

*Council for the Advancement of Standards  
in Higher Education*

---

CAS Self-Assessment Guide for  
Lesbian, Gay, Bisexual, Transgender  
Programs and Services

---



One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

August 2006

## The ROLE of LESBIAN, GAY, BISEXUAL, and TRANSGENDER SERVICES and PROGRAMS

### *CAS Standards Contextual Statement*

**History:** It is no longer a matter of whether to provide services for lesbian, gay, bisexual, and transgender (LGBT) college students; rather, it is a matter of when. The talent, energy, and hope with which LGBT students are entering college must be acknowledged and encouraged (Sanlo, 1998). Some students are declaring their bisexual or homosexual orientations in high school, then knocking on institutional doors with expectations of being fully appreciated for who they are in their entirety—including their sexual orientations. Many more students enter college questioning their sexual identities, not yet ready to make pronouncements nor embrace labels, but they deserve the institution's demonstrated acceptance and attention.

When LGBT people refused to allow police to raid the Stonewall Bar in New York City on June 27, 1969, one more time, a stunning message was heard throughout the United States. In response to this singular event, which occurred on the heels of the civil rights movement of the 1960s, numerous Gay Liberation Front groups sprang up on college campuses everywhere, challenging both administration and faculty alike. Marcus (1993) documented the role and involvement of lesbian and gay college students and the importance of these challenges. Sexual orientation issues had finally made their way into the academy.

**Public Policy:** Homosexuality was often described as a genetic defect, a mental disorder, or a learning disability in early scientific theories. However, Evelyn Hooker's (1963) research found no significant differences in the psychological adjustment of homosexual men when compared to a comparable group of heterosexual men. On the basis of further research by others demonstrating similar findings, the American Psychiatric Association removed homosexuality as a diagnostic mental disorder in 1973. Two years later, the American Psychological Association took the same action and also issued a statement that its member mental health providers must actively stop discrimination against lesbians and gay men. Concurrently, the National Education Association added sexual orientation to its non-discrimination policy. To date, over 200 professional organizations, including the American Educational Research Association, NASPA, ACPA, the American Federation of Teachers, the American Counseling Association, and the National Association of Social Workers, have done the same. The revised standards of the National Council for the Accreditation of Teacher Education (NCATE) now require institutions to

recruit and retain a culturally diverse faculty and student body, including individuals with diverse sexual orientations.

However, despite statements of non-discrimination by professional organizations and by institutions, everyday life has not changed dramatically for LGBT people. Given the historical context, many LGBT people choose to remain invisible rather than face the consequences of campus intolerance and hostility (Sanlo, 1999).

**The Consortium:** The National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education (the Consortium) was officially founded in San Diego in 1997 to provide support for the professionals in this growing new arena in student affairs. Beyond membership support, the Consortium seeks to assist colleges and universities in developing equity in every respect for lesbian, gay, bisexual, and transgender students, faculty, staff, administrators, and alumni. The Consortium also focuses on developing curricula to enhance its professional goals, to promote improved campus climates, and to advocate for policy change, program development, and the establishment of campus LGBT offices and centers. The Consortium's website—[www.lgbtcampus.org](http://www.lgbtcampus.org)—offers valuable information relating specifically to higher education.

**Recruitment, Retention, and Numbers of LGBT Students Unknown:** Minimal data are currently available as to the number of LGBT students on college campuses. Several reasons exist to explain this fact (Eyermann & Sanlo, 2001). First, some surveys regarding sexual behavior rely on people to self-disclose same-sex interactions, thoughts, or feelings. It is unlikely that people will answer such questions honestly or at all if they do not explicitly trust the anonymity of the process. Second, some surveys rely on people to identify themselves through labels such as homosexual, lesbian, gay, or bisexual. While some LGBT people may use these labels, many others, especially LGBT people of color, may not. Either they have decided to not attach a label to their non-heterosexual identity; or they have not journeyed through the “coming-out” process sufficiently to yet identify with a label; or they use different terminology, all of which are the experiences of LGBT college students. Finally, while some people may have strong feelings of same-sex attraction, it is likely that they remain in heterosexual relationships or become non-sexual and never act on their feelings of such same-sex attraction (Eyermann & Sanlo, 2001).

Consequently, limited empirical data exist to identify numbers of LGBT students. Three factors figure into college data-gathering. First, while surveys may elicit opinions about homosexual

issues, few institutions or national polls ask respondents to identify their sexual orientation. For example, neither the General Social Survey (GSS), which surveys the population at large, nor the Annual Freshman Survey conducted by the Higher Education Research Institute (HERI), elicit sexual orientation demographics.

Second, no college or university has sexual orientation or gender identity boxes on admission forms, and retention studies related to LGBT students have not yet been conducted. Therefore, when administrators wish to ascertain the number of LGBT students on campuses, there are few, if any, data bases available to provide such information. Consequently, they find themselves resorting to asking an openly gay student or staff member or simply projecting numbers from LGBT college chat rooms.

