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

Lgbtq inclusive services readiness checklist. (n.d.). Issuu. Retrieved July 27, 2020, from https://issuu.com/ lgbtagingcenter/docs/lgbtq\_inclusive\_services\_readiness\_