS AND SERVICES
2015

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Table of Contents

Contextual Statement

Gives a functional and historical perspective to the area

Instructions

Instructions for conducting self-assessment using the SAG

Self-Assessment Instrument

Instrument comprised of criterion statements, rating scales, and evaluation forms to be used in self-assessment

Work Forms

Offer direction for developing an action plan (e.g. identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)

Appendix A: CAS Standards for Lesbian, Gay, Bisexual, And Transgender Programs And Services

LESBIAN, GAY, BISEXUAL, TRANSGENDER PROGRAMS AND SERVICES CAS Contextual Statement

In referencing lesbian, gay, bisexual, and transgender people, the acronym *LGBT* has become standard on most campuses. It should be understood, however, to be broadly inclusive of many related identities with nomenclature going far beyond these four terms. These may include people who identify as queer, questioning, intersex, pansexual, fluid, asexual, genderqueer, agender, gender nonconforming men who have sex with men (MSM), and women who have sex with women (WSW). It also includes people who identify with terms rooted primarily in communities of color, such as same gender loving (SGL) in African American communities, *khush* in South Asian populations, and *two spirit* among American Indian peoples. Gender identity, gender expression, and sexual orientation are the main identities being addressed by these terms.

From the late 1960s when the first Student Homophile Association formed at Columbia University, LGBT students made themselves visible on college campuses in ever increasing numbers. Positive institutional responses have usually begun with adding sexual orientation to non-discrimination policies and, typically much later, gender identity and gender expression. Over time, institutions have added services and programs that address the specific needs of LGBT students.

Dedicated resources delivered through a unit created specifically for that purpose began in 1971 when the University of Michigan created a Human Sexuality Office with a one-room office, two quarter-time positions, and a small budget (Burriss, n.d.). Growth in the number of campuses with such units was slow initially and accelerated exponentially in the late 1990s and early years of the twenty-first century. Higher education professionals began to organize to provide support and information, share common practices, and otherwise develop this specialty first within existing professional organizations such as the Standing Committee for Lesbian, Gay, Bisexual, and Transgender Awareness within ACPA and the Gay, Lesbian, Bisexual, and Transgender Knowledge Community within NASPA. The professional organization that has best met the needs of these educators—the Consortium of Higher Education LGBT Resource Professionals (lgbtcampus.org)—was officially founded in 1997 within the context of an advocacy organization known as the National LGBTQ Task Force. An advocacy element continues to be part of the work of these professionals, and the Consortium continues to be the most vital organization supporting them.

Services and programs addressing the specific needs of LGBT students may be delivered by a LGBT Resource Center through a unit with a broader mission such as a Multicultural Center, a Gender and Sexuality Center, or other organizational structures. Regardless of how the needs of LGBT students are addressed, two basic principles are observed: (a) all units must be responsible for meeting the needs of LGBT students within their functional areas and (b) some identifiable unit must be responsible for addressing the needs of LGBT students globally, including those needs that require a specific, articulated mission to address their unique needs. Also, regardless of organizational structure (LGBT Resource Center, Multicultural Center), these standards and guidelines apply.

Successful LGBT programs target individual students while creating and maintaining a healthy LGBT campus community. Such programs also have a responsibility to serve the entire campus community, including staff, faculty, alumni, and parents. Depending on location, these programs may also serve the broader off-campus community.

Although recruitment and retention of students are central issues, it is difficult to produce statistical data similar to those that are used in developing and assessing programs for recruitment and retention of other populations. Unlike questions about race and sex, questions about gender identity, gender expression, and sexual orientation are not routinely asked. Best practices for collecting these data have begun to emerge for sexual orientation, although many

different approaches exist for gender identity and gender expression (SMART, 2009). Now that there is developing a degree of consensus regarding how to gather these data, it remains to be seen if higher education will find appropriate means for routinely collecting the data.

In the absence of institution-specific data, we must rely on individual studies generally produced by researchers who examine these issues nationally within the United States. For example, the ongoing collection of data about LGBT students in K-12 environments show continuing problems of hostile school climate, absenteeism, lowered educational aspirations and academic achievement, and poorer psychological well-being (Kosciw, Greytak, Diaz, & Bartkiewicz, 2010). The existing data indicate these problems continue and are compounded after LGBT students step onto college campuses (Rankin, Weber, Blumenfeld, & Frazer, 2010). In particular, LGBT students report significantly higher rates of harassment and discrimination than their non-LGBT peers. This is especially true for students with multiple minority identities including LGBT students of color, LGBT international students, and LGBT first generation students. These data demonstrate that LGBT students are among the most likely to experience conduct that interferes with their ability to live and learn on campus.

None of the data regarding harassment, discrimination, and hostile climate for LGBT college students comes as a surprise to the professionals working in this area. It is from the collective wisdom of these professionals that CAS standards emerge.