Third, student survey respondents may not use the labels used by researchers. Of the few campuses that do ask about sexual identity on campus surveys, most use the traditional terms previously noted. These labels may be offensive to some or too graphic a description for others, depending upon the stage of sexual awareness and development. Either of these opinions may prompt LGB students to falsely answer or to ignore such questions, and few surveys and campuses even consider transgender students in any context.

**Violence:** Like racism, sexism, and other ideologies of oppression, heterosexism—that only heterosexuality is normal—is manifested in social customs, institutions, and in attitudes and behaviors of individuals. Preserved through the routine operation of institutions, the maintenance of heterosexism is possible because it is in keeping with prevalent social norms. Higher education contributes to the maintenance of institutionalized heterosexism as evidenced by hate crimes directed toward LGBT students, faculty, and staff members (Evans & Rankin, 1998). Given that heterosexism's values underlie higher education, the work involved in proactively addressing violence against LGBT individuals and building communities that are inclusive and welcoming of LGBT persons is both controversial and demanding.

Schuh (1998) noted that campuses are “no longer safe havens for students, faculty, or staff. Violence is a community and societal problem that has found its way into institutions of higher education” (p. 347). Institutions must make concerted efforts to create campus climates where every student is safe and every faculty and staff member is secure in knowing that there will never be another incident such as the one involving Matthew Shepard at the University of Wyoming.

**Services:** Nearly 100 higher education institutions currently have full-time professionally staffed offices or centers that provide services for and about LGBT students, faculty, and staff (National Consortium website, accessed 2006). Some such services include information and referral; advocacy; support/discussion groups; LGBT student organization advising; safe zones and ally projects; leadership programs; peer counseling; and Lavender Graduation celebrations (Sanlo, 2000). Some campuses have LGBT offices staffed by part-time graduate students, and some campuses with no actual LGBT office or center employ a person who is responsible for providing services to LGBT students (Sanlo, Rankin, & Schoenberg, 2002).

## References, Reading, and Resources

- Evans, N., & Rankin, S. (1998). Heterosexism and Campus Violence: Assessment and Intervention Strategies. In A. M. Hoffman, J. H., Schuh, & R. H. Fenske, (1998). Violence on campus: Defining the problems, strategies for action. Gaithersburg, MD: Aspen. pp. 169-186.
- Eyermann, T., & Sanlo, R. (2002). Documenting Their Existence: Lesbian, Gay, and Bisexual Students in the Residence Halls In R. Sanlo, S. Rankin, & R. Schoenberg. *Our place on campus: Lesbian, gay, bisexual, and transgender services and programs in higher education* (pp.33-40). Westport, CT: Greenwood.
- Hooker, E. (1963). Male homosexuality. In N. L. Farberow (Ed.), Taboo topics. (pp. 44-55). New York: Atherton.
- Marcus, E. (1993). Making history: The struggle for gay and lesbian equal rights, 1945-1990: An oral history. NY: HarperPerennial.
- Sanlo, R. (2000, Spring). The LGBT Campus Resource Center Director: The New Profession in Student Affairs. Washington, DC: NASPA Journal, 37(3). 485-495.
- Sanlo, R. (Ed.) (1998). Working with lesbian, gay, bisexual, and transgender college students: A handbook for faculty and administrators. Westport, CT: Greenwood.
- Sanlo, R. (1999). Unheard voices: The effects of silence on lesbian and gay educators. Westport, CT: G Bergin & Garvey.

Sanlo, R., Rankin, S., & Schoenberg, R. (2002). *Our place on campus: Lesbian, gay, bisexual, and transgender services and programs in higher education*. Westport, CT: Greenwood.

Schuh, J. (1998). Conclusion. In A. M. Hoffman, J. H., Schuh, & R. H. Fenske, (1998). Violence on campus: Defining the problems, strategies for action. Gaithersburg, MD: Aspen. p. 347.

Contributor: Ronni Sanlo, University of California at Los Angeles

# **CAS**

## **Lesbian, Gay, Bisexual, Transgender Programs and Services Self-Assessment Guide (SAG)**

### **Introduction and Instructions**

#### **I Purpose and Organization of the Guide**

This *Self-Assessment Guide (SAG)* translates the *CAS Lesbian, Gay, Bisexual, Transgender Programs and Services Standards and Guidelines* into a format enabling self-assessment. Educators can use this *Guide* to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and agency leaders a tool to assess programs and services using current generally accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I Purpose and Organization, II Self-Assessment Process, III Rating Examples, and IV Formulating an Action Plan. The introduction is followed by the *Self-Assessment Worksheet*, which presents the *CAS Lesbian, Gay, Bisexual, Transgender Programs and Services Standards and Guidelines* and incorporates a series of criterion measures for rating purposes.

**SAG Worksheet Format.** CAS standards and guidelines are organized into thirteen components.

- Part 1. Mission
- Part 2. Program
- Part 3. Leadership
- Part 4. Organization and Management
- Part 5. Human Resources
- Part 6. Financial Resources
- Part 7. Facilities, Technology, and Equipment
- Part 8. Legal Responsibilities
- Part 9. Equity and Access
- Part 10. Campus and External Relations
- Part 11. Diversity
- Part 12. Ethics
- Part 13. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) facilitates an initial assessment of the program.

