• **Visible mentors who are LGBT persons of color**
  o Ensure in hiring that your area of influence is staffed in a manner that reflects the diversity of your student population.
  o Be present. Schedule time to support and participate in a wide-range of events on campus. This may include events focused on various topics, programs implemented by student organizations, various demonstrations, etc. Specifically, attend functions sponsored both by the LGBT community and communities of color.
  o Identify mentors and advisors within your campus community and encourage them to become engaged in the mentoring of LGBT students of color on your campus.
  o Check out the Queer People of Color poster series compiled by the staff at the University of California Riverside at [http://out.ucr.edu/QPOCheroes.pdf](http://out.ucr.edu/QPOCheroes.pdf)

• **Trusted friends, peers, family members, and settings**
  o Demonstrate an equal commitment to anti-racism and to anti-heterosexism
  o Create inter-group discussion opportunities for students to meet peers across campus
  o Ensure whatever physical space you have is open to all students (check signs on desks, titles on bookshelves, magazines on tables, posters on walls - are minority students represented?)
  o Assess and address the non-physical contributions to the environment. What language is being used? What gestures? What assumptions are being made?
  o Work with students from across campus to create a mentor/mentee program for LGBT students of various racial and multi-racial backgrounds.
  o Create a parent’s guide for working through LGBT concerns
  o Create a day or weekend long retreat focusing on various components of multiculturalism including LGBT and racial topics and concerns. Various institutions have taken their own spin on this program, with target populations including: current student leaders, high school seniors, living learning community members, and student organization members.
  o Work with your campus housing or residence life department to create living environments capable of supporting LGBT students of color
  o Create safe-zone training opportunities to educate allies, see for example, [www.safezoneforall.com](http://www.safezoneforall.com)

• **Integrating multiple identities**
  o Ensure forms are inclusive for students of various sexual orientations, gender identities, and races.
  o Encourage students to attend events such as the LGBT Students of Color National Summit, a conference for LGBT students of color that was organized by the United States Student Associate Foundation and took place at the Ohio State University in Columbus Ohio.
• **Community resources**
  o Seek out resources available within reach of the campus community. In some communities this may require lengthy research time and in others it may be as easy as locating the local directory of LGBT services and organizations. Trust that the harder it is for you to compile the resources, the more your students will appreciate your efforts.
  o Build networks with community organizations and individuals and encourage your students to be integral parts of these networks.
  o Create volunteer networks for students - either at LGBT-related venues or among LGBT students at non-LGBT related venues.
  o Think both inside the box (police departments, community centers, etc) and outside the box (businesses, public offices, etc).

• **Campus group for LGBT students of color**
  o A number of higher education institutions have had varying levels of success with different approaches to organizing LGBT groups among students of color. Groups have held many different roles, had various levels of influence, and have organized around differing goals based on the needs of the students at the given institution. A primary key in creating an effective student organization is to give students a large role in creating the organization.

• **Books and articles by LGBT people of color**
  o Do your research to find out what resources are available and work to obtain them for use by students when/where possible.
  o Many resources may be obtained at little or no charge. For example, the Human Rights Campaign makes available Coming Out Guides geared specifically to African-American, Latino/Latina and Asian Pacific American communities and will mail them to you in bulk for free.
  o Be sure you continually gain feedback from the LGBT students of color on your campus when making these purchasing decisions.
  o Help to create or update a course on campus which addresses LGBT persons of color

• **Services for International LGBT students**
  o Work consciously to build relationships with the International Student Services Office and to web that relationship with the Multicultural, LGBT, Housing, and other offices on your campus.
  o See the August and November issues of GLBT Campus Matters: Guidance for Higher Education for articles on “Advising GLBT Students on Oversees Study a Challenging Endeavor,” “Advising Students to Study in a Gay Mecca Overseas, or Not?,” and “Challenges of the International GLBT Student.”
• **Training for staff**
  o Start with educating yourself. What are your unique challenges for growth in understanding and supporting LGBT students of color?
  o Work to understand the unique components of oppression various minority groups are frequently faced with, particularly working to identify any differences between minority groups you are serving.
  o Educate staff and students, using what you have learned, and remembering to continue to learn from them.
  o Take yourself, your staff, and/or a group of students to the annual National Conference on Race and Ethnicity (NCORE) conference. This year’s program, taking place in Chicago from May 30 to June 4, has a Pre-Conference Institute titled “Community Cross-Racial Institute on LGBT Issues in Higher Education”
  o Remember this will be a long-term process.

• **Resource Centers and programming that conveys integrated mission/Intersection of campus resources, joint programming, LGBT speakers of color**
  o Make a conscious effort to collaborate between offices of Student Activities, Multicultural programming, and LGBT resources, etc.
  o Look for LGBT persons of color to talk on subjects other than sexual orientation, gender identity, and race.
  o Make a continual effort to assess and gain student feedback on the array of programming and materials made available to them.
  o At least one university department has hired a student staff specialist whose job focus is to assess department-wide procedures & events to ensure inclusion of LGBT students of color.
  o Many campuses conduct campus-wide programming bridging the topics of race and sexual orientation. For example, the Center for Lesbian and Gay Studies (CLAGS) recently provided seminars entitled “Queers: Revisiting Latin @ American Sexualities” and “White Pervert: Tracing Integration’s Queer Desires in African American Novels of the 1950s.”
  o For a full outline of the standards for the most effective programming and services for LGBT students and students of color reference the Council for the Advancement of Standards in Higher Education (CAS) found at [www.cas.edu](http://www.cas.edu)
  o Be active, not just reactive.

• **Inclusive churches and religious venues**
  o Research the availability of inclusive religious institutions in your area and ensure they are made known to students.
  o Bring in cross-topical speakers. For example, Herndon Davis, the author of “Being Black, Gay and Christian.” Several institutions also host semester-long lecture series, such as the University of Maryland’s series titled “Queering the Spirit, Religion, Race, and Sexualities”
  o Take yourself, your staff and/or your students to the annual National Union of Jewish Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and Questioning Students Conference (NUJLS Conference). The next conference takes place from March 31 to April 2 at Wesleyan University in Middletown, Connecticut.