



LGBTQIA+ Inclusivity Working Group Final Report

John Carroll University

June 2020

Introduction

In an email update to the community on September 26, 2019, Dr. Michael D. Johnson, President of John Carroll University, called for the creation of an LGBTQIA+ Inclusivity working group¹ under the leadership of Dr. Edward Peck, Vice President for University Mission and Identity until the new Vice President for Diversity, Equity, and Inclusion was hired. Dr. Tiffany Galvin Green joined as a co-chair shortly after her arrival in early November 2019.

Dr. Johnson tasked the working group “[T]o examine, discuss, explore, highlight and recommend strategies, initiatives, and programs to create a more robustly diverse and inclusive John Carroll, addressing inclusion of LGBTQIA+ members of our community.”

The following members of the community have given generously of their time, meeting frequently between October 2019 and April 2020 to develop the recommendations enclosed here.

Tiffany Galvin Green, Ph.D. (Office of Diversity, Equity and Inclusion, Co-chair)

Edward Peck, Ph.D. (Office of University Mission and Identity, Co-Chair)

Medora Barnes, Ph.D. (Department of Sociology; Gender, Sexuality and Women's Studies Program)

Fr. James Bretzke, S.J., S.T.D. (Department of Theology and Religious Studies)

Lord Edwin “Eddie” Carreon (Office of Residence Life) - *Through February 2020*

Dana Funyak (Department of Athletics)

Autumn Franz (LGBTQIA+ Allies, student organization representative)

Gerald Guest, Ph.D. (Department of Art History)

Edward Hahnenberg, Ph.D. (Department of Theology and Religious Studies)

Thomas Kegler, '21 (Undergraduate student representative)

Angela Krueger (Office of the Registrar)

Philip Metres, Ph.D. (Department of English and Peace, Justice and Human Rights)

Abigail Perrino, '21G (Graduate student representative)

Salomón Rodezno (Center for Student Diversity and Inclusion)

Leah VanDine, '20 (Student Government, DEI Committee representative)

Jeffrey Your (Department of Chemistry)

¹ Please note: Although the working group originally formed under the title of LGBTQ+ Inclusivity Working Group, all terminology used in this report will use the acronym LGBTQIA+ to reflect a broader inclusion of identities distinguished by definitions found in the Glossary (see Appendix A).

This report offers an overview of the activities of the LGBTQIA+ Inclusivity Working Group, including information on the process it followed, anticipated outcomes, data and information it collected, and recommendations. It is organized into the following sections:

Section 01 – Process and Anticipated Outcomes

This section outlines the activities of the Working Group, including its earliest work of identifying anticipated outcomes and its concluding work of making recommendations to the President. The section also includes a discussion of the gathering of additional materials and the rationale for including the LGBTQAI+ Allies' written demands (Section 04 - Appendices).

Section 02 – Recognition and Recommendations

This section outlines the recommendations that were developed from the work of the Working Group, including a recognition of current University efforts, as relevant, towards creating a more equitable and inclusive campus environment.

Section 03 - Conclusion

This report's final section provides a concluding summary as direction for next steps.

Section 04 - Appendices

Included materials and terminology relevant to the research and processes discussed in the report - Glossary of Terms, Student Demands, Alignment of Demands with Subcommittee Work, Summary of Recommendations and Additional Recommendations.

Process and Anticipated Outcomes

01

The LGBTQIA+ Working Group (“The Group”) began meeting in early October 2019 to discuss the President’s charge in light of the needs of the University Community, especially those who are marginalized by their sexual identity or gender. The Group adopted the following ground rules for building trust and maintaining confidentiality for its work:

- We will listen carefully to one another and assume people’s best intentions, asking clarifying questions when in doubt.
- We will support one another in this important and difficult work.
- We will speak from our own experiences and speak our own truths.
- We agree to “step up” and “step back” as needed; being careful to share the space.
- We will maintain confidentiality and not attribute comments or sentiments to individuals.

Initial Hopes and Expectations of Working Group Members:

The first major activity of The Group was to go through a process of articulating hopes and expected outcomes as we considered responding to the President’s charge (See Introduction). The following is a list of initial hopes and expectations of The Group:

- Identify steps to take to make this a welcoming and inclusive campus for LGBTQIA+ people
- Create opportunities for all to listen to the experiences of those who are marginalized as LGBTQIA+ persons
- Begin to uncover and articulate resources within our Jesuit Catholic heritage for promoting inclusivity and solidarity
- See that the Student Demands of the LGBTQIA+ Allies Group are considered and responded to by the President
- Examine existing and/or new policies and procedures. As part of this work see that a campus-wide speakers and events policy is drafted that makes room for programs and events that inform and support the JCU community, especially relative to DEI efforts
- Inventory where we have been and are exclusive and name exclusive policies and practices
- Build a framework with incoming Vice President of Diversity, Equity, and Inclusion to address further issues on campus regarding all forms of diversity

- Figure out a way to involve alumni and Alumni Relations
- Ask how Advancement can support; establish a fund to support inclusivity efforts
- Make recommendations to Enrollment to broaden the scope and reach of recruiting efforts; look at publications; look at and respond to demographics; improve reputation; etc.
- Help make JCU feel safe for students, staff, and faculty (long term)
- Ask how we work with the city of University Heights on town-gown safety issues
- Need for more counselors in the Counseling Center, especially those who are able to counsel around sexuality and gender
- Promote inclusive language across the board, starting with the mission and vision
- Explore ways to move forward on things like gender inclusive facilities
- Identify more opportunities to communicate with students
- Include graduate students in the process