#### **II Self-Assessment Process**

CAS self-assessment procedures involve several steps, including:

- A. Establishing the self-study process and review team
- B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
- C. Compiling and reviewing documentary evidence
- D. Judging performance
- E. Completing the assessment process

##### **Step A: Establish and Prepare the Self-Assessment Review Team**

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, and 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.

As a group, the review team should examine the standards carefully before implementing the study. 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. 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.

### **Step B: Understanding the CAS Standards and Guidelines**

CAS *Standards* represent best practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. 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 published in *The CAS Book of Professional Standards for Higher Education 2006* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in slightly smaller, light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

In this SAG, the CAS Standards and Guidelines, presented in boxed text format, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. For each of the 13 component parts, there is a series of numbered criterion measures that team members may rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

### **Step C: Compile 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 routinely to collect and file relevant data that can be used to document program effectiveness over time.

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, organization 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

Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

#### **Step D: Judging Performance**

Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures, provided in the *Work Form* section of the SAG, are designed to use a 4-point rating scale. In addition to the numerical rating options, *Not Rated* (NR) and *Not Done* (ND) 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**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
----------------	--------------	--------------------	---------------	----------------	-----------------

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, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The NR response can be used when relevant data are unavailable to support a judgment. When either the ND or the NR ratings are used, an explanatory note should be entered. NR items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other gauges, into the rating procedures before the self-assessment process begins. Such practice is encouraged and space is provided to incorporate additional criterion measure *yardsticks* for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

#### **Step E: Completing the Assessment Process**

A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, self-assessment team and functional area staff members individually should rate each criterion measure using separate copies of the *CAS Self-Assessment Guide*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

When the individual ratings have been reviewed and translated into a collective rating, the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable 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 concerned 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.

### **III Rating Examples**

#### **Rating Standard Criterion Measures**

All CAS Standards, printed in **bold type**, are viewed as being essential to a sound and relevant student support program and include the verbs “**must**” or “**shall**.” Likewise, many standard statements incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single standard statement may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a specific standard statement, but facilitates accomplishing

a more precise assessment. Using a “Program” standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement:

## **Part 2: Program**

**Programs must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>Criterion Measures</b>					<b>Rating Scale</b>
2.1 The program promotes student learning and development that is purposeful and holistic					ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose					ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes					ND 1 2 3 4 NR

### ***Using Guidelines to Make Judgments about the Program***

The CAS Standards are often accompanied by guidelines. Because many guidelines can provide additional evidence of good practice, program leaders may wish to include selected 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 as being in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following “Human Resources” program guidelines rating example illustrates the process.

## **Part 5. Human Resources**

**The program must employ qualified professional, technical, and support staff members who have the ability to provide well-maintained facilities, services, and programs that are responsive to student development goals, student input, and student participation inherent in its mission.**

Desirable qualities of staff members should include: (a) knowledge of and ability to use management and leadership principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding the program’s mission; (f) commitment to institutional mission; and (g) understanding of and ability to apply student development and learning theories.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>Criterion Measures</b>					<b>Rating Scale</b>
Guideline 5: Staff members possess knowledge and skills to:					ND 1 2 3 4 NR
5a manage volunteers					ND 1 2 3 4 NR
5b train volunteers					ND 1 2 3 4 NR
5c evaluate volunteers					ND 1 2 3 4 NR
5d apply student development theory					ND 1 2 3 4 NR
5e apply learning theories					ND 1 2 3 4 NR

Not all programs under review will incorporate guidelines to be rated as part of its self-study. 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.

## **IV Formulating an Action Plan**

Typically, the assessment process will identify discrepancies between the program and the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document that (1) explains the mission, purpose, and philosophy of the program; (2) reviews available data; and (3) recommends specific plans for action needs to be prepared. Following is an outline of recommended steps for establishing a comprehensive

plan of action using the CAS self-assessment worksheets. Space is provided in the SAG for recording relevant information.

**Step 1. Answer Overview Questions (In the Instrument)**

- a. Respond, in writing in the space provided, to the *Overview Questions* (A., B., C., etc.) that immediately follow the rating section of each of the 13 components.
- b. Use answers to the Overview Questions to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings, and for development of the self-study report.

**Step 2. Identify Areas of Program Strength (Work Form A)**

- a. Identify criterion measure ratings where *excellent* performance or accomplishment (i.e., program exceeds criterion and is viewed as excellent or exemplary) was noted.
- b. Identify criterion measures in which performance was found to be *satisfactory or good* (acceptable practice).

**Step 3. Identify Areas of Program Weakness (Work Form A)**

- a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.
- b. Identify criterion measures viewed as being *Unsatisfactory* by one or more reviewer.

**Step 4. Describe Practices Requiring Follow-up (Work Form A)**

- a. Note criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened.

**Step 5. Summarize Actions Required for the Program to Meet Standards (Work Form B)**

- a. List each criterion measure and/or related practices that the self-study process identified as being "Not Done," "Unsatisfactory," or wherein rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
- b. List *specific actions* identified in the self-study that require implementation
- c. Prioritize the list by importance, need, and achievability of the desired change.

