CONSORTIUM OF HIGHER EDUCATION LGBT RESOURCE PROFESSIONALS

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Recommendations for Supporting Trans and Queer Students of Color

Student affairs (SA) professionals have a unique opportunity to work directly with trans and queer students of color (TQSOC) on campuses across the United States. Most of this work is concentrated in cultural centers, which include race-specific resource centers, LGBTQ+ resource centers, and multicultural resource enters. Due to nationwide calls for accountability and the growing need to better serve TQSOC, we the committee have decided to combine our efforts and create guiding suggestions for campus partners to use when doing the work of supporting TQSOC. In this document we will discuss the historical context of cultural centers and LGBTQ+ centers on college campuses. Too few of us know these histories, which can prove a barrier to collaboration. The first section will also explore other barriers to collaboration including a lack of awareness around race/racism/whiteness in LGBTQ+ spaces, as well as a lack of awareness around sexual orientation, gender identity, and gender expression (SOGIE) in multicultural center spaces. This document also contains suggestions for SA professionals to incorporate into their departments. We invite you to spend some time reflecting upon the questions for further consideration that are found in each section.

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What prompted the need for this document?

TQSOC have different experiences when navigating their sexual orientation and gender identity than their white counterparts. White, cisgender men have long dominated public images of the LGBTQ+ community at the expense of queer and trans folks of color. The erasure of queer and trans people of color is too often mirrored in LGBTQ+ centers on college campuses. It is a misconception that racism does not exist within the LGBTQ+ community. Having a marginalized SOGIE does not neutralize the power of white privilege. It is imperative that LGBTQ+ centers address the ways that race and racism impacts the LGBTQ+ community on their campus and in the world at large.

It is incorrect to believe that every LGBTQ+ campus center is equipped to have meaningful conversations about race. We urge those in LGBTQ+ centers to take the time to examine the way that white privilege is perpetuated in their centers. Additionally, providing and growing in-group space is an essential aspect of supporting TQSOC. We must also do the hard work of addressing power dynamics in our centers and creating an empowering space for TQSOC in predominately white institutions (PWI) and primarily cisgender spaces, in order to move beyond the basics and into the lived intersectional realities and power relations. Creating sustainable programming requires building and strengthening relationships and deepening collaborations beyond one-time events. Much can be accomplished in the way of relationship building by showing up and being present in other spaces, such as other organizations' and offices' programming and events. Showing up helps shift the focus on working in solidarity across campus, and creates opportunities for identifying cross programming opportunities.

As this document contends, it is all of our responsibility to provide a high standard of care for our students. Addressing the needs and concerns of TQSOC is not exclusively the responsibility of multicultural and LGBTQ+ centers. Creating an inclusive campus climate that supports the development of all students must be a campus wide endeavor. It is our belief that while we cannot guarantee the safety of all of our students every moment during their time on campus, we can work to make sure that our student affairs departments are engaging with our TQSOC in ways that honors who they are and respects their unique needs.

In meeting the needs of queer and trans students of color, we must recognize that there is no easy fix or simple policy shift. Rather we must continue ongoing engaged racial justice work that addresses white supremacy and works at the intersections of race and ethnicity,gender and sexuality. Truly serving the needs of queer and trans students of color involves racial justice work that is internal and interpersonal as well as anti-racism work that addresses systemic oppression within our institutions of higher education. Higher education LGBTQ+ resource professionals must engage in intersectional justice that address the wholeness of our students and our campus communities. Racial justice work is integral to queer and trans liberation on our college campuses.

The recommendations that follow are not a checklist that will address all the needs of queer and trans students of color. Instead what follows is an opportunity to explore the necessary work of racial justice in order to best serve queer and trans students of color. Each section includes some framing and history, barriers to consider, questions for further reflection in guiding our work, and suggestions for moving forward.

As you engage with these recommendations it's important to take a step back and examine your own framework. How does your own race and/or ethnicity impact your approach to the work of creating equity and justice or social justice education in higher education? What self-work do you need to do as you work to end white supremacy, address systemic racism, investigate implicit bias and even interrogate internalized racism and oppression? The work must begin with us.

Definitions

The following definitions provide context for important terms you will find throughout this document. Please note that this list is not exhaustive and does not represent all language used inside of communities.

- **SOGIE** - Sexual Orientation, Gender Identity, and Gender Expression
- **Trans/Queer Students/People of Color (TQSOC or TQPOC)** - "Queer" is a multi-faceted word that is used as an umbrella term that includes many non-normative sexual orientations, gender identities, and gender expressions. Therefore, the phrase "queer people of color" refers to individuals who do not identify as White but do identify as queer as it relates to their sexual orientation, gender identity, and/or gender expression. It is also important to note the term often means different things to different people. For some the term is tied to revolutionary, and anti-assimilation ways of challenging of the status quo.
- **Transgender** – An umbrella term for people whose gender identity, expression or behavior is different from those typically associated with their assigned sex at birth. Transgender is not a sexual orientation; transgender people may have any sexual orientation. Transgender is a broad term and is good for non-transgender people to use. "trans" is shorthand for "transgender."
- **Diaspora/ic** - Refers to people who live outside the area in which they had lived for a long time or in which their ancestors lived. This terms speaks to the movement, migration, or scattering of a people away from their ancestral homeland.
- **Black** - Any person with any known African and/or Black ancestry.

- **African American** - An ethnic group of citizens or residents of the United States with total or partial African ancestry. The term may also be used for those who are descended from African slaves.
- **Cultural Centers** - Administrative offices of a college or university that provide resources and support for students such as students of color, international students, or LGBTQ+ students.
- **Intersectionality** - The interplay of system of oppression such as race, class, gender, ability, sexual orientation, gender identity (Crenshaw, 1989).
- **Social justice** - Social justice is both a process and a goal. The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs (Adams, Bell and Griffin, 2007)
- **LGBTQ** - Lesbian, gay, bisexual, transgender, and queer.
- **jòto** - Spanish term for men attracted to men.
- **jòta** - Spanish term for women attracted to women.
- **MSM** - a medical term that is used to describe men who have sex with men
- **maricòn** - Previously known derogatory Spanish term for men attracted to men that has since been reclaimed by some.
- **SGL** – Same gender loving
- **Latinx** (include pronunciation: latin-ex or la-teen-ex)

Navigating Race & Sexual Orientation, Gender Identity and Expression (SOGIE) in Cultural Centers

Historical Context of Cultural Centers

The cultural centers that currently exist on our campuses have very unique origins and purposes for the work that they do. Race and ethnic centers grew out of the larger demands of the social justice movements of the 1940's, 1950's, and 1960's with the first center created at Rutgers University in 1967. These centers built on traditions of change, but unfortunately were largely silent on LGBTQ+ students of color despite their intimate involvement in social justice movements throughout the country. Sadly, the same thing can be said for LGBTQ+ resources centers. Despite being informed by the prevailing multi-gender, multi-racial LGBTQ+ movements of the time, cultural centers were created largely without an intersectional framework and little acknowledgement of TQSOC/TQPOC in LGBTQ+ movements. It is this history we currently are rectifying as we work for and with TQSOC in 2016 and beyond.

Timeline

Ethnic Cultural Centers

1955 - Civil Rights Movement- Direct Action Civil Disobedience

1960 - Black Nationalism Ideology & Black Power

1960 - Student Nonviolent Coordinating Committee (SNCC) founded

1964 - Black Student Movement, UC Berkeley

1967 - Paul Robeson Cultural Center, Rutgers

1968 - - Third World Liberation Strikes, SFSU

1968 - San Francisco State hired Nathan Hare to develop the first Black Studies Program

1969 - Third World Liberation Strives, UC Berkeley

1969 - Asian American Studies Center, UCLA

1969 - El Centro, Northeastern Illinois U. (Chicago)

1972 - American Indian Center, U. North Dakota

LGBTQ+ Centers

1950 - Modern LGBTQ+ Rights Movement

1950 - Mattachine Society founded

1952 - One, Inc Founded

1955 - Daughters of Blilitis (DOB) Founded

1959 - Coopers Donut uprising

1965 – East Coast Homophile Organization Picketed White House and United Nations

1966 - Compton's uprising

1967 - Student Homophile League at Columbia Founded

1970 - Street Transgender Action Revolutionaries Founded by Sylvia Rivera and Marsha P. Johnson

1971 - 1st LGBTQ+ resource center (Spectrum Center at University of Michigan)

1997 - Consortium of Higher Education LGBT Resource Professionals Founded at Creating Change Conference (sponsored by the National LGBTQ Task Force)

Barriers to Collaboration

At times, higher education professionals operate as though multicultural centers and LGBTQ+ centers are vastly different. Therefore there is no need for leadership to collaborate to address issues impacting both communities. However, student affairs professionals know that for students to be successful they need to feel as if they are able to bring their whole selves into spaces. Collaboration is a tool that is highly regarded in student affairs. The desire for more collaboration is not new, and neither are the unique obstacles that striving towards it brings. Because TQSOC occupy various places of being, there must be intentional efforts to increase collaboration between multicultural and LGBTQ+ centers.