References, Readings, and Resources

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- Sexual Minority Assessment Research Team (SMART). (2009). *Best practices for asking questions about sexual orientation on surveys*. Los Angeles, CA: The Williams Institute.

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INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as “General Standards,” which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

- | | |
|-------------------------------------|---|
| Part 1. Mission | Part 7. Diversity, Equity, and Access |
| Part 2. Program | Part 8. Internal and External Relations |
| Part 3. Organization and Leadership | Part 9. Financial Resources |
| Part 4. Human Resources | Part 10. Technology |
| Part 5. Ethics | Part 11. Facilities and Equipment |
| Part 6. Law, Policy, and Governance | Part 12. Assessment |

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

<p style="text-align: center;">1. Plan the Process</p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p>Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p> <p>Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;">7. Close the Loop</p> <p>Put action plans into practice; work to navigate politics and</p>

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence</p> <p>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</p>	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

- A. Plan the self-study process
- B. Assemble and educate self-study team(s)
- C. Identify, collect, and review documentary evidence
- D. Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team

The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “must” and “shall” while guidelines use “should” and “may.”

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the

measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

- 1) Rate Criterion Measures
 - a) Team members individually rate criterion measures based on their understanding of the evidence.
 - b) Team discusses and assigns collective ratings for criterion measures.

- 2) Provide Narrative Rationale
 - a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
 - b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
 - c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

- 3) Answer Overview Questions (In the Instrument)
 - a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
 - b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the “Ethics” standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS					
Suggested Evidence and Documentation:					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
Criterion Measures:					
DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> 5.1 Ethical Standards <ul style="list-style-type: none"> Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice. Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies. <p><i>Rationale:</i></p>					
<input type="checkbox"/> 5.2 Statement of Ethical Standards <ul style="list-style-type: none"> Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws. 					

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

- 1) Resolve Rating Discrepancies (Work Form A)
 - a) Identify criterion statements for which there is a substantial rating discrepancy.
 - b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.
- 2) Identify Areas of Program Strength (Work Form B)
 - a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).
- 3) Identify Areas for Improvement (Work Form B)
 - a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.
- 4) Recommend Areas for Unit Action (Work Form C)
 - a) Note items that need follow-up action for improvement and indicate what requires action.
 - b) This is the last form to be completed by the review team.
- 5) Prepare the Action Plan (Work Form D)
 - a) This step should be completed by the unit being reviewed.
 - b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.
- 6) Write Program Action Plan (Work Form E)
 - a) List each specific action identified in the self-study that would enhance and strengthen services.
 - b) Determine the actions needed to improve for each practice.
 - c) Identify responsible parties to complete the action steps.
 - d) Set dates by which specific actions are to be completed.
- 7) Prepare Report
 - a) Prepare a comprehensive action plan for implementing program changes.
 - b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
 - c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

LESBIAN, GAY, BISEXUAL, TRANSGENDER PROGRAMS AND SERVICES

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals

- The mission of Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) is to
 - promote academic and personal growth of all LGBT and questioning students
 - build and maintain campus LGBT communities
 - advance access and equity in higher education
 - establish and maintain coalitions with other campus constituencies and allies to create a more socially just institution and community
 - offer programs to educate the campus about sexual orientation and gender identity and expression
- The mission of LGBT Programs and Services and the goals of its initiatives are based on assessment of the needs of and campus climate for LGBT students. LGBT Programs and Services selects priorities among those needs and responds accordingly.

Rationale:

1.2 Mission Implementation and Review

- LGBT Programs and Services develops, disseminates, implements, and regularly reviews its mission.
- LGBT Programs and Services is not the only institutional unit meeting the needs of LGBT students.

Rationale:

1.3 Mission Statement

- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does LGBT Programs and Services mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

2.1 Program Contribution to Student Learning and Development

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- LGBT Programs and Services contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- LGBT Programs and Services identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- LGBT Programs and Services promotes student learning and development outcomes of particular concern to LGBT students, including realistic self-appraisal, self-understanding, self-respect, identity development, and effective leadership.

Rationale:

2.2 Assessment of Learning and Development

- LGBT Programs and Services engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- LGBT Programs and Services uses evidence to create strategies for improvement of programs.

Rationale:

2.3 Program Design

- LGBT Programs and Services bases its work on intentional student learning and development outcomes.

- LGBT Programs and Services reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- LGBT Programs and Services is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

2.4 Advocacy for and Promotion of Health Services for LGBT Students

- LGBT Programs and Services promotes and advocates for services addressing the unique health needs of LGBT students that are generally offered by other functional areas:
 - individual and group psychological counseling
 - coming-out support with particular attention to multiple identities, especially race, ethnicity, disability, religion, family-of-origin issues, and to internalized homophobia and biphobia
 - support for individuals facing difficulties regarding gender identity and expression and for those experiencing internalized transphobia
 - services for victims, survivors, and perpetrators of homophobia, biphobia, and transphobia
 - services to address domestic and relationship violence, family issues, and body image concerns
 - services to address dating issues for those who date only people of the same sex, who may date individuals of either sex, and who are transgender or may date someone who is transgender
 - support for LGBT victims of hate crimes and the education and recovery of perpetrators of hate crimes
 - support for understanding racial, ethnic, national, cultural, and religious issues and differences
 - health services
 - health forms with inclusive language, LGBT health issues brochures, safer sex information for LGBT people, and safer sex supplies
 - HIV/STD testing services with intake and follow-up protocols appropriate for LGBT people
 - sex-specific services for those whose sex and gender may not align (e.g., pap smears for female-bodied individuals who identify as male)
 - access to or referral for hormone therapy
 - inclusion of transgender specific health care coverage by any insurance offered by the institution

Rationale:

2.5 Advocacy for and Promotion of Other Services for LGBT Students

- LGBT Programs and Services promotes and advocates for services addressing the unique needs of LGBT students that are generally offered by other functional areas:
 - career services, including job search preparation, information on LGBT-friendly employers, employer mentoring programs for LGBT students, and information on LGBT issues in the workplace (including coming out and transitioning on the job)
 - academic advising, including support of students' educational choices

- public safety, including training for police officers and other public safety officials to respond appropriately when an LGBT person is involved in any incident, avoidance of re-victimization of LGBT students who have experienced bias, and management of incidents related to bias against LGBT individuals
- admissions and registration, including maintenance of records and documentation that facilitates a change in name and sex and supports individuals who are in the process of transitioning with the use of a preferred name
- housing and residential life, including housing assignments that respect students' gender when it conflicts with their legal sex and the availability of married student housing options for same sex couples
- library services, including library and research guides for students interested in LGBT issues, especially when they cross traditional lines of academic disciplines
- facilities, including restroom and locker room policies and facilities that accommodate and support individuals who are transitioning or whose appearance may not fit a traditional male/female division
- recreational sports and intercollegiate athletics, including intramural, club, and varsity sports and other recreational opportunities that include and support individuals who do not fit into traditional sex segregated categories
- student life, activities, and organizations, including supportive culture for LGBT students; access to opportunities for membership in student activities, including fraternities and sororities; and support for LGBT students engaged in these activities

Rationale:



2.6 Promoting Resources and Supportive Environment

- LGBT Programs and Services promotes resources that may not be the logical responsibility of other functional areas:
 - identification of and networking with role models and mentors
 - identification of courses with LGBT specific content; supports for families of LGBT students; appropriate religious and faith communities; and global LGBT laws and practices that may affect students studying abroad
 - support of LGBT students in achieving academic success
 - support of international LGBT students
- LGBT Programs and Services promotes issues regarding the overall climate and general support for LGBT students on the campus as a whole:
 - advocacy for the creation and maintenance of a campus climate that is free from harassment and violence
 - training for students, staff, and faculty members in providing a supportive environment
 - training and support for allies
 - identification of environmental conditions that negatively influence student welfare and advocacy for their solutions
 - creation within the institution of policies and procedures that promote and maintain a hospitable climate
- LGBT Programs and Services works to assure equitable access to and involvement in all educational programs.
- LGBT Programs and Services promotes learning opportunities for LGBT students and for all students on issues regarding sexual orientation and gender identity and expression.

- LGBT Programs and Services includes examination of the intersection of sexual orientation, gender identity, and gender expression with race, class, gender, disability, ethnicity, religion, and age.
- LGBT Programs and Services promotes the knowledge base of all students on issues regarding sexual orientation and gender identity and expression.
- LGBT Programs and Services addresses the needs of all LGBT students inclusive of their race, class, socio-economic status, gender, disability, ethnicity, religion, age, and degree or enrollment status. LGBT Programs and Services plans for and recognizes the diversity among the LGBT student population.
- LGBT Programs and Services advocates for the human rights of LGBT persons to promote a more socially just institution and community.

Rationale:



2.7 Collaboration

- LGBT Programs and Services collaborates with others across the institution in ways that benefit students.
- LGBT Programs and Services assists other functional areas to meet the needs of LGBT students, because all institutional units share responsibility for meeting the needs of LGBT students.
- LGBT Programs and Services supports campus efforts to eliminate prejudicial behavior based on sexual orientation and/or gender identity and expression.
- LGBT Programs and Services educates the campus community when decisions or policies may affect LGBT students; publicizes services, events, and issues of concern to LGBT students; and sponsors events that meet educational, personal, physical, and safety needs of LGBT students and their allies.