**Step 6. Summarize Program Enhancement Actions (Work Form C)**

- a. List each specific action identified in the self-study that would enhance and strengthen services.
- b. Establish specific priorities for the action plan.

**Step 7. Write Program Action Plan**

- 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 dates by which specific actions are to be completed.
- d. Identify responsible parties to complete the action steps.
- e. Set tentative start-up date for initiating a subsequent self-study.

**CAS**  
**Self-Assessment Guide**  
**Lesbian, Gay, Bisexual, Transgender Programs and Services**  
August 2006

## **Part 1: MISSION**

**Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must incorporate student learning and student development in its mission. LGBT programs and services must enhance overall educational experiences. The programs and services must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. LGBT programs and services must operate as an integral part of the institution's overall mission.**

The scope and nature of the programs and services should be shaped by the mission of the institution.

**The mission of LGBT programs and services must promote academic and personal growth and development of LGBT students, assure unrestricted access to and full involvement in all aspects of the institution, and serve as a catalyst for the creation of a campus environment free from prejudice, bigotry, harassment and violence and hospitable for all students.**

**To accomplish this mission, the goals of the program 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 to the extent that resources permit.**

To respond to the presence of LGBT students, some institutions create a separate unit. When this is the case, standards outlined here apply. Whether there is a separate unit for LGBT students or not, institutional units share responsibility for meeting the needs of LGBT students. Coordinated efforts to promote the elimination of prejudicial behaviors should be made by all functional areas.

LGBT programs and services should not be the only organized agency to meet the needs of LGBT students. All institutional units share responsibility for meeting the needs of LGBT students in their areas of responsibility. Coordinated efforts to promote the elimination of prejudicial behaviors should be made at every institution by all functional areas.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 1. MISSION (Criterion Measures)</b>					<b>Rating Scale</b>
1.1 A program mission and goals statement is in place and is reviewed periodically.					ND 1 2 3 4 NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.					ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.					ND 1 2 3 4 NR
1.4 The program functions as an integral part of the host institution's overall mission.					ND 1 2 3 4 NR
1.5 The goals of the program are based on the needs of students and campus climate.					ND 1 2 3 4 NR
1.6 The program serves as a catalyst for the creation of campus environment free					ND 1 2 3 4 NR

<p>from prejudice.</p> <p>1.7 The program promotes academic and personal growth and development of LGBT students.</p>	ND 1 2 3 4 NR
---	---------------

#### Part 1: Mission Overview Questions

A. What is the program mission?

B. How does the mission embrace student learning and development?

C. In what ways does the program mission complement the mission of the institution?

#### Part 2: PROGRAM

**The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.**

**Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.**

**LGBT programs and services must provide evidence of its impact on the achievement of student learning and development outcomes.**

The table below offers examples of evidence of achievement of student learning and development.

Relevant, Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
<b>Intellectual Growth</b>	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
<b>Effective Communication</b>	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
<b>Enhanced Self-Esteem</b>	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others

<b>Realistic Self-Appraisal</b>	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
<b>Clarified Values</b>	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
<b>Career choices</b>	Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
<b>Leadership Development</b>	Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
<b>Healthy Behavior</b>	Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community
<b>Meaningful Interpersonal Relationships</b>	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
<b>Independence</b>	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
<b>Collaboration</b>	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
<b>Social Responsibility</b>	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
<b>Satisfying and Productive Lifestyle</b>	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives
<b>Appreciating Diversity</b>	Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society
<b>Spiritual Awareness</b>	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
<b>Personal and Educational Goals</b>	Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and

	educational goals to guide decisions; Understands the effect of one's personal and educational goals on others
--	--

**LGBT programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.**

**LGBT programs and services must:**

- advocate for the creation of a campus climate that is free from harassment and violence
- identify environmental conditions that negatively influence student welfare
- advocate for solutions to be enacted that neutralize such condition
- work to create policies and procedures within the institution that promote and maintain a hospitable climate

**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, and employment opportunities on campus.

**LGBT programs and services must promote institutional understanding for the concerns of LGBT students, faculty, and staff; educating other campus programs and services to be responsive to the unique concerns of LGBT students. These programs and services must include:**

1. individual and group psychological counseling such as:
  - 1a. coming out support
  - 1b. services for victims and perpetrators of homophobia
  - 1c. services to address family issues
  - 1d. services to address same sex dating issues
  - 1e. services to address same sex domestic violence
  - 1f. support for victims and perpetrators of hate crimes
2. health services such as:
  - 2a. health forms with inclusive language
  - 2b. LGBT health issues brochures
  - 2c. safer sex information for same sex couples
3. career services such as:
  - 3a. resume development
  - 3b. information on LGBT friendly employers
  - 3c. employer mentoring programs for LGBT students
  - 3d. information on LGBT issues in the workplace
4. academic advising such as the support of students' educational choices

**LGBT programs and services must provide educational opportunities that include:**

- examination of the intersection of sexual orientation with race, class, gender, disability, and age
- promotion of self awareness, self-esteem, and self-confidence
- promotion of leadership experiences
- identification of and networking with role models and mentors
- support of students and their families in achieving academic success

**LGBT programs and services must educate the campus community when decisions or**

**policies may affect the achievement of 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 may:

- encourage awareness of off campus networks and other support systems for LGBT students including affiliation with state and national organizations
- improve campus awareness of the complex identity issues inherent in the lives of LGBT students
- publicize the accomplishments of LBGT students, faculty, and staff
- 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.

