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A Sociological Evaluation of the Rights Protection System for Sexual Minorities in Mainland Chinese Universities

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Abstract. The rights protection of sexual minority students is an important part of the modernization of higher education governance and inclusive campus culture construction. At present, sexual minority students in mainland Chinese universities are large in number and diverse in identity, but they are faced with uneven campus inclusion, weak support systems, prominent institutional exclusion and insufficient rights protection, which have become important factors restricting student development and campus equity. This paper takes the rights protection system for sexual minority students in mainland universities as the research object and conducts a systematic sociological evaluation. Based on the theoretical framework of institutional sociology, this study comprehensively adopts literature research, empirical data collation, institutional text analysis and policy evaluation methods to conduct an empirical review and theoretical analysis on the current situation of rights protection, institutional defects and social consequences in universities. The results show that universities generally have problems such as inadequate institutional supply, ineffective implementation and lack of procedural justice. Most colleges and universities only implement symbolic inclusion and do not include sexual orientation and gender identity into the anti-discrimination protection system, leading to the risk of discrimination, psychological pressure and development dilemmas for the group. Accordingly, formal protection systems should be improved, special services strengthened, privacy protection and anonymous rights protection mechanisms improved, and third-party monitoring introduced to promote the shift from formal inclusion to substantive inclusion on campus, and effectively protect the equal right to education and personal dignity of sexual minority students.

Keywords: sexual minorities, university rights protection, institutional exclusion, symbolic inclusion, institutional sociology.

1. Introduction

Currently, sexual minorities in mainland Chinese universities are characterized by significant diversity, diverse identities, low openness, uneven inclusion, and weak support systems.

The proportion of non-heterosexuals in mainland Chinese universities is approximately 12% to 29%, with a relatively high rate of bisexuality. Gender identity transcends the binary framework, and

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although the proportion of transgender people is low, they do exist in reality. Lesbian women tend to score higher, mostly in terms of psychological and emotional tendencies; men are more likely to have same-sex sexual behavior and have a clearer sense of identity. The coming-out rate of non-heterosexual students is low. Over 30% have never come out to anyone. Most only disclose their sexual orientation to close friends, while very few do so to their families or the public. The pressure of keeping their identities hidden is significant [1].

The campus as a whole is relatively inclusive toward the lesbian, gay, bisexual, transgender, queer or questioning, and other sexual minorities (LGBTQ+) community, but there are still some students who hold an unaccepting attitude. There are phenomena such as sympathy and estrangement, counseling, and even breaking off relationships. University sex education often remains at the physiological level, lacking comprehensive education that is inclusive and considers diverse gender and sexual orientations. There is insufficient professional psychological support and a friendly environment. As a result, sexual minority students are prone to experiencing identity anxiety, discrimination pressure, and mental health risks.

Universities are the microcosm of society. The institutional design, cultural atmosphere, and management logic of universities not only shape the power relations and group interaction patterns within the campus, but also have a fundamental guiding effect on the mental health, identity recognition, and development paths of minority groups within the campus.

Sexual minorities, as an indispensable student group on campus, have living conditions and rights protection situations that have become important indicators for evaluating the modernization of university governance and the inclusiveness of campus culture.

From the current situation of sexual minorities, with the openness of social concepts, the self-identity of sexual minorities in universities has gradually become clearer, and the visibility of the group has continuously increased. However, the corresponding rights protection system has lagged behind. Compared with other students, sexual minority students tend to suffer more bullying, infringement, and sexual harassment on campus. An unfriendly campus environment negatively affects the mental health and academic performance of sexual minority students, exposing them to greater health risks. Frequent campus bullying also imposes adverse effects on perpetrators. By contrast, a friendly and inclusive campus environment can create a positive growth atmosphere for sexual minority students and greatly reduce campus bullying as well as the health risks faced by this group [2, 3].

The core cause of this situation lies in the systematic flaws of the existing rights protection system in universities. At present, the vast majority of universities in the mainland region have not established specific mechanisms for safeguarding the rights and interests of minority groups. The existing student management, mental health services, anti-bullying, complaint, and rights protection systems are all designed with the heterosexual majority group as the core, completely ignoring the special rights and needs of sexual minorities. The absence, ambiguity, and inaction at the institutional level have placed sexual minorities in a systemically marginalized position on campus. Their basic rights, such as the right to equal education, the right to mental health protection, and the right to personal dignity, have been unable to be effectively safeguarded. This further leads to a series of social problems in campus life and individual development difficulties. This institutional defect not only violates the core principle of educational equity, but is also contrary to the values of modern society, which advocate diversity, inclusiveness, and equal human rights. It urgently needs to be systematically examined and optimized from a sociological perspective.