Rationale:

Overview Questions:

1. What are the most significant student learning and development outcomes of LGBT Programs and Services?
2. What difference does LGBT Programs and Services make for students who engage with it?
3. What is the demonstrated impact of LGBT Programs and Services on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents

10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

3.1 Organization Documents

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

3.2 Organizational Structure

- Whether a separate unit or part of a unit with a broader scope, LGBT Programs and Services is structured to promote academic and personal growth of LGBT students.
- LGBT Programs and Services plays a major role in implementing institutional programs developed in response to the assessed needs of LGBT students.
- LGBT Programs and Services is afforded the opportunity to organize in a manner that is efficient and best promotes equity concerns.
- Regardless of where LGBT Programs and Services is positioned within the organizational structure, it is empowered to work with all functional areas of the institution to meet the needs of LGBT students and eliminate prejudicial behaviors. All institutional units share responsibility for meeting the needs of LGBT students in their area of service.

Rationale:

3.3 Actions of Leaders

- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.
- LGBT Programs and Services leaders 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.

Rationale:

3.4 Strategic Planning

- LGBT Programs and Services leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- LGBT Programs and Services leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- LGBT Programs and Services leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.

- LGBT Programs and Services leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- LGBT Programs and Services leaders include diverse perspectives to inform decision making.

Rationale:

3.5 Management

- LGBT Programs and Services leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- LGBT Programs and Services leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- LGBT Programs and Services leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- LGBT Programs and Services leaders assess and take action to mitigate potential risks.

Rationale:

3.6 Supervision

- LGBT Programs and Services leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- LGBT Programs and Services leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- LGBT Programs and Services leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- LGBT Programs and Services leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

3.7 Program Advancement

- LGBT Programs and Services leaders advocate for and actively promote the mission and goals of the programs and services.
- LGBT Programs and Services leaders inform stakeholders about issues affecting practice.
- LGBT Programs and Services leaders facilitate processes to reach consensus where wide support is needed.
- LGBT Programs and Services leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:

1. Explain the extent to which LGBT Programs and Services leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for LGBT Programs and Services leader(s) as they seek to fulfill the program mission.
3. How do LGBT Programs and Services leaders advance the organization?

4. How do LGBT Programs and Services leaders encourage collaboration across the institution?
5. How are LGBT Programs and Services leaders accountable for their performance?
6. How have LGBT Programs and Services leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:

1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

4.1 Adequate Staffing and Support

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) is staffed adequately to accomplish mission and goals.
- LGBT Programs and Services has access to technical and support personnel adequate to accomplish the mission.
- Where LGBT Programs and Services is part of a unit with a broader scope, such as a multicultural center or college union, it is adequately staffed to promote academic and personal growth of LGBT students.
- The staffing, level, and diversity of services is established and reviewed regularly with regard to service demands, enrollment, user surveys, institutional resources and climate, and other student services available on the campus and in the local community.

Rationale:

4.2 Recruitment, Supervision, and Professional Development

- LGBT Programs and Services establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- LGBT Programs and Services provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- LGBT Programs and Services considers work/life options available to personnel to promote recruitment and retention.

- LGBT Programs and Services provides opportunities for professional development, including but not limited to additional credit courses, seminars, and access to current research.
- LGBT Programs and Services personnel are open to and interested in working with LGBT students.

Rationale:

4.3 Employment Practices

- Administrators of LGBT Programs and Services maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:

4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- All LGBT Programs and Services staff members are responsive to and knowledgeable about LGBT issues with special attention to rapidly changing trends in working with transgender individuals and to the intersection of sexual orientation and gender identity and expression with other elements of identity.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

4.5 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work

experience.

Rationale:

4.6 Interns and Graduate Assistants

- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

4.7 Student Employees and Volunteers

- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of LGBT Programs and Services mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe LGBT Programs and Services philosophy toward engaging graduate interns and assistants, and student employees and volunteers in LGBT Programs and Services human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/	Does Not Meet	Partly Meets	Meets	Exceeds

	Unable to Rate				
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5.1 Ethical Standards

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- LGBT Programs and Services publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that LGBT Programs and Services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

5.3 Ethical Obligations

- LGBT Programs and Services personnel employ ethical decision making in the performance of their duties.
- LGBT Programs and Services personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- LGBT Programs and Services personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- LGBT Programs and Services personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.
- LGBT Programs and Services personnel ensure that the privacy of individuals' sexual orientation and gender identity and expression is protected.