The LGBT programs and services should maintain or have ready access to resources regarding LGBT issues.

**LGBT programs and services must address the needs of all LGBT students regardless of their ethnicity, race, gender, religion, age, socioeconomic status, disability, 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 advocate for the human rights of LGBT persons.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 2. PROGRAM (Criterion Measures)</b>					<b>Rating Scale</b>
2.1The program promotes student learning and development that is purposeful and holistic.					ND 1 2 3 4 NR
2.2The program has identified student learning and development outcomes that are relevant to its purpose.					ND 1 2 3 4 NR
2.3The program provides students with opportunities designed to encourage achievement of the identified outcomes.					ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked					
<i>List student learning and/or developmental outcomes in spaces provided</i>					
2.4.1 <input type="checkbox"/> Intellectual Growth					ND 1 2 3 4 NR
<hr/>					
<hr/>					
2.4.2 <input type="checkbox"/> Effective Communication					ND 1 2 3 4 NR
<hr/>					
<hr/>					
2.4.3 <input type="checkbox"/> Enhanced Self-Esteem					ND 1 2 3 4 NR
<hr/>					
<hr/>					
2.4.4 <input type="checkbox"/> Realistic Self-Appraisal					ND 1 2 3 4 NR
<hr/>					

2.4.5 <input type="checkbox"/> Clarified Values	ND	1 2 3 4 NR
2.4.6 <input type="checkbox"/> Career Choices	ND	1 2 3 4 NR
2.4.7 <input type="checkbox"/> Leadership Development	ND	1 2 3 4 NR
2.4.8 <input type="checkbox"/> Healthy Behavior	ND	1 2 3 4 NR
2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships	ND	1 2 3 4 NR
2.4.10 <input type="checkbox"/> Independence	ND	1 2 3 4 NR
2.4.11 <input type="checkbox"/> Collaboration	ND	1 2 3 4 NR
2.4.12 <input type="checkbox"/> Social Responsibility	ND	1 2 3 4 NR
2.4.13 <input type="checkbox"/> Satisfying and Productive Lifestyle	ND	1 2 3 4 NR
2.4.14 <input type="checkbox"/> Appreciate Diversity	ND	1 2 3 4 NR
2.4.15 <input type="checkbox"/> Spiritual Awareness	ND	1 2 3 4 NR
2.4.16 <input type="checkbox"/> Personal and Educational Goals	ND	1 2 3 4 NR
2.5 Program offerings are intentional, coherent and based on theories of learning and human development	ND	1 2 3 4 NR

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.	ND 1 2 3 4 NR
2.7 The program: 2.7a advocates for a campus climate that is free from harassment and violence 2.7b identifies conditions that negatively influence student welfare 2.7c advocate for solutions that neutralize negative environmental conditions 2.7d works to create policies and procedures that would maintain a hospitable climate	ND 1 2 3 4 NR ND 1 2 3 4 NR ND 1 2 3 4 NR ND 1 2 3 4 NR
2.8 The program educates other campus programs and services to be responsive to the unique concerns of LGBT students, and at a minimum, those would include: 2.8a individual and group psychological counseling 2.8b health services 2.8c career services 2.8d academic advising	ND 1 2 3 4 NR ND 1 2 3 4 NR ND 1 2 3 4 NR ND 1 2 3 4 NR
2.9 Educational programming would: 2.9a examine the intersection of sexual orientation, race, class, gender, disability, and age 2.9b promote self awareness, self-esteem, and self-confidence 2.9c identify role models and mentors 2.9d support students and their families in achieving academic success	ND 1 2 3 4 NR ND 1 2 3 4 NR ND 1 2 3 4 NR ND 1 2 3 4 NR
2.10 The program would: 2.10a work to educate the campus community 2.10b publicize events and services 2.10c sponsor events that meets student needs	ND 1 2 3 4 NR ND 1 2 3 4 NR ND 1 2 3 4 NR
2.11 The program would plan for and recognize the diversity among the LGBT population.	ND 1 2 3 4 NR

## Part 2: Program Overview Questions

A. What are the primary elements of the program?

B. What evidence exists that confirms the program contributes to student learning and development?

C. What evidence is available to confirm program goals' achievement?

## Part 3: LEADERSHIP

**Effective and ethical leadership is essential to the success of all organizations.**  
Institutions must appoint, position, and empower Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for LGBT program and services leaders and fairly assess their performance.