The core research object of this article is the rights protection system for sexual minorities in universities in the mainland region. Specifically, it refers to a series of formal regulations,

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management norms, service mechanisms, and cultural guidance measures that universities formulate and implement to safeguard the basic rights of students and create a harmonious campus environment. From the current situation of psychological counseling services, although most universities in the mainland have established psychological centers and counseling services, specialized counseling services targeting minority groups are almost completely absent. Although most mainland Chinese universities operate campus counseling services, targeted psychological support for sexual minority students is nearly non-existent, with few counselors having the knowledge or experience to provide appropriate care [4]. Meanwhile, the process design and file management of psychological counseling services in universities have not adequately considered the privacy protection needs of these groups. The confidentiality of counseling records and the privacy of counseling scenarios cannot be guaranteed. Due to the lack of strict privacy protection systems for sexual minorities in universities, there is a very high risk of leakage of identity information, sexual orientation information, and psychological demands during counseling. Once the information is leaked, students may face discrimination, isolation, and differential treatment from classmates, teachers, and even school administrators. Many LGBTQ+ college students avoid seeking psychological support from official school services due to stigma, discrimination, and unsupportive campus environments, leading them to rely on informal support or self-concealment [4]. This situation of having nowhere to turn caused by institutional flaws fully exposes the exclusivity and inappropriateness of the current university rights protection system toward sexual minorities.

2. Institutionalism and stress perception

2.1. Core connotation of institutional sociology

Structuralist sociology holds that institutions, as the rules and norms governing social operation, not only exert explicit constraints but also shape group cognition and behavior through implicit mechanisms. The institutional choices and behavioral orientations of an organization will create a corresponding institutional atmosphere, which will have inclusive or exclusive effects on different groups. In universities, the institutional inaction of the management is not merely a lack of management; rather, it is a form of implicit institutional exclusion. It excludes sexual minority groups from the campus rights protection system through means such as institutional loopholes, ambiguous rules, and lack of implementation, resulting in institutional discrimination and marginalization.

2.1.1. Current situation of institutional inaction in higher education institutions

At present, the institutional inaction of mainland universities toward LGBTQ+ groups mainly manifests in three aspects. Firstly, there is a lack of institutional provision. In formal regulations such as student management manuals, rights protection regulations, and anti-discrimination policies of universities, sexual orientation and gender identity have not been included in the category of protected identities. There is no clear prohibition of discrimination and bullying based on the identity of sexual minorities, and there are also no specific provisions for rights protection. Secondly, the implementation of the system has become weakened. Although some universities have mentioned diversity and inclusiveness in macro policies, they have not formulated specific implementation details or measures. The relevant policies merely remain at the textual level. When faced with discrimination and bullying incidents suffered by sexual minorities, school management often adopts an attitude of not accepting, not intervening, and not handling. This kind of institutional

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inaction is not an isolated phenomenon in individual universities, but a common problem that exists universally among universities in the mainland region. Most university faculty and students perceive the campus climate as homophobic. LGBTQ+ students perceive a lower-quality campus climate than non-LGBTQ+ students, and students with uncertain sexual orientation experience the worst campus atmosphere. At present, most schools lack resources to address campus violence and bullying. The awareness, characterization, and response capacity of teachers and staff regarding campus violence and bullying have a significant impact on the occurrence and resolution of such issues [5].

2.1.2. Psychological problems caused by institutional inaction

Structuralist sociology holds that the institutional environment directly influences an individual's psychological perception and emotional state. The long-term institutional inaction in universities has created a repressive and non-inclusive campus institutional atmosphere, causing sexual minority groups to remain in a psychological state of identity oppression, lack of security, and deficiency in a sense of belonging for a long time, which in turn leads to a series of psychological problems. The first issue is identity anxiety. Students in the group tend to fall into a psychological predicament of self-denial and self-doubt, and have difficulty accepting their sexual orientation and gender identity. The next issue involves psychological states of fear and anxiety. The group is constantly worried about being discriminated against, bullied, or having their rights infringed upon if their identities are exposed. They remain in a state of high psychological alertness for a long time. Finally, affected by the conflict over whether to come out, the group suffers from serious interpersonal barriers. They fear being treated coldly by classmates, resulting in strong feelings of loneliness and stress, and are prone to psychological problems such as depression, with a generally low level of mental health. Meanwhile, they are socially isolated, have little communication with others, and are likely to develop inferiority, which seriously impacts their mental health [6].