Formation of Subcommittees to Complete the Work

After considering these outcomes as well as the contents of the LGBTQIA+ Allies' Student Demands, The Group organized into the following five subcommittees. Each of the outcomes and demands was assigned to one of the groups, with the recognition that there is clearly some overlap. (See the Appendix for the alignment of outcomes/demands and subcommittee assignments),

- (1) CAMPUS CULTURE AND STUDENT EXPERIENCE – Team members: Gerald Guest, Thomas Kegler, Jeffrey Your, Ed Peck, Salomón Rodezno
- (2) EVENTS PROGRAMMING AND POLICY – Team members: Medora Barnes, Leah VanDine, Tiffany Galvin Green
- (3) OUTREACH – Team members: Tiffany Galvin Green, Abigail Perrino, Dana Funyak, and various other committee members as available
- (4) INDIVIDUAL SUPPORT – Team Members: Autumn Franz, Abigail Perrino, Eddie Carreon, Dana Funyak
- (5) INSTITUTIONAL POLICY – Team members: Edward Hahnenberg, Thomas Kegler, Leah VanDine, Philip Metres, Fr. James Bretzke, Angela Krueger

Reconciliation of Subcommittee Work and Formulating Recommendations

The subcommittees met regularly to discuss their assigned areas, gather information, and seek input from stakeholders as appropriate. Throughout the process, each subcommittee shared their emerging thoughts, ideas, and concerns, as a way of building consensus and common understanding along the way. In their work, subcommittees tried to distinguish three things: 1) recognition of ongoing or new efforts toward greater inclusivity, 2) recommendations for immediate consideration, and 3) recommendations for longer term consideration or work. In addition to making recommendations as charged, the subcommittees wanted to recognize those efforts that have been in place for years and those that had begun recently in response to precipitating campus events that call for greater inclusivity. The subcommittees also anticipated that some recommendations would require more time, consideration, and discussion than time allowed.

Toward the end of the semester, the subcommittees met to share their work, build consensus, and make recommendations for inclusion into the report template. During the semester break, The Group co-chairs took responsibility for combining these recommendations and preparing a penultimate draft of the Final Report for consideration by the President. After this review, The Group met in January-February 2020 to finalize its recommendations in light of the President's feedback and the final reflections of The Group before meeting to present the formal document to the President in March 2020. Further revisions were made in consultation with General Counsel for editing, with the final report finalized in May 2020.

Recognition and Recommendations

02

In this section, acknowledgments and recognition of current university efforts and/or commitments as related to LGBTQIA+ efforts specifically, or Diversity, Equity and Inclusion broadly, are presented prior to outlining specific recommendations as determined by each of the subcommittee themes and their accompanying work. Distinctions between short and long-term recommendations are marked accordingly.

Campus Culture and Student Experience

Identify steps to take to make this a welcoming and inclusive campus for LGBTQIA+ people.

We recognize that:

- President Johnson addressed “a dialogue of condemnation” in an April 2019 communication to the campus regarding personal attacks on the LGBTQIA+ community, primarily targeting undergraduates.
- In September 2019, President Johnson called for the creation of a working group focused on LGBTQIA+ inclusion, tasked to examine, discuss, explore, highlight and recommend strategies, initiatives, and programs to create a more robustly diverse and inclusive John Carroll, addressing inclusion of LGBTQIA+ members of our community.

We recommend that:

- ❖ The final report for the LGBTQIA+ Inclusivity Work Group be made public and readily available to students, staff, and faculty.
- ❖ All Vice Presidents seek out ways that their divisions can be more inclusive of the LGBTQIA+ experience during and after JCU. A self-assessment can assist VPs to understand where they are in need of improvement. This should be explicitly included in annual division planning for DEI and the annual performance evaluations of each VP and direct reports in leadership positions/diversity liaisons (if appropriate).

- ❖ The President, in coordination with Integrated Marketing and Communication (IMC), develops and enacts a concerted communication plan that regularly reiterates a message of inclusivity, specifically referencing LGBTQIA+ efforts and updates as relevant, coming directly from the President's office.
- ❖ Senior Leadership establish a means for both consistently evaluating climate issues specific to the LGBTQIA+ community, and engaging student, staff, faculty, and external constituent concerns (e.g. Alumni, Greater Cleveland) in policy-making and programmatic decisions.
- ❖ The University develops a LGBTQIA+ Center with a full-time staff that includes a Director, Assistant Director, and an Administrative Assistant.²

Create opportunities for all students (undergraduate and graduate), faculty, and staff to learn from the experiences of those who are marginalized as LGBTQIA+ persons.

We recognize that:

- LGBTQIA+ panels and small-scale programming have been and remain available upon request through the Diversity, Equity, and Inclusion division. These sessions have been offered since 2012 from the Center for Student Diversity and Inclusion (CSDI).³
- Campus speakers on LGBTQIA+ issues have come to campus every year through CSDI and other departments. CSDI is working on a report about the 30 years of programming offered at the Office of Multicultural Affairs and CSDI. This project will be ready in December 2019.⁴
- Community meetings on LGBTQIA+ issues do happen as a result of a regional or national event or tragedy.⁵

We recommend that:

- ❖ Groups who are responsible for student, staff, and faculty education and formation regularly review Policy and Practice Recommendations put forth by national

² This team can brainstorm, execute, and evaluate LGBTQIA+ events on campus and directly collaborate with other departments like CSDI and GSWS.

³ <https://jcu.edu/student-life/getting-involved/center-student-diversity-inclusion/education-and-events>

⁴ <https://jcu.edu/student-life/getting-involved/center-student-diversity-inclusion/education-and-events>

⁵ <https://jcu.edu/student-life/getting-involved/center-student-diversity-inclusion/education-and-events>

organizations like The Consortium⁶, Human Rights Campaign⁷, