LGBTQ+ Inclusive Services Readiness Checklist

**Awareness and First Impressions**-- To what extent has our institution created an environment that visually shows it welcomes the LGBTQ++ community?

- ☐ Even if our institution doesn’t currently have students/staff/faculty that openly identify as LGBTQ+, every member of the WFU community still works from the assumption that we have LGBTQ+ students/staff/faculty

- ☐ Our institution’s pamphlets and materials that include pictures of individuals and couples also feature photos of LGBTQ++ older adults, older adults of color, and older adults with a range of abilities

- ☐ Our institution provides materials that include local resources for the LGBTQ+ community. Our institution’s calendar includes LGBTQ+ community events, programs, or organizations.

- ☐ Our institution displays pride flags, local LGBTQ+ organizations’ logos, or other symbols that show solidarity with the LGBTQ+ community

**Inclusive Language and Documentation**-- To what extent does our institution recognize the importance of language in being more inclusive to the LGBTQ+ community?

- ☐ When collecting general demographic information, our institution asks students/staff/faculty about their sexual orientation and gender identity in a respectful and confidential way

- ☐ Administrators at our institution do not assume our staff/faculty/students’ sexual orientation or gender identity. Our forms include a space for staff/faculty/students to write in their gender identity and preferred pronouns.

- ☐ Our administrators never force staff/faculty/students to answer questions about their sexual orientation or gender identity.

- ☐ Our administrators discuss confidentiality with students/staff/faculty and are honest with who does and does not have access to their information.
Our forms have been updated to include options such as “significant other” or “partner” when students/staff/faculty are asked about their relationship status. Our institution has expanded our understanding of familial relationships to include families of choice.

**Institutional Culture, Advocacy, and Community Partnerships**-- To what degree is our institution focused on creating an environment that is welcoming and inclusive to LGBTQ+ students/staff/faculty?

- Our institution has a non-discrimination policy that includes sexual orientation and gender identity as protected identities.

- Our institution’s human resources department is dedicated to protecting our students/staff/faculty from discrimination of any kind, including discrimination based on sexual orientation and gender identity.

- Our institution has gender-neutral restrooms.

- Our administrators know and use correct pronouns for students/faculty/staff.

- We involve LGBTQ+ experts and community members in the process of creating a more inclusive institution. Our institution recognizes that individuals cannot represent an entire community, but the inclusion of LGBTQ+ stakeholders provides a perspective that is necessary for finding ways to better serve the community.

- In addition to advocating for older adults, our institution also advocates for state and local policies that are beneficial for the LGBTQ+ community. Our institution joins LGBTQ+ organizations for advocacy events.

- Our institution has partnerships with local LGBTQ+ organizations and advocacy groups. Our agency prominently displays our partnerships with LGBTQ+ organizations and community events in our pamphlets, website, and other agency materials.

**Education and Programming**-- Does our institution understand that our knowledge of the needs and identities within the LGBTQ+ community evolves and competency training must be ongoing?

- Our institution participates in cultural competency training for staff on how to address...
the needs of LGBTQ+ people and how to be inclusive to the LGBTQ+ community.

☐ Our institution requires that our administrators participate in (at least) annual cultural competency continuing education programs that address the needs of the LGBTQ+ community.

☐ Our institution has LGBTQ+-specific programming or has modified our current programming to better serve our students/faculty/staff. Our institution’s meeting space is made available to diverse groups within the LGBTQ+ community to hold meetings or events.

☐ Our institution includes LGBTQ+ stakeholders in our efforts to become more inclusive. Our advisory boards, committees, councils, and those involved in creating and implementing programs are representative of the diverse communities we serve.

**Evaluation**-- Does our institution use ongoing evaluation methods to identify strengths and areas of growth regarding the support we provide the LGBTQ+ community?

☐ Our institution utilizes program evaluations for students/faculty/staff who participate in our LGBTQ+ specific or modified programs.

☐ Our institution distributes workforce surveys to administrators to understand how prepared they are to serve our LGBTQ+ students/faculty/staff.

☐ Our institution asks LGBTQ+ community partners and organizations to give us feedback on our ongoing efforts to be more inclusive. Our institution asks LGBTQ+ clients and support networks about the efficacy of our services. Our institution uses data collected from evaluations to identify how effectively we respond to the needs of LGBTQ+ students/faculty/staff.

☐ The data we collect from evaluations is also utilized to create a plan to further our efforts to be more inclusive to the LGBTQ+ community.

**References**