2.1.3. Direct consequences resulting from psychological issues

At the individual level, psychological stress and negative emotions reduce learning efficiency and academic performance among undergraduates, and may further lead to academic withdrawal, emotional burnout, and adverse mental health outcomes including depression and suicidal thoughts [7]. At the campus level, psychological distress and social isolation exacerbate group division, undermine the inclusive and harmonious campus culture, and are prone to triggering interpersonal conflicts and campus bullying. At the societal level, institutional discrimination hinders the full realization of the potential of this group. Some outstanding students give up their studies and opportunities for development due to the oppressive environment, resulting in the loss of hidden talents.

3. An analysis and empirical examination of the current status of campus security systems

3.1. The lack and ambiguity of formal institutions

The current formal rights protection systems for specific minority groups in mainland universities generally exhibit the characteristics of being incomplete, ambiguous, and non-targeted. The absence at the institutional level directly leads to extremely low levels of awareness and trust among students regarding official guarantee policies.

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The introduction of targeted policies governing school bullying reflects the nation's growing emphasis on this issue. However, the relevant policies remain inadequate for comprehensive prevention and control. Although they have established a general framework for addressing school bullying, the lack of extensive and in-depth research has resulted in insufficient practical guidance for implementation. Furthermore, these policies lack a gender perspective, leaving victims of gender-based bullying in schools without due protection [8]. Some universities, even when they mention diversity and inclusiveness, merely provide a general statement without any specific definitions of rights, division of responsibilities, or implementation procedures. The institutional provisions are unclear and lack practical operability.

Empirical studies have shown that students belonging to sexual minority groups in universities of the Chinese mainland generally have low awareness of the official policies protecting the rights of sexual minorities within the institutions. Prior research pointed out that there is a significant non-supportive environment in universities, which objectively weakens students' perception and trust in the formal system [9]. The relevant survey also found that the majority of LGBTQ+ students stated that they had never been informed about the school's policies for protecting their rights and interests, and were also unsure whether the school had any specific protection system for their own rights and interests. Meanwhile, students have relatively low trust in the official guarantee policies of the school. They generally believe that the current school system is unable to protect their rights, and that even if their rights are infringed upon, seeking help from the school will be of no avail. The absence of formal systems and the ambiguity in their definition have led to the fact that the mechanisms for protecting the rights and interests of specific minority groups in universities have become ineffective, failing to fulfill their core role of safeguarding the legitimate rights and interests of these groups.

3.2. Institutional reflection of cognitive thresholds

The acceptance threshold of university management toward the LGBTQ+ issue is directly manifested through institutional texts, management behaviors, and policy choices on campus, forming a clear institutional reflection. The so-called cognitive threshold refers to the degree of acceptance, attention, and intervention willingness of university management toward issues related to sexual minorities. The higher the threshold, the higher the acceptance rate and the more complete the institutional guarantee; the lower the threshold, the higher the degree of exclusion and the more serious the institutional absence.

At present, the acceptance threshold of the management of mainland universities toward the LGBTQ+ issue is generally at a low level. This low threshold is prominently manifested in every aspect of the institutional design. Firstly, in the process of formulating regulations, the management team, due to its preconceived biases and conservative views on LGBTQ+ issues, regarded these topics as sensitive, negative, and inappropriate for public discussion, and thus deliberately avoided including relevant content in formal regulations. Secondly, in the implementation stage of the system, the management team adhered to the principle of avoidance rather than intervention, and adopted a handling approach of downplaying major incidents and ignoring minor ones, showing a reluctance to actively intervene and take action. Thirdly, in cultural construction, the management refused to carry out activities such as LGBTQ+ equality education and gender diversity promotion, fearing that it would trigger public controversy. They deliberately created a campus atmosphere of ignoring and avoiding issues.

This low cognitive threshold is translated into the institutional level, forming a rejectionary, conservative, and absent institutional system. This makes the university system completely unable to

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meet the rights and interests demands of minority groups, further solidifying the marginalized status of the groups. The low threshold of acceptance toward LGBTQ+ issues by the management of universities in the Chinese mainland is the core subjective factor contributing to the absence of campus rights protection systems.