The top six barriers for collaboration are:

1. Lack of Respect - Unchecked racism, heterosexism, cissexism, homo antagonism and bigotry.

2. Uneven Distribution of Resources - Most identity based departments and offices operate within an environment of scarce financial and human resources. As a response to this dearth of money and staff offices often engage in "protecting their tiny piece of the pie" also known as gatekeeping and not finding ways to build capacity through shared resources.

3. Fear of Overstepping Boundaries - As an outcrop of under-financed and under-resourced centers and departments, student affairs professionals will often eschew working on collaborative/integrated issues for fear of mission drift or overstepping our boundaries (e.g. sexual assault programming is situated in the campus women's center even if the prevalence of assaults happen to Native American & TQSOC).

4. Insufficient Communication - Lack of communication between offices create cleavages in our ability to inform and work across offices on campus.

5. Incohesive Campus Structures - Organizational structures often create barriers such as being in different divisions, decentralization or physical separation on campuses.

6. Shortfalls of Collaboration - No models of excellence to learn how to work and learn in collaboration. Structures for meaningful collaboration across offices (i.e. moving beyond the basics, being proactive about building relationships) often do not exist and are not encouraged by senior student affairs leadership due to scarcity of resources as mentioned earlier.

Questions for Further Reflection

- How does your department prioritize meaningful collaboration and what have been the main topics of those collaborations?

- What does collaboration mean to your department? In what ways do you want to be included in the process?

- How might meaningful collaborations help you to better serve your students?

Navigating Race in LGBTQ+ Campus Centers

Points for Consideration

The creators of this document want student affairs professionals to consider the following questions, which requires acknowledging that our centers have been founded with the "white founding movement narrative."

- Visibility is important! How does your office demonstrate the importance of inclusion in your printed resources, poster campaigns, books, movies, etc.?

- Education starts with you. For many predominantly white institutions students will come to campus with very little knowledge or previous interactions with people of color. Part of the work that should be done in LGBTQ+ Centers is education around the vastly diverse LGBTQ+ community both domestic and abroad.

- Do you only include famous TQPOC in your discussions during heritage months? How do you infuse the contributions of TQPOC in the history of the LGBTQ+ rights movement?

- Consider the collaborations you have had in the past year. Does your office do intentional work to make sure that the voices of TQPOC are included?

- Consider your own positionality to this topic. We ask our students to show up authentically therefore, we must do our own self-work to examine how we show up in spaces. The identities, ideals, and experiences we carry often prepare us to have difficult conversations about race. It's important that we gain insight on what makes us uniquely qualified to do this work. Similarly it is important to know our areas of growth so we can build upon them.

Questions for Further Reflection

- How do you see white privilege and racism playing out within LGBTQ+ spaces?

- How can Centers move beyond basic surface level diversity work when working to include TQSOC?

- What are the things that we are doing that tokenize identities?

- Who are our speakers? What identities are (not) represented in our programming and our staff?

- What institutional or systemic barriers are you needing to navigate to center QTPOC experiences in your programming and leadership?

Navigating SOGIE, Transphobia, and Heterosexism in Multicultural Spaces

Points for Consideration

- Do racial and ethnic cultural centers engage in exclusionary practices such as overt use of (Christian) religion in activities and programming?

- How does multicultural greek life challenge and engage homophobia, genderism, heterosexism of greek communities?

- Does the cultural center realize that all of our freedoms/liberties are interconnected? Sometimes the conversations in POC spaces fail to acknowledge the ways that our intersecting identities have a huge impact on our lived realities.

Questions for Further Reflection

- How does your cultural space address homophobic, transphobic, and heterosexist incidents in your space?

- What types of training and learning opportunities do you provide to develop competencies in serving TQSOC?

- In what ways have your cultural spaces challenged and reinforced erasure and exclusion of TQSOC?

Navigating Institutional Whiteness in Cultural Centers

Points for Consideration

- How does the societal view of queerness as white, cis, gay men of particular SES impact our centers and how do we decenter this? Homonormativity is a real thing.

- Challenging systems? How do we create systemic change?

- While communication is important it is not the only thing needed for change. Discussion combined with a shift in structures, values, and actions is a way to produce change.

