

The letter proposes that the questions on gender identity and sexual orientation be optional, so that LGBTQ students who do not identify as such when applying to or first entering college, or will feel uncomfortable disclosing on applications are not compelled to do so. These additional identity questions will provide pivotal data with which to track LGBTQ students applying to, being accepted, and enrolling in their institutions. This data will provide more accurate numbers that will help administrators better understand academic success, retention, and graduation rates of LGBTQ students, and can be used to provide services and resources that will aid in LGBTQ students' success. The letter also highlights the recent clarification of Title IX, and its implications for the protection and equitable policies in place for trans* students. Consortium resources for supporting trans* students, inclusive of suggested practices for admission and enrollment, are available online at:

<https://lgbtcampus.memberclicks.net/assets/consortium%20suggested%20trans%20policy%20recommendations-compressed.pdf>

https://lgbtcampus.memberclicks.net/assets/2015_trans_college_students.pdf

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

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