4. Sociological evaluation: the tug-of-war between procedural justice and substantive effectiveness

4.1. The absence of procedural justice

Procedural justice is the core prerequisite for the effectiveness of the system. For the rights protection system of sexual minorities in universities, procedural justice is mainly manifested in the anonymity, accessibility, and effectiveness of the complaint and protection mechanism. However, the current institutional framework of universities on the Chinese mainland has a fundamental deficiency in terms of procedural justice, which directly leads to the complete failure of the system.

From the perspective of anonymity, the existing student complaint and rights protection mechanisms in universities all require students to provide complete identity information such as their real names, student numbers, and colleges. There are no anonymous complaint or anonymous rights protection channels. If sexual minority groups file complaints due to discrimination or bullying based on their sexual minority status, they will inevitably expose their sexual minority identity and face the risks of privacy leakage and subsequent retaliation. Therefore, they simply dare not seek rights protection through official channels. From the perspective of accessibility, the complaint process for student rights protection in universities is cumbersome and involves multiple complex steps. It requires approval from multiple levels such as the head teacher, the college, and the school management. The threshold for seeking protection is extremely high, and sexual minority students often give up seeking protection due to the complex process and high cost of protection. From the perspective of effectiveness, even if students submit complaint applications, schools often refuse to handle them by citing reasons such as insufficient evidence, personal conflict, or the absence of relevant institutional basis, thus making it impossible to ensure the protection of their rights.

Against the backdrop of widespread societal disapproval of homosexuality in contemporary society, the physical and mental well-being of homosexual college students is insufficiently valued. As a marginalized group, they are more vulnerable to engaging in extreme behaviors, thereby exerting negative impacts on campus order and social stability [10]. The current rights protection system for sexual minorities in mainland universities has completely degenerated into a formalistic institution due to the lack of procedural justice, and thus fails to achieve its core goal of safeguarding the rights of the group.

4.2. Critique of symbolic inclusiveness

At present, some universities on the Chinese mainland, in an attempt to comply with the slogan of diversity and inclusiveness for campus culture construction, ostensibly do not openly oppose issues related to sexual minorities. However, the governance strategy adopted is symbolic inclusion and substantive exclusion, which is specifically manifested as no slogans, no activities, no statements, and no intervention. Taking an attitude of pretending not to see, pretending not to know, and actually not caring toward all incidents related to sexual minorities ultimately achieves the goal of making major issues smaller and minor issues disappear.

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This symbolic inclusiveness is essentially a form of implicit institutional discrimination and institutional indifference. Colleges and universities neither want to bear the public criticism of discriminating against minority groups, nor are they willing to truly invest resources, improve systems, and change management models. Therefore, they choose to avoid LGBTQ+ related issues by adopting a passive non-action approach. Under this strategy, there are no positive promotional activities, equal education, or support programs targeting minority groups on campus. As a result, these groups remain in a state of being neglected and marginalized. In the face of discrimination and bullying incidents suffered by the group, the school deliberately downplayed the handling of these issues, failed to hold the perpetrators accountable, and did not protect the rights of victimized students. As a result, discriminatory behavior went unchecked and the rights of the group were not protected.

Seemingly inclusive policies that lack genuine support are often superficial and tokenistic. Such institutional indifference erodes students' trust, exacerbates identity oppression and psychological distress, and ultimately damages the mental health of sexual minority groups [11].

4.3. Loss of economic and social value

The institutional exclusion and symbolic inclusion of sexual minorities by mainland universities not only infringe upon the individual rights of the group, but also cause significant economic and social value losses.

From the perspective of campus culture, universities have always advocated for diversity in campus culture. However, this diversity has been completely reduced to a mere formality when it comes to issues related to sexual minorities, becoming a facade for meeting inspections and conducting publicity campaigns. The management of universities is influenced by conservative ideas, mistakenly associating the rights and interests of sexual minorities with Western ideology and capital influence. They hold an attitude of exclusion and rejection, refusing to build a truly diverse and inclusive campus culture. As a result, the campus culture lacks humanistic care and an equal core, and cannot achieve true cultural diversity and coexistence.

From the perspective of the social talent pool, there are many outstanding students among the LGBTQ+ community in universities. They possess excellent learning abilities and innovative potential. However, due to institutional discrimination and the oppressive environment on campus, their mental health, academic development, and personal growth have been severely affected. Some students, unable to cope with the pressure on campus, choose to drop out of school, or give up opportunities for further studies or employment in China, instead opting to move to more inclusive overseas environments, resulting in a significant loss of high-quality talents. At the same time, institutional exclusion hinders the full development of the innovative thinking and individual potential of the group, which not only affects the quality of talent cultivation in universities but also leads to hidden losses of human resources in society, going against the core goal of optimizing the allocation of social human resources.