- The responsibility of White staff members and students to challenge their whiteness and model the behavior that we want White students to display.

- Getting White students to see beyond themselves and examine the ways in which they need to unite in solidarity with others.

- Disrupting the comfortable staff, faculty, and students (especially for White folks to do the disrupting with White students due to the toll it takes on TQPOC to constantly do equity work)

- Outreach - If this is a priority, how are you living up to that? (leveraging mission statements)

- Leadership - How do hiring committees and processes include/exclude TQPOC? What barriers exist to prevent TQPOC from being promoted to leadership positions?

Questions for Further Reflection

- What are the hiring practices? Does the racial makeup of the staff reflect the community or desired community? How do your hiring practices build intersectionality into LGBTQ+ spaces and positions?

- What actions is your office doing to grow services for TQSOC and teaching white LGBTQ+ students to challenge white supremacy and privilege that often shows up in our spaces?

- What interview questions ask potential student and professional staff to articulate their understanding of the needs of TQSOC and their plans/experiences/actions that support these communities?

- How is messaging and visibility helping or hindering the ability for your office to challenge whiteness?

Suggestions for Supporting TQSOC Through Programming

Points for Consideration

- Be cautious about placing additional demands on individual TQSOC, who may be frequently called upon to educate about their experiences. Continual reliance on students to drive programming can be a draining experience. Instead, bring TQPOC speakers to address the histories and experiences of TQPOC, which offers TQSOC an opportunity to stop teaching their peers and learn alongside them.

    TQPOC programming should be integrated consistently through programming rather than one-off program offerings. Example: Storytelling and Performance Series at NYU LGBTQ Student Center that centers TQPOC voices and experiences throughout all performance programming.

- Practicing self-care beyond using it as a buzzword. By modeling and creating self-care and healing spaces, we can offer students a way to counter the micro- and macro- aggressions they face. Some ways this can be accomplished is by giving students a platform to express their thoughts such as writing clubs, book clubs, open mic nights, talking circles, and ritual spaces. If you cannot create this space yourself, connect with other places on campus or national organizations and conferences where you can send your students. Additionally, consider bringing in speakers and/or cultivating spaces that address and destigmatize mental health care in TQPOC communities.

- Solicit and be open to feedback through surveys, focus groups, and advisory boards, . Provide space and support for TQPOC to voice thoughts about programming, services, and to be involved in the implementation of such events.

- Empowering students and student organizations to do collaborative programming. Build in support for this process by allocating funding and staff support to incentivize collaborative programming across organizations/identities, facilitating introductions and connections between student organizations and their issues of concern, create a collaborative program/event and host bi/monthly meetings between leaders and members of various student organizations. Consider hosting collaborative events in spaces that have no connections to any organizations or offices. The creators of this document make this suggestion because student affairs professionals have often received feedback that labeled spaces (LGBT or race/ethnicity) are not spaces where TQSOC feel they can engage.

- Initiate and/or participate in conversations that departments and student organizations are having about TQPOC education, programming, training and resource creation. Take this a step further by training student staff members together, and attending/creating professional development opportunities to develop your competencies.

Questions for Further Reflection

- What types of societal/campus/identity/personal issues are our students struggling with?

- How do we model and make the practice of self-care tangible for our students?

- What resources on campus and in the community can assist us in modeling or creating healing spaces for our students?

- How do we define a successful collaboration on our campus?

- What types of in-group spaces exist for TQSOC? What additional spaces are needed?

- How are our student centers and gathering spaces designed and decorated (i.e. pictures, art work) and are TQPOC represented?

- Who do we do a good job of reaching with our event marketing? How are our current program marketing strategies including/excluding TQSOC communities?

Supporting TQSOC Through Material Resources
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Recommendations

- Incorporating primary texts written by TQPOC
- Expand beyond books and magazines to include DVDs, music, online resources, etc.
- Place catalogue of resources online
- Highlight books and media that already exist in your library
    - Place new media or the books of a guest speaker in a special area in the library
    - Posting available resources on social media or website
    - Designate a staff member or volunteer to serve as the center librarian
    - Creating writing and literary groups
    - Building relationships with campus librarians who also specialize in TQPOC and LGBTQ+ literature
- Incorporating material resources into programming (e.g. film screenings, book club, zine making)
- Work with cultural centers to build up their library selections and vice versa
- Highlight cool online reading resources in your center or on social media
    - Sharing articles about QTPOC experiences that are trending and vlogs and blogs created by and for QTPOC (e.g. Black Girl Dangerous, Leaving Evidence by Mia Mingus, TransGriot by Monica Roberts, Dr. Alexis Pauline Gumbs, Morgan Willis of bklyn boihood, Adrienne Marie Brown of Octavia's Brood, Edward Ndopu, Tiq Milan, etc. http://qpocshoutouts.com/qpoc-blogs-and-bloggers/, http://feministing.com/2016/02/12/5-black-lgbt-writers-to-follow-online/)