Rationale:

Overview Questions:

1. What is LGBT Programs and Services' strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?

3. How are ethics incorporated into the daily management and decision-making processes of LGBT Programs and Services?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- LGBT Programs and Services has access to legal advice needed for personnel to carry out their assigned responsibilities.
- LGBT Programs and Services informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- LGBT Programs and Services informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

Rationale:

6.2 Policies and Procedures

- LGBT Programs and Services has written policies and procedures on operations, transactions, or tasks that have legal implications.
- LGBT Programs and Services regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- LGBT Programs and Services has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Rationale:

6.3 Harassment and Hostile Environments

- LGBT Programs and Services personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

- 6.4 Copyright Compliance
- LGBT Programs and Services purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

- 6.5 Governance
- LGBT Programs and Services informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:

1. What are the crucial legal, policy and, governance issues faced by LGBT Programs and Services, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 7.1 Inclusive Work Environments
- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
 - LGBT Programs and Services does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

7.2 Structural Aspects of Equity, Access, and Inclusion

- LGBT Programs and Services ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- LGBT Programs and Services responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- LGBT Programs and Services recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

7.3 Ensuring Diversity, Equity, and Access

- LGBT Programs and Services advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- LGBT Programs and Services establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- LGBT Programs and Services addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- LGBT Programs and Services provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Rationale:

Overview Questions:

1. How does LGBT Programs and Services ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does LGBT Programs and Services address imbalance in participation among selected populations of students?
3. How does LGBT Programs and Services address imbalance in staffing patterns among selected populations of program personnel?
4. How does LGBT Programs and Services ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does LGBT Programs and Services encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

8.1 Internal and External Populations

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- LGBT Programs and Services reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- LGBT Programs and Services reaches out to internal and external populations to disseminate information about the programs and services.
- LGBT Programs and Services collaborates with campus referral agencies for LGBT students, staff, faculty, and administration (e.g., multicultural, student affairs, visitor services, women's centers, special academic support units, campus security, health centers, counseling centers, religious programs, and career services).
- LGBT Programs and Services establishes relationships with a wide range of student groups (e.g., LGBT student association, student government association, fraternities and sororities, and athletics) to promote visibility and to serve as a resource to the entire campus community.
- LGBT Programs and Services fosters relationships with academic units (e.g., LGBT studies, ethnic studies, women's studies, higher education, counseling and human services, and student affairs) and with campus professionals (e.g., student activities, athletics, commuter affairs, and residential life).
- LGBT Programs and Services must have adequate access to institutional legal counsel and legal staff of relevant professional organizations.
- Where adequate LGBT resources are not available on campus, LGBT Programs and Services establishes and maintains close working relationships with off-campus community LGBT agencies that provide such services as counseling, community involvement, and health care.

Rationale:

8.2 Marketing

- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

8.3 Procedures and Guidelines

- LGBT Programs and Services has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must LGBT Programs and Services maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does LGBT Programs and Services maintain effective relationships with program constituents?
3. How does LGBT Programs and Services assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 9.1 Adequate Funding
- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) has funding to accomplish its mission and goals.
 - Funding for LGBT Programs and Services is equitable in relationship to other comparable programs and services.

Rationale:

- 9.2 Financial Planning and Implementation
- LGBT Programs and Services conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
 - LGBT Programs and Services uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
 - Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Rationale:

- 9.3 Policies, Procedures, and Protocols
- LGBT Programs and Services administers funds in accordance with established institutional accounting procedures.
 - LGBT Programs and Services demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
 - Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products

and services purchased.

Rationale:

Overview Questions:

1. What is the funding strategy for LGBT Programs and Services, and why is this the most appropriate approach?
2. How does LGBT Programs and Services ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does LGBT Programs and Services go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

10.1 Current and Adequate Technology

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

10.2 Use of Technology

- LGBT Programs and Services uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- LGBT Programs and Services uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.
- Information about LGBT programs, services, and resources is available in electronic formats.

Rationale:

10.3 Data Protection and Upgrades

- LGBT Programs and Services backs up data on a regular basis.
- LGBT Programs and Services articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- LGBT Programs and Services implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

10.4 Student Technology Access

- LGBT Programs and Services has policies on student use of technology that are clear, easy to understand, and available to all students.
- LGBT Programs and Services provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

Overview Questions:

1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does LGBT Programs and Services ensure that relevant technology is available for all who are served by the program?
4. How does LGBT Programs and Services use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does LGBT Programs and Services utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:

1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities

- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

Rationale:

11.2 Work Space

- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

- 11.3 Equipment Acquisition and Facilities Use
- LGBT Programs and Services incorporates sustainable practices in use of facilities and purchase of equipment.
 - Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
 - When acquiring capital equipment, LGBT Programs and Services takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:

1. How are facilities inventoried and maintained?
2. How does LGBT Programs and Services integrate sustainable practices?
3. How does LGBT Programs and Services ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is LGBT Programs and Services intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 12.1 Assessment Plan and Practice
- Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) develops an ongoing cycle of assessment plans, processes, and activities.
 - LGBT Programs and Services identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
 - LGBT Programs and Services documents progress toward achievement of goals and outcomes.
 - LGBT Programs and Services employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
 - LGBT Programs and Services employs ethical practices in the assessment process.
 - LGBT Programs and Services has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results