5. Impact analysis: From institutional exclusion to individual psychological cost

5.1. Institutional attribution of psychological issues

The psychological problems of sexual minorities in universities do not stem from their sexual minority status per se, but rather from the systemic indifference and exclusion within the campus system that impose pressure on these minority groups. The psychological pressure faced by sexual

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minorities in universities is mostly caused by deficiencies in the campus system, such as the absence of rights protection systems, the failure of privacy protection systems, the ineffectiveness of the rights protection mechanism, and institutional indifference. The pressure solely stemming from their own identity or family factors accounts for a very low percentage. Such health disparities are produced by excess exposure to social stress faced by sexual minority populations due to their stigmatized social status relative to heterosexual populations [12].

The institutional indifference of universities has left sexual minority groups in a campus environment lacking protection, support, and inclusiveness for a long time. They have continuously endured multiple pressures such as the fear of identity exposure, the risk of discrimination, and the lack of channels for rights protection. This has led to a series of psychological problems such as anxiety, depression, low self-esteem, and social phobia, forming a vicious cycle of institutional exclusion, psychological stress, and psychological trauma.

5.2. Chain reaction of identity suppression

The inadequate protection system for college students' rights has directly led to the forced return of the LGBTQ+ community to the closet, where they deliberately suppress their identities, thereby triggering a series of related social and developmental reactions.

At the level of identity oppression, due to the lack of institutional protection, sexual minority students have to hide their sexual orientation and gender identity to avoid discrimination, bullying, and loss of rights. They deliberately adopt the mainstream heterosexual identity and dare not show their true selves on campus, remaining in a state of dual-life oppression for a long time. This kind of identity oppression not only exacerbates students' self-denial and psychological trauma, but also deprives the group of the opportunity for identity recognition and self-acceptance.

At the level of social isolation, the suppression of identity prevents sexual minority students from integrating into the mainstream campus social circle. Moreover, due to the small group size and the lack of official support, it is difficult for them to form a stable internal social network, thus leading to a severe state of social isolation. Social isolation further deprives students of their social support, intensifying feelings of loneliness and marginalization, forming a chain reaction of identity repression, social isolation, and psychological crisis.

According to the interview, Z was verbally bullied and socially isolated by his classmates due to accidentally revealing his sexual orientation. After seeking help from the college counselor and the school's moral education department, the school refused to handle the matter, citing no relevant regulations and describing it as a minor conflict among classmates. Instead, they advised Z to pay attention to his words and deeds and integrate into the group. Ultimately, Z could not bear the pressure of campus life and had been suppressing himself for a long time, resulting in severe depressive symptoms. As a result, he was forced to take a leave of absence from school.

The institutional inaction of universities leads to the suppression of the identities of sexual minorities, social isolation, and the devastating impact on individual development.

6. Optimization and reconstruction of the institutional pathway

6.1. The combination of universal design and specific interventions

To achieve the substantive protection of the rights of sexual minorities in universities, it is necessary to break the exclusivity and inappropriateness of the existing systems, and establish an equity

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protection system that combines universal protection with specific intervention. This will promote the transformation of campus multiculturalism from symbolic inclusion to substantive inclusion.

Relying on the special working seminar, the school can deliberate and formulate detailed rules for hierarchical and categorized punishments, clearly defining the criteria for identifying discriminatory, bullying, and isolating behaviors targeting specific minority groups and the corresponding levels of disciplinary actions. Relevant violations should be formally incorporated into the management of student disciplinary actions and the assessment of the professional ethics and conduct of faculty and staff. Based on the severity of the behavior, the extent of the negative impact, and the individual's attitude of repentance, students who violate discipline should be given punishments such as warnings, demerits, probation, or even expulsion from school, while teachers who violate norms should face public reprimands, demotions, or even dismissal. At the same time, a complete closed-loop mechanism covering the entire process of reporting and whistleblowing, fact verification, special-topic deliberation, result announcement, and accountability should be established. All punishment decisions should be implemented after being collectively studied and approved at a special seminar, ensuring that the handling process is legal, compliant, fair, and impartial. Simultaneously, a school-level center for the mental health and rights protection of sexual minorities should be established and uniformly managed by the school's mental health education center. Professional psychological counseling staff should be fully equipped. Regular specialized training courses on gender-diverse psychological counseling should be conducted to build a professional service team. An integrated online and offline anonymous consultation service channel should be established, and independent and private consultation rooms should be configured offline. An encrypted consultation portal and exclusive consultation email should be opened online, and the privacy management system of encrypting and archiving consultation materials, keeping them under the exclusive custody of designated personnel, and prohibiting unauthorized access should be strictly implemented. These measures can effectively eliminate students' concerns about seeking help and strengthen the defense line for privacy and security.