Summary

We exist in a time where social justice, diversity, and inclusion are terms used often without explicit articulations for what that means for our campuses. Adopting a social justice approach to student affairs work at each center will help create opportunities to be reflective and corrective. We strived to put forth some issues and questions that will help our campuses reflect and develop solutions to better serve TQSOC.

Our campuses need to do an honest assessment of how we have been doing student affairs and the holes and gaps that are present. It is imperative that this assessment not only includes the thoughts and perspectives of professional staff members but that it is rooted in the feedback that we receive from TQSOC. Supporting our students in intentional and meaningful ways cannot be done without including them and allowing their needs to shape the work we do.

We encourage all practitioners to take time for self-reflection and action. Question how are we supporting, mitigating, or transforming systems of oppression on our campuses. We all need help to grow and develop effective practices that will increase student experiences and campus climate as well as in depth long-term analysis of privilege, heterosexism, etc. We hope you take these questions and suggestion to begin or continue that rewarding and challenging work.

Reflection Questions

How are we doing a deep analysis of how white privilege and racism plays out within our LGBTQ+ spaces?

How are centers moving beyond basic surface diversity when working to include TQSOC?

What are the things that we are doing that tokenize identities?

Who are our speakers & programs? What identities are (not) represented when we bring speakers and trainers to campus?

How does your cultural space address homophobic and heterosexist incidence in your space?

What types of training and learning opportunities do you provide to develop competencies in serving TQSOC?

In what ways has your cultural spaces challenge and reinforce erasure and exclusion of TQSOC?

What are your hiring practices?

Does the racial , gender, etc, makeup of the staff reflect the community or desired community?

How does your hiring practices build intersectionality into LGBTQ+ spaces and positions?

What actions is your office doing to grow services for TQSOC and teaching white LGBTQ+ students to challenge internalized dominance and privilege that often shows up in our spaces?

What interview questions ask potential student and professional staff to articulate their understanding of the needs of TQSOC and their plans/experiences/actions that support these communities?

How is messaging and visibility helping or hindering the ability for your office to challenge whiteness?

Queer and Trans Students of Color Leadership Opportunities & Identity Development

Context

The history of identity development models and leadership models are based on white identity and rarely include the experiences of people of color. As noted below, there have been some increases recently that specifically address the creation of spaces for people of color by people of color. It can be noted that there are limited theories specifically focusing on transgender students.

Barriers

1. Identity Development Models Based in White Supremacy and Heteropatriarchy -The models that have been often used to describe queer (lesbian, gay, bisexual) identities have been focused on cisgender, white people and are not inclusive of people of color. (e.g. D'Augelli, 1998; Cass, 1979; Brown, 2002). Notably for the large survey from the book, *The Lives of Transgender People* (Rankin & Beemyn, 2011) 33% of those surveyed self-identified as people of color.

2. TQSOC Unable to Be Whole - Often queer/trans students of color are asked to leave a piece of their experience, their story, and their identity behind when serving in leadership roles on campus and in student organizations. For example, they can be black in the Black Student Alliance while at the same time being asked to check their queerness at the door; or they can be queer in the LGBTQ Pride Association while at the same time being asked to leave their blackness out. Queer and trans students of color need spaces where they can bring their full, authentic selves and the pervasive structure of siloed-identity-based student organizing often leaves queer and trans students of color without a sense of home, and therefore without a sense of leadership possibilities. Immigrant students that are people of color often create their own spaces in order to accommodate for the lack of inclusion in queer spaces (Acosta, 2008).

3. TQSOC feeling Disconnected from Communities - In a similar vein to queer/trans students of color not findings spaces to be whole, they are often also disconnected from communities. There is often a lack of queer/trans mentors and/or white LGBTQ+ mentors who actively work towards anti-racism and/or heterosexual mentors of color who work in solidarity with LGBTQ+ communities. Stepping into leadership roles for queer/trans students of color often means taking a leap of faith that their collective communities will support them.