**Leaders of LGBT programs and services must exercise authority over resources for which they are responsible to achieve their respective missions.**

**LGBT programs and services leaders must:**

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

**LGBT programs and services leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.**

**LGBT programs and services leaders must promote campus environments that result in multiple opportunities for student learning and development.**

**LGBT programs and services leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 3. LEADERSHIP (Criterion Measures)</b>					<b>Rating Scales</b>
3.1 The host institution has selected, positioned, and empowered a program leader.					ND 1 2 3 4 NR
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.					ND 1 2 3 4 NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.					ND 1 2 3 4 NR
3.4 Clearly defined leader accountability expectations are in place.					ND 1 2 3 4 NR
3.5 Leader performance is fairly assessed on a regular basis.					ND 1 2 3 4 NR

3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR
3.7 The program leader: 3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served	ND 1 2 3 4 NR
3.7b prescribes and practices appropriate ethical behavior	ND 1 2 3 4 NR
3.7c recruits, selects, supervises, instructs, and coordinates staff members	ND 1 2 3 4 NR
3.7d manages fiscal, physical, and human resources effectively	ND 1 2 3 4 NR
3.7e applies effective practices to educational and administrative processes	ND 1 2 3 4 NR
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND 1 2 3 4 NR
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR

### Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

C. How are program leaders accountable for their performance?

D. What leadership practices best describe program leaders?

### Part 4: ORGANIZATION and MANAGEMENT

**Guided by an overarching intent to ensure student learning and development, Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.**

**Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. LGBT programs and services must provide channels within the organization for regular review of administrative policies and procedures.**

LGBT programs and services should 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. The organization should be administered in a manner that permits the stated mission to be fulfilled. LGBT programs and services should 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).

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</b>					<b>Rating Scale</b>
4.1 The program is structured purposefully and managed effectively.					ND 1 2 3 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.					ND 1 2 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.					ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.					ND 1 2 3 4 NR

#### **Part 4: Organization and Management Overview Questions**

A. What are the institutional organizational structures that define, enable, or restrain the program?

B. What protocols or processes are in place to insure effective management of the program?

#### **Part 5: HUMAN RESOURCES**

**Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. LGBT programs and services must strive to improve the professional competence and skills of all personnel it employs.**

Program leaders should 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. Specific course work in organizational development, counseling, group dynamics, leadership development, human development, LGBT studies, multicultural education, women's studies, higher education, and research and assessment may be desirable.

**LGBT program and services professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.**

In addition to providing services, staff members should be provided time for advising and reporting, updating institutional information, research, faculty and staff contacts, staff meetings, training, supervision, personal and professional development, and consultation. Similarly, teaching, administration,

research, and other responsibilities should be identified as relevant staff functions.

Staff members should have a combination of graduate course work, formal training (including gay/lesbian/bisexual/ transgender issues), and supervised experience.

**Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.**

**Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.**

Student staff members should be provided with clear and precise job descriptions, pre-service training, and on-going staff development.

**LGBT program and services must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.**

Support staff should have a thorough knowledge of the institution and be able to perform office and administrative functions, including reception, information giving, problem identification, and referral.

Special emphasis should be placed on skills in the areas of public relations, information dissemination, problem identification, and referral.

**All LGBT program and services staff members must be responsive to and knowledgeable about LGBT issues.**

**Salary levels and fringe benefits for all LGBT program and services staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.**

**LGBT program and services must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.**

**LGBT program and services must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.**

**LGBT program and services must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.**

Staff development is an essential activity. Additional credit courses, seminars, access to current research are examples of professional development activities that could be made available. 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.

**LGBT program and services staff members must ensure that the confidentiality of students' sexual orientation and gender identity are protected when appropriate.**

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

**LGBT program and services staff must be comfortable and interested in working with gay, lesbian, bisexual and transgender students.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 5. HUMAN RESOURCES (Criterion Measures)</b>					<b>Rating Scale</b>
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.					ND 1 2 3 4 NR
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.					ND 1 2 3 4 NR
5.3 The program strives to improve the professional competence and skills of all staff members.					ND 1 2 3 4 NR
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.					ND 1 2 3 4 NR
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.					ND 1 2 3 4 NR
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.					ND 1 2 3 4 NR
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.					ND 1 2 3 4 NR
5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.					ND 1 2 3 4 NR
5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.					ND 1 2 3 4 NR
5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.					ND 1 2 3 4 NR
5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.					ND 1 2 3 4 NR
5.12 A diverse program staff is in place that provides readily identifiable role models for students.					ND 1 2 3 4 NR
5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.					ND 1 2 3 4 NR

5.14 The program has a system for regular staff evaluation.	ND 1 2 3 4 NR
5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR
5.16 Staff are knowledgeable about LGBT issues.	ND 1 2 3 4 NR
5.17 Staff ensure that confidentiality of students' sexual orientation are protected.	ND 1 2 3 4 NR
5.18 Staff are interested and comfortable in working with gay, lesbian, bisexual and transgender students.	ND 1 2 3 4 NR
5.19 The level of services are reviewed regularly with regard to demands.	ND 1 2 3 4 NR

#### Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

B. In what ways are staff members' qualifications insured and their performance judged?

C. In what ways does the program train, supervise, and evaluate staff members?

#### Part 6: FINANCIAL RESOURCES

**Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Service must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.**

**LGBT programs and services must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

Funding for LGBT programs and devices may come from a composite of institutional funds, grant money, student government funds, and government contracts.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
----------------	--------------	--------------------	---------------	----------------	-----------------

PART 6. FINANCIAL RESOURCES <i>(Criterion Measures)</i>	Rating Scale
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR

#### Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

## Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

**Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide 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 it should provide confidential individual and group meeting space.