- LGBT Programs and Services interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- LGBT Programs and Services reports aggregated results to respondent groups and stakeholders.
- LGBT Programs and Services assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:

1. What is the comprehensive assessment strategy for LGBT Programs and Services?
2. What are priorities of the assessment program, and how are those developed?
3. How does LGBT Programs and Services integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure LGBT Programs and Services achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does LGBT Programs and Services use assessment results to inform program improvement?
7. How does LGBT Programs and Services share assessment results with relevant constituencies?
8. How does LGBT Programs and Services support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;

LGBT Programs and Services content developed/revised in 2000 & 2010

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

Work Form E – Action Plan

INSTRUCTIONS:

Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

LESBIAN, GAY, BISEXUAL, TRANSGENDER PROGRAMS AND SERVICES

CAS Standards and Guidelines

Part 1. MISSION

The mission of the Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must be to

- promote academic and personal growth of all LGBT and questioning students
- build and maintain campus LGBT communities
- advance access and equity in higher education
- establish and maintain coalitions with other campus constituencies and allies to create a more socially just institution and community
- offer programs to educate the campus about sexual orientation and gender identity and expression

Programming should address how sexual orientation and gender identity and expression differ in concept while remaining intertwined in daily life.

The term *LGBT* includes a broad spectrum of identities in addition to the four terms comprising the acronym.

LGBT Programs and Services must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

The mission of LGBT Programs and Services and the goals of its initiatives 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 accordingly.

LGBT Programs and Services must not be the only institutional unit meeting the needs of LGBT students.

All institutional units should share responsibility for identifying and meeting the needs of LGBT students and eliminating prejudicial behaviors.

Part 2. PROGRAM

To achieve their mission, Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, LGBT Programs and Services must

- identify relevant and desirable student learning and development outcomes

- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

LGBT Programs and Services must be

- intentionally designed
- guided by theories and knowledge of learning and development

- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

LGBT Programs and Services must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

LGBT Programs and Services must promote student learning and development outcomes of particular concern to LGBT students:

- realistic self-appraisal, self-understanding, and self-respect
- identity development
- effective leadership

LGBT Programs and Services must promote and advocate for services addressing the unique needs of LGBT students that are generally offered by other functional areas:

- individual and group psychological counseling
 - o coming-out support with particular attention to multiple identities, especially race, ethnicity, disability, religion, family-of-origin issues, and to internalized homophobia and biphobia
 - o support for individuals facing difficulties regarding gender identity and expression and for those experiencing internalized transphobia
 - o services for victims, survivors, and perpetrators of homophobia, biphobia, and transphobia
 - o services to address family issues
 - o services to address dating issues for those who date only people of the same sex, who may date individuals of either sex, and who are transgender or may date someone who is transgender
 - o services to address domestic and relationship violence
 - o services to address body image concerns
 - o support for LGBT victims of hate crimes
 - o support for the education and recovery of perpetrators of hate crimes
 - o support for understanding racial, ethnic, national, cultural, and religious issues and differences
- health services
 - o health forms with inclusive language
 - o LGBT health issues brochures
 - o safer sex information for LGBT people
 - o safer sex supplies
 - o HIV/STD testing services with intake and follow-up protocols appropriate for LGBT people
 - o sex-specific services for those whose sex and gender may not align (e.g., pap smears for female-bodied individuals who identify as male)
 - o access to or referral for hormone therapy
 - o inclusion of transgender specific health care coverage by any insurance offered by the institution

- career services
 - o job search preparation
 - o information on LGBT-friendly employers
 - o employer mentoring programs for LGBT students
 - o information on LGBT issues in the workplace, including coming out and transitioning on the job
- academic advising, including support of students' educational choices
- public safety
 - o training for police officers and other public safety officials to respond appropriately when an LGBT person is involved in any incident
 - o avoidance of re-victimization of LGBT students who have experienced bias
 - o management of incidents related to bias against LGBT individuals
- admissions and registration, including maintenance of records and documentation that facilitates a change in name and sex and supports individuals who are in the process of transitioning with the use of a preferred name
- housing and residential life
 - o housing assignments that respect students' gender when it conflicts with their legal sex
 - o the availability of married student housing options for same sex couples
- library services, including library and research guides for students interested in LGBT issues, especially when they cross traditional lines of academic disciplines
- facilities, including restroom and locker room policies and facilities that accommodate and support individuals who are transitioning or whose appearance may not fit a traditional male/female division
- recreational sports and intercollegiate athletics, including intramural, club, and varsity sports and other recreational opportunities that include and support individuals who do not fit into traditional sex segregated categories
- student life, activities, and organizations
 - o access to opportunities for membership in student activities, including fraternities and sororities
 - o supportive culture for LGBT students
 - o support for LGBT students engaged in these activities

LGBT Programs and Services must promote resources that may not be the logical responsibility of other functional areas:

- identification of and networking with role models and mentors

- identification of courses with LGBT specific content especially at institutions with no LGBT studies or similar programs
- support of LGBT students in achieving academic success
- identification of supports for families of LGBT students
- identification of appropriate religious and faith communities
- support of international LGBT students
- identification of global LGBT laws and practices that may affect students studying abroad

LGBT Programs and Services must promote issues regarding the overall climate and general support for LGBT students on the campus as a whole:

- advocacy for the creation and maintenance of a campus climate that is free from harassment and violence
- training for students, staff, and faculty members in providing a supportive environment
- training and support for allies
- identification of environmental conditions that negatively influence student welfare and advocacy for their solutions
- creation within the institution of policies and procedures that promote and maintain a hospitable climate

Additionally, 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, fraternity and sorority life, employment opportunities, and campus engagement and co-curricular activities on campus.

LGBT Programs and Services must promote learning opportunities for LGBT students and for all students on issues regarding sexual orientation and gender identity and expression.

LGBT Programs and Services must include examination of the intersection of sexual orientation, gender identity, and gender expression with race, class, gender, disability, ethnicity, religion, and age.

LGBT Programs and Services must promote the knowledge base of all students on issues regarding sexual orientation and gender identity and expression.

LGBT Programs and Services must assist other functional areas to meet the needs of LGBT students, because all institutional units share responsibility for meeting the needs of LGBT students.

LGBT Programs and Services must support campus efforts to eliminate prejudicial behavior based on sexual orientation and/or gender identity and expression.

LGBT Programs and Services should work closely with campus compliance officers or other campus officials charged with enforcing nondiscrimination policies and charged with promoting broad diversity efforts.

LGBT Programs and Services must educate the campus community when decisions or policies may affect 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 should take the following actions:

- encourage awareness of off campus networks and other support systems for LGBT students, including affiliation with local, state or provincial, regional, and national organizations
- increase campus awareness of the complex identity issues inherent in the lives of LGBT students
- publicize and celebrate the accomplishments of LGBT students, faculty, staff, and alumni
- 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.

LGBT Programs and Services must address the needs of all LGBT students inclusive of their race, class, socio-economic status, gender, disability, ethnicity, religion, age, 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 partner with other institutional efforts to recognize and celebrate other areas of diversity such as race, ethnicity, gender, and disability.

LGBT Programs and Services must advocate for the human rights of LGBT persons to promote a more socially just institution and community.

LGBT Programs and Services should work with campus administration in outreach to local, state/provincial, and federal or national leaders to effect positive change for LGBT people in education, employment, and other issues with a direct relevance for campus life.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must be purposefully structured for effectiveness. LGBT Programs and Services must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for LGBT Programs and Services must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

Program leaders must possess the academic preparation, experience, abilities, professional interests, 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.

LGBT Programs and Services leaders should have coursework in organizational development, counseling, group dynamics, leadership development, student and human development, LGBT studies, multicultural education, women's studies, higher education, and research and assessment.

LGBT Programs and Services leaders should

- participate in institutional planning, policy, procedural, and fiscal decisions that affect LGBT students
- seek opportunities for additional funding, resources, and facilities, as needed
- represent the interests of LGBT students on relevant institutional committees
- collaborate with leaders of academic departments and support services in addressing the learning needs and retention of students
- be involved in research, publication, presentations, consultation, and activities of professional organizations
- interact with professional colleagues from LGBT Programs and Services units at other institutions
- participate with relevant LGBT community organizations
- promote and advertise their programs and services

Whether as a separate unit or as part of a unit with a broader scope, LGBT Programs and Services must be structured to promote academic and personal growth of LGBT students.

LGBT Programs and Services must 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.

LGBT Programs and Services must 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) but inclusive of many groups that make up a campus community (e.g., undergraduate, graduate, and prospective students, alumni, faculty, staff, and families).

Regardless of where LGBT Programs and Services are positioned within the organizational structure, they must be empowered to work with all functional areas of the institution to meet the needs of LGBT students and eliminate prejudicial behaviors. All institutional units share responsibility for meeting the needs of LGBT students in their area of service.

Part 4. HUMAN RESOURCES

Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must be staffed adequately by individuals qualified to accomplish mission and goals.

LGBT Programs and Services must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, LGBT Programs and Services must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance

- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Where LGBT Programs and Services is part of a unit with a broader scope, such as a multicultural center or college union, it must be adequately staffed to promote academic and personal growth of LGBT students.

Staff members should have adequate time for student advising, reporting and updating institutional information, contact with faculty members and staff, staff meetings, training, supervision, personal and professional development, and consultation with other experts. Similarly, teaching, administration, research, and other responsibilities should be identified as relevant staff functions.

Administrators of LGBT Programs and Services must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of LGBT Programs and Services must have written performance goals, **objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work** and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

LGBT Programs and Services personnel, when hired and throughout their employment, must receive appropriate and thorough training.