4. Tokenizing Experiences with Leadership - Queer/trans students of color often become tokenized within their student organizations. The barrier becomes how to authentically engage in multiracial queer/trans organizing that allows people to bring all of their identities, talents, and stories without relying on them to "speak for their people."

5. TQSOC Not Seeing Themselves Reflected in Leadership - Looking at our collective movements for queer/trans liberation we see time and again the overwhelming whiteness in leadership roles. Queer and trans students of color often don't see themselves reflected within our movements' leadership and they need solid and connected mentors to share wisdom and open doors for leadership opportunities. Theories that have connected to a lack of participation in leadership and student organizations on campus from LGB students specifically focus on the experiences of white students (Dugan & Yurman, 2011).

6. Research on LGBTQ+ people of color - Significant lack of research on experiences of LGBTQ+ students of color in leadership positions and/or identity development models.

Questions for Further Reflections

- How do we create queer/trans leadership opportunities that speak to the unique needs, struggles, and experiences of queer and trans students and communities of color?

- How can we ensure queer/trans leaders feel fully supported in all their identities without tokenizing them or their experience?

Recommendations

- Provide leadership opportunities specifically designed at the intersection of race/ethnicity and sexual and gender identity. This could look like:
  - LGBTQ+ student organizations specifically designed for racial/ethnic identity groups.
  - A specific student leader position designated for queer/trans students of color within the leadership structure of your LGBTQ+ student organization.
  - Leadership or internship opportunities on campus specifically identifying LGBTQ+ people of color.
  - A multi-racial leadership structure for LGBTQ+ student organizations that always have at least one queer/trans student of color co-leader.
  - Including in campus climate committees or initiatives to include people of color as a focus of LGBTQ+ support on campus.
  - A coalition model for LGBTQ+ student organizations where there are standing caucuses for queer/trans students of color that function separately yet connected to the larger LGBTQ+ student group, and leaders from that caucus hold a position within the Executive Committee of the larger LGBTQ+ student group.
  - A coalition model for LGBTQ+ national organizations that serve college students where there are standing caucuses for queer/trans students of color that function separately yet connected to the larger LGBTQ+ national organizations, and leaders from that caucus hold a position within the Executive Committee of the larger LGBTQ+ national organizations.

- Connect queer/trans student of color leaders to national organizations within the LGBTQ movement who focus on the intersection of race/ethnicity and gender/sexual identity. These include, but are not limited to organizations like:
  - The National Black Justice Coalition
  - Unid@s
  - Des Colores
  - Queer People of Color Conference
  - Gay Asian Pacific Support Network (GAPSN)
  - Asian-American Queer WOmen's Activists
  - Native OUT
  - SONG (Southerners On New Ground)
  - Trans Women of Color Collective
  - Trans People of Color Coalition

- Consistently and systematically consider racial and ethnic identities in relation to mentorship opportunities provided to students.

- Seek out heterosexual/cisgender students, faculty, staff, and alumni of color who are working in solidarity with LGBTQ+ communities and raise their visibility on campus. This ensures queer/trans students of color see allies from their racial/ethnic communities.

- Recognize language and terminology within queer/trans communities are racialized and dominated by white supremacy within a US context. Queer/trans students of color, as well as international queer/trans students and queer/trans students where English is not their first language, may use different terminology to define their sexual and/or gender identity. For examples of this terminology, please see the glossary at the beginning of this document.

Summary

In summary, LGBTQ+ students of color needs, support, and identity are not being directly focused on or addressed in research related to identity development and leadership. However, there is research that analyzes coping methods associated with the lack of inclusion (Acosta, 2008). It is recommended that support services identify specific inclusive theories or address the lack of when conducting research or providing educational awareness on LGBTQ+ students. Similarly, professionals must empower students of color to create their own spaces within leadership positions on campuses (LGBTQ+ related or not) and have specific support for those opportunities.

Special Considerations for Student Life Departments

It is our responsibility as student affairs professionals and departments to provide a high standard of care for our students. Addressing the needs and concerns of TQSOC is not exclusively the responsibility of multicultural and LGBTQ+ centers. Creating an inclusive campus climate that supports the development of all students must be a division wide endeavor. It is our belief that while we cannot guarantee the safety of all of our students every moment during their time on campus, we can work to make sure that our student life departments are engaging with our TQSOC in ways that honors who they are and respects their unique needs. In order to effectively increase access and equity we need to address policies, procedures, and increase professional support to make sure we are meeting those goals. In this section you will find information regarding the challenges faced by several departments within student affairs and suggestions about how to better address the social realities of TQSOC.