LGBT programs and services should have access to resources for research including access to private computer space.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)</b>					<b>Rating Scale</b>
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.					ND 1 2 3 4 NR
7.2 Program facilities, technology, and equipment are evaluated regularly.					ND 1 2 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.					ND 1 2 3 4 NR

### Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

## Part 8: LEGAL RESPONSIBILITIES

**Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of LGBT programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.**

**LGBT programs and services staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.**

**The institution must provide access to legal advice for LGBT programs and services staff members as needed to carry out assigned responsibilities.**

**The institution must inform LGBT programs and services staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)</b>					<b>Rating Scale</b>
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.					ND 1 2 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.					ND 1 2 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.					ND 1 2 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.					ND 1 2 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.					ND 1 2 3 4 NR
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.					ND 1 2 3 4 NR

#### **Part 8: Legal Responsibilities Overview Questions**

A. What are the crucial legal issues faced by the program?

B. How are staff members instructed, advised, or assisted with legal concerns?

#### **Part 9: EQUITY and ACCESS**

**Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. LGBT programs and services must adhere to the spirit and intent of equal opportunity laws.**

**LGBT programs and services must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.**

**Consistent with their mission and goals, LGBT programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

**As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 9. EQUITY AND ACCESS (Criterion Measures)</b>					<b>Rating Scale</b>
9.1 All programs and services are provided on a fair and equitable basis.					ND 1 2 3 4 NR
9.2 All program facilities and services are accessible to prospective user.					ND 1 2 3 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.					ND 1 2 3 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.					ND 1 2 3 4 NR
9.5 Program policies and practices do not discriminate against any potential users.					ND 1 2 3 4 NR
9.6 The program acts to remedy imbalances in student participation and staffing.					ND 1 2 3 4 NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.					ND 1 2 3 4 NR

### Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

---

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

---

### Part 10: CAMPUS and EXTERNAL RELATIONS

**The LGBT Programs and Services must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.**

The success of the LGBT programs and services is dependent on the maintenance of good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies.

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

LGBT programs and services should establish relationships with a wide range of student groups (e.g., LGBT student association, student government association, fraternities and sororities) to promote visibility and to serve as a resource.

LGBT programs and services should foster relationships with academic units (especially in LGBT studies, ethnic studies, women's studies, higher education, and college student personnel) and with campus professionals (e.g. student activities, athletics, commuter affairs, and residential life.) Staff should be an integral part of appropriate campus networks to effectively participate in the establishment of institution-

wide policy and practices, and to collaborate with other staff and faculty in providing services.

LGBT programs and services should establish effective relations with institutional legal counsel and legal staff of relevant professional organizations in order to effectively respond to pertinent legal issues and precedents, which underlie the delivery components.

Where adequate LGBT resources are not available on campus, LGBT programs and services should establish and maintain close working relationships with off-campus community LGBT counseling and support agencies.

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.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)</b>					<b>Rating Scale</b>
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.					ND 1 2 3 4 NR

#### **Part 10: Campus and External Relations Overview Questions**

- A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

- B. What evidence confirms effective relationships with program constituents?

#### **Part 11: DIVERSITY**

**Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must nurture environments where commonalities and differences among people are recognized and honored.**

**LGBT programs and services must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. LGBT programs and services must educate and promote respect about commonalities and differences in their historical and cultural contexts.**

**LGBT programs and services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 11. DIVERSITY (Criterion Measures)</b>					<b>Rating Scale</b>
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.					ND 1 2 3 4 NR
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.					ND 1 2 3 4 NR
11.3 The program promotes respect for commonalities and differences in historical					ND 1 2 3 4 NR

and cultural contexts.	11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR
------------------------	---	---------------

### **Part 11: Diversity Overview Questions**

A. In what ways does the program contribute to the nurturing of diversity?

B. How does the program serve the needs of diverse populations?

### **Part 12: ETHICS**

**All persons involved in the delivery of Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must adhere to the highest principles of ethical behavior. LGBT programs and services must develop or adopt and implement appropriate statements of ethical practice. LGBT programs and services must publish these statements and ensure their periodic review by relevant constituencies.**

**LGBT programs and services staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.**

**LGBT programs and services staff members must ensure that the confidentiality of individuals' sexual orientation and gender identity are 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.