In addition, a campus inclusive supervision committee consisting of representatives from teachers and students, professional experts from outside the school, and personnel from non-profit organizations should be established. The committee should regularly conduct investigations into potential problems of discrimination and bullying in schools, assess the implementation of relevant systems and the effectiveness of rights protection services, widely solicit opinions and suggestions from teachers and students, and dynamically optimize and improve various implementation measures for campus inclusiveness construction and rights protection.

Starting from the sexual minority groups, the improvement of universal systems can ensure the bottom line of fairness, and specific interventions can meet the special needs of the groups. This achieves the unity of fairness and targeting in the design of the system, and makes the rights protection system truly cover sexual minority groups.

6.2. Establish a feedback and monitoring mechanism

To ensure the dynamic adaptability and long-term effectiveness of the rights protection system, it is necessary to establish a scientific and comprehensive feedback and third-party monitoring and evaluation mechanism, and promote the continuous optimization of the system.

A feedback mechanism for safeguarding the rights and interests of sexual minority groups on campus should be established. Anonymous suggestion boxes and online feedback platforms should be set up, and regular surveys on the needs of the groups should be conducted to promptly collect students' opinions and demands regarding the operation of the system, service provision, and

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campus environment, forming a closed-loop management system of demand collection, system optimization, and effect feedback. A third-party social science professional evaluation institution should be introduced. Every year, an independent assessment should be conducted of the operation effectiveness, enforcement intensity, campus inclusiveness, and group rights protection level of the university's rights protection system for sexual minorities. The assessment report should be released and incorporated into the university's educational quality assessment system. This will compel universities to fulfill their responsibility for implementing the system. A rapid response mechanism for campus discrimination incidents should be established, clearly defining the handling procedures and timeframes for campus discrimination and bullying cases. An independent rights protection and handling team should be set up to avoid buck-passing and procrastination by internal departments, ensure that the rights of sexual minorities are promptly and fairly handled when they are infringed upon, and strictly protect the privacy of the complaining students to prevent retaliation.

Through the use of third-party evaluation and dynamic feedback mechanisms, the closed nature of internal university management is broken, enabling the rights protection system to continuously evolve in response to group needs and changes in the campus environment, truly achieving substantive effectiveness rather than merely existing in a formal manner.

7. Conclusion

From the viewpoint of institutional sociology, this paper explores and assesses how sexual minority students get their rights protected in domestic universities. It is obvious that such student groups are growing in number and cover various social identities, yet campuses still lack a welcoming atmosphere and reliable supporting measures, and institutional discrimination still exists widely. Quite a number of schools have not set up complete protection rules, and the existing regulations are barely carried out, with unreasonable appeal procedures. Most colleges only claim to accept diverse groups verbally without taking any practical measures. Since few schools add sexual orientation and gender identity into anti-discrimination rules, many relevant students easily face unfair treatment, emotional distress, and social isolation, and they hardly know where to seek help. These troubles not only disturb their mental state and school performance, but also cause the loss of outstanding talents.

To deal with the above problems, this study suggests that schools should carry out general protection policies alongside personalized care, clearly safeguard the legitimate rights of sexual minority students, and optimize privacy management, mental health guidance, confidential appeal channels, and efficient problem-solving procedures. It is also necessary to collect students' opinions and invite outside organizations to conduct regular inspections, so as to turn superficial tolerance into genuine respect and guarantee equal education rights for all students. In the days ahead, as public attitudes become more open and university management becomes more standardized, protecting minority students will become an essential part of campus construction. If schools strictly carry out the improvement methods mentioned in this research, perfect relevant rules, create friendly campus culture, and scholars continue to conduct in-depth local research to enrich relevant theories, campuses will gradually become safe, harmonious, and inclusive places. Every student can gain due respect and equal development chances, and the education system will become fairer and more humane in the end.

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