Residence Life

- Provide training to all Residence Life staff and RAs about TQSOC identities, challenges, and inclusion
- Ensure advertising is inclusive of People of Color and LGBTQ students/TQSOC
- Provide gender inclusive housing options for students that are not LGBTQ themed

Religious and Spiritual Life

- Discussion Groups that specifically address spirituality or faith identities for trans and queer students of color, making sure to include the unique spiritual and faith needs and practices of TQSOC
- Student Organizations that discuss queering faith
- Supportive Staff in Religious Life departments that are trained with an intersectional approach
- Collaborative Programming with Speaker's Bureau program of "out" trans and queer students of color and/or campus members and reconciliation or challenges with faith

Fraternity and Sorority Life

- Trans Inclusion Policy
- Ally Trainings
- Ally Pledges
- Include training for all Greek organizations on identities as a requirement to participate in recruitment
- Involvement in collaborative programming that include intersecting identities

Counseling Services

- Intake forms
  - Use multiple options for gender identity, sex, and sexual identity
  - Use inclusive language around "partners"
- TQPOC affirming visuals and content in advertising and informational presentations
- Psychiatrists to prescribe hormones as needed
- Need for TQPOC Counselors
- Consider your language with the goal of being gender inclusive
- Ongoing training for professional staff for medication regarding transition for students
- National resources:
  - Health Resources and Services Administration (Federal)
  - HealthyPeople.gov
  - U.S. Department of Health and Human Services (Federal)
  - lgbthealtheducation.org
  - cdc.gov/lgbthealth
- Identify those equipped to counsel LGBTQ students, especially students of color, and make that information available online in staff profiles.
- Do not make assumptions about how trans and queer students of color identify. Ask them how they identify and use the name, pronouns, and other labels they use when in session.

Wellness and Health

- TQSOC competent and affirming staff
- TQSOC-centered safe(r) sex and consent workshops
- Inclusive pamphlets and educational programs centering TQSOC experiences
- Safe(r) Sex practices that are queer inclusive, including intersex folks
- Provide Insurance coverage for Hormone Replacement Therapy and Gender Confirmation procedures
- Safe use of sex toys
- Ongoing training for professional staff for medication regarding transition for transgender students of color

Career Center

- Provide available "professional" attire for students that may not be able to afford an outfit
- Acknowledgement of TQSOC resources
- Include receptions for underrepresented students to connect with LGBTQ and diverse-affirming companies after Career Fairs
- Advice or bring in national organizations to talk about experiences of LGBTQ folks for after college
  - Out4Work
  - OutLaw
  - oSTEM

Questions for Further Reflection

- When you plan career fairs on your campus, is your office aware of the company's diversity policies?
- Are there people in your office that QTSOC can speak with about their experiences regarding the job searching?

An Non-Exhaustive List of Resources

Out for Work - A site for preparing LGBTQ+ college students for work, as they transition out of college life. Also connects students to other resources, and provides LGBTQ+ students with advice and other opportunities.
- This organization provides Career Center Certification
- They also host the National LGBTQ & Ally College Student Career Conference

oSTEM - A national society dedicated to educating and fostering leadership for *LGBTQ+* folks in the science, engineering, technology, mathematics fields.

GLP Careers - This is a job search engine, devoted entirely LGBTQ+ friendly jobs and employers.

Out & Equal - An advocacy organization offering training on best practices on LGBTQ+ rights in the workplace. They offer an annual summit, a portal to connect LGBT-friendly employers, global resources, and other resources.
- Annual Out & Equal Workplace Summit - employees and experts from around the world gather to share strategies and best practices to create workplace equality, inclusive of all sexual orientations, gender identities and expressions.
- Out and Equal University - provides ongoing courses both on-line and in-person designed for executives, HR professionals, senior management and individual employees.

Out Professionals - The nation's leading gay and lesbian networking organization. The website has job postings, events, and publications.

Conclusion

In summary, TQSOC needs, support, and identity have a lack of inclusion in student services advertising, awareness, and programming. It is recommended that support services identify specific initiatives that will bring practical results to serving students with multiple oppressed identities with providing career services, health services, counseling services, and facilitating Greek Life recruitment.