**All LGBT programs and services staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.**

**LGBT programs and services staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.**

**LGBT programs and services staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.**

**When handling institutional funds, all LGBT programs and services staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.**

**LGBT programs and services staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**LGBT programs and services staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.**

**LGBT programs and services staff members must maintain the highest principles of ethical behavior in the use of technology.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 12. ETHICS (Criterion Measures)</b>					<b>Rating Scale</b>
12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.					ND 1 2 3 4 NR
12.2 The program has a written statement of ethical practice that is reviewed periodically.					ND 1 2 3 4 NR
12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.					ND 1 2 3 4 NR
12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.					ND 1 2 3 4 NR
12.5 Information judged to be of an emergency nature when an individual's safety or that of others involved is disclose to appropriate authorities.					ND 1 2 3 4 NR
12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.					ND 1 2 3 4 NR
12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.					ND 1 2 3 4 NR
12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.					ND 1 2 3 4 NR
12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.					ND 1 2 3 4 NR
12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.					ND 1 2 3 4 NR
12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.					ND 1 2 3 4 NR
12.12 Staff members practice ethical behavior in the use of technology.					ND 1 2 3 4 NR
12.13 The program ensures that the confidentiality of individuals' sexual orientation and gender identity are protected.					ND 1 2 3 4 NR

## **Part 12: Ethics Overview Questions**

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

B. What is the program's strategy for managing student and staff member confidentiality issues?

C. How are ethical dilemmas and conflicts of interest managed?

D. In what ways are staff members informed and supervised regarding ethical conduct?

## **Part 13: ASSESSMENT and EVALUATION**

**Lesbian, Gay, Bisexual, Transgender (LGBT) Programs and Services must conduct regular assessment and evaluations. LGBT programs and services must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.**

**LGBT programs and services must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.**

**Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.**

**Evaluation of LGBT programs and services facilities, staff, programs, services, and governance must be continuous and implemented within the context of the program's mission.**

Both internal and external on-going evaluations are encouraged as part of a thoughtful plan of continuous evaluation of the LGBT's mission and goals. Periodic reports, statistically valid research, outside reviews, and studies.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
----------------	--------------	--------------------	---------------	----------------	-----------------

PART 13. ASSESSMENT AND EVALUATION (Criterion Measures)	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR

**Part 13: Assessment and Evaluation Overview Questions**

A. What is the grand assessment strategy for the program?

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

C. How are student learning and development outcomes determined to ensure their level of achievement?

**CAS**  
**Lesbian, Gay, Bisexual, Transgender Programs and Services**

**Work Form A**  
**Assessment, Ratings, and Significant Items**

**INSTRUCTIONS:**

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as "excellent" or "unsatisfactory" and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

						<b>Step One</b>	
<b>Part</b>	<b>Items</b>					<b>Excellent</b>	<b>Unsatisfactory</b>
<b>1. Mission</b>	1.1 1.6	1.2 1.7	1.3	1.4	1.5		
<b>2. Program</b>	2.1 2.4.3 2.4.8 2.4.1 3 2.6 2.8a 2.9b 2.10c	2.2 2.4.4 2.4.9 2.4.14 2.7a 2.8b 2.9c 2.11	2.3 2.4.5 2.4.10 2.4.15 2.7b 2.8c 2.9d	2.4.1 2.4.6 2.4.11 2.4.16 2.7c 2.8d 2.10a	2.4.2 2.4.7 2.4.12 2.5 2.7d 2.9a 2.10b		
<b>3. Leadership</b>	3.1 3.6 3.7e	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11		
<b>4. Organization &amp; Management</b>	4.1	4.2	4.3	4.4			
<b>5. Human Resources</b>	5.1 5.6 5.11 5.16	5.2 5.7 5.12 5.17	5.3 5.8 5.13 5.18	5.4 5.9 5.14 5.19	5.5 5.10 5.15		
<b>6. Financial Resources</b>	6.1	6.2	6.3				
<b>7. Facilities, Technology, &amp; Equipment</b>	7.1	7.2	7.3				
<b>8. Legal Responsibilities</b>	8.1 8.6	8.2	8.3	8.4	8.5		

<b>9. Equity and Access</b>	9.1 9.6	9.2 9.7	9.3	9.4	9.5		
<b>10. Campus and External Relations</b>	10.1						
<b>11. Diversity</b>	11.1	11.2	11.3	11.4			
<b>12. Ethics</b>	12.1 12.6 12.11	12.2 12.7 12.12	12.3 12.8 12.3	12.4 12.9	12.5 12.10		
<b>13. Assessment &amp; Evaluation</b>	13.1	13.2	13.3	13.4			

**Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

# **CAS**

## **Work Form B**

### **Follow-Up Actions**

## INSTRUCTIONS:

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 1, Work Form A). In *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

### **Step Three: Describe the current practice that requires change and actions to initiate the change**

**CAS**  
**Lesbian, Gay, Bisexual, Transgender Programs and Services**

**Work Form C**  
**Summary Action Plan**

**Step Four:**

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

**Part 1: Mission**

**Part 2: Program**

**Part 3: Leadership**

**Part 4: Organization and Management**

**Part 5: Human Resources**

**Part 6: Financial Resources**

**Part 7: Facilities, Technology, and Equipment**

**Part 8. Legal Responsibilities**

**Part 9: Equity and Access**

**Part 10: Campus and External Relationships**

**Part 11: Diversity**

**Part 12: Ethics**

**Part 13: Assessment and Evaluation**