LGBT Programs and Services personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

LGBT Programs and Services personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

LGBT Programs and Services must provide opportunities for professional development including but not limited to additional credit courses, seminars, and access to current research.

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.

Administrators of LGBT Programs and Services must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

LGBT Programs and Services personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

LGBT Programs and Services professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

Program staff members should have a combination of graduate course work, formal training (including LGBT issues), and supervising experience.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Support staff should have a thorough knowledge of the institution and be able to perform office and administrative functions, including receiving visitors and identifying issues. Special emphasis should be placed on development of skills in the areas of public relations, information delivery, identification problems, and referral protocols.

All LGBT Programs and Services staff members must be responsive to and knowledgeable about LGBT issues with special attention to rapidly changing trends in working with transgender individuals and to the intersection of sexual orientation and gender identity and expression with other elements of identity.

LGBT Programs and Services staff members must ensure that the privacy of students' sexual orientation and gender identity and expression are protected.

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

LGBT Programs and Services staff must be open to and interested in working with LGBT students.

Part 5. ETHICS

Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that LGBT Programs and Services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others

- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and responsibilities**
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

LGBT Programs and Services personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

LGBT Programs and Services staff members must ensure that the privacy of individuals' sexual orientation and gender identity and expression is 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.

Part 6. LAW, POLICY, AND GOVERNANCE

Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

LGBT Programs and Services must have access to legal advice needed for personnel to carry out their assigned responsibilities.

LGBT Programs and Services must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

LGBT Programs and Services must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

LGBT Programs and Services must have written policies and procedures on operations, transactions, or tasks that have legal implications.

LGBT Programs and Services must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

LGBT Programs and Services must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

LGBT Programs and Services must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

LGBT Programs and Services must inform personnel about internal and external governance organizations that affect programs and services.

Resources should be available to educate LGBT Programs and Services staff on changing legal obligations.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

LGBT Programs and Services must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

LGBT Programs and Services must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts

- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

LGBT Programs and Services staff should display a statement of commitment or non-discrimination within physical office space as well as in LGBT Programs and Services electronic and print communications.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

LGBT Programs and Services should pay particular attention to relationships with alumni, the community at large, contractors, vendors, and support agencies.

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

LGBT Programs and Services must establish relationships with a wide range of student groups (e.g., LGBT student association, student government association, fraternities and sororities, and athletics) to promote visibility and to serve as a resource to the entire campus community.

LGBT Programs and Services must foster relationships with academic units (especially in LGBT studies, ethnic studies, women's studies, higher education, counseling and human services, and student affairs) and with campus professionals (e.g., student activities, athletics, commuter affairs, and residential life).

LGBT Programs and Services staff should be actively involved in appropriate campus networks to effectively participate in the establishment of institution-wide policies and practices and to collaborate with other staff and faculty to provide services.

LGBT Programs and Services must have adequate access to institutional legal counsel and legal staff of relevant professional organizations.

Where adequate LGBT resources are not available on campus, LGBT Programs and Services must establish and maintain close working relationships with off-campus community LGBT agencies that provide such services as counseling, community involvement, and health care.

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.

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

LGBT Programs and Services must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

Part 9. FINANCIAL RESOURCES

Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, LGBT Programs and Services must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

Funding for LGBT Programs and Services must be equitable in relationship to other comparable Programs and Services.

LGBT Programs and Services must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

LGBT Programs and Services must administer funds in accordance with established institutional accounting procedures.

LGBT Programs and Services must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Funding for LGBT Programs and Services may come from a variety of sources, including grant money, student government funds or fees, foundation donations, alumni development initiatives, and government contracts; however non-institutional funding should not be expected to supplant institutional funding.

Part 10. TECHNOLOGY

Lesbian Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

LGBT Programs and Services must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

LGBT Programs and Services must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, LGBT Programs and Services must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Information about LGBT programs, services, and resources must be available in electronic formats.

LGBT Programs and Services should also provide multiple contact points using instant messaging services and social networking sites to provide access to potential visitors who prefer to be anonymous when seeking information, services, guidance, and advice.

Part 11. FACILITIES AND EQUIPMENT

Lesbian, Gay, Bisexual, Transgender Programs and Services' (LGBT Programs and Services) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and **support the program's mission and goals**.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

LGBT Programs and Services must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices 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, private, individual, and group meeting space should be provided.

LGBT Programs and Services should have access to resources for research, including access to private computer space.

When acquiring capital equipment, LGBT Programs and Services must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Lesbian, Gay, Bisexual, Transgender Programs and Services (LGBT Programs and Services) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

LGBT Programs and Services must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes

- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

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

LGBT Programs and Services must employ ethical practices in the assessment process.

LGBT Programs and Services must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;

LGBT Programs and Services content developed/revised in 2000 & 2010