Athletics

NCAA

- Abide by Trans* Inclusion Policy
- Refer to Best Practice Recommendations by NCAA Champions of Respect
  - http://www.ncaa.org/sites/default/files/Pages%2Bfrom%2BPages%2Bfrom%2BPages%2Bfrom%2BChampions%2Bof%2BRespect%2B-%2BOverview%2B%26%2BBest%2BPractices.pdfhttp://www.ncaa.org/sites/default/files/Pages%2Bfrom%2BPages%2Bfrom%2BPages%2Bfrom%2BChampions%2Bof%2BRespect%2B-%2BOverview%2B%26%2BBest%2BPractices.pdf
- Ally Pledges and SafeZone for NCAA athletes, coaches, and administrators
- Include training for all Athletes on identities
- Include Gender inclusive facilities for changing rooms, locker rooms, and restrooms that are accessible to all students

Intramurals

- Create a trans-inclusive intramural policy
- Reflect similar policy and inclusion to NCAA

An non-exhaustive list of resources and their definitions:

- *You Can Play Project* - LGBTQ and Ally athletes working towards respect for LGBTQ people participating in sports
- *Athlete Ally*-Non-profit organizations focused on ending transphobia and homophobia
- *Champions of Respect*-LGBTQ resources provided by NCAA
- *Trans* Athlete*-transathlete.com is a resource to find trans inclusion policies for student athletes

Conclusion

In summary, LGBTQ students of color need support in terms of systemic inclusion with advertisement, promotion, inclusion policy, and inclusive practices for sports and athletics on campuses.

Resources for Further Professional Development

Conferences:

- Social Justice Training Institute: The Social Justice Training Institute provides a forum for the professional and personal development of social justice educators and practitioners to enhance and refine their skills and competencies to create greater inclusion for all members of the campus community through focusing on race and racism.

- Creating Change's Racial Justice Institute: The Institute's primary purpose is to offer Creating Change participants a range of tools for working more effectively towards racial justice in our churches, communities, campaigns, and workplaces. This Institute is for everyone: POC, multiracial and white folks are encouraged to attend. We build capacity to work effectively within and across racial identity groups.

- NCORE annual conference: During the conference, there are numerous programs on the Lesbian, Gay, Genderqueer, Bisexual, Transgender, Transsexual, Questioning, Intersex, Asexual, Ally community.

- BlaqOUT Conference: Held annually at UC Riverside, this conference creates a transformative space for people who self-identify as Black/African American or African descent who also identify as Same Gender Loving, Lesbian, Gay, Bisexual, Queer, Transgender, Questioning or somewhere on the LGBT spectrum.

- Black Lesbian United: Making the world safe for Black Lesbians. The BLU retreat is an opportunity for women of African Descent to celebrate, build community, and share good times with women who love women.

- DesiQ: For South Asian queer and trans folk—activists, organizers, and artists; students, workers, and professionals; youth, seasoned mid-lifers and our silvered elders—to come together and dialogue, gossip, strategize, dance, eat, flirt, listen, contribute, learn, connect, collaborate, make friends, and generally celebrate their amazing and beautiful selves, communities, and lives.

- Midwest Queer and Indigenous People of Color Conference: The Midwest QIPOC conference creates spaces for TQPOC to come together and organize around issues significant in their communities.

- Philadelphia Trans Health Conference: mission of the Philadelphia Trans Health Conference (PTHC) is to educate and empower trans individuals on issues of health and well-being; educate and inform allies and health service providers; and facilitate networking, community-building, and systemic change.

Articles:

Center for Higher Education Enterprise (CHEE) "Beyond Coming Out: New Insights about GLBQ College Students of Color? http://www.myacpa.org/sites/default/files/beyond-coming-out.pdfhttp://www.myacpa.org/sites/default/files/beyond-coming-out.pdf http://www.myacpa.org/sites/default/files/beyond-coming-out.pdf

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CONSORTIUM OF HIGHER EDUCATION LGBT RESOURCE PROFESSIONALS

The combined vision and mission of the Consortium of Higher Education LGBT Resource Professionals is to achieve higher education environments in which lesbian, gay, bisexual, and transgender students, faculty, staff, administrators, and alumni have equity in every respect. Our goals are to support colleagues and develop curriculum to professionally enhance this work; to seek climate improvement on campuses; and to advocate for policy change, program development, and establishment of LGBT Offices/Centers. Learn more about the Consortium at lgbtcampus.org.

Current Membership
Over 250 Centers
730 Members Total
248 Institutional Practitioners
230 Individual Practitioners
235 Individual Affiliate
14 Emeritus Practitioners
3 Organizational Affiliates

This document was edited for publication by Zaneta Rago-Craft (Publications and Communications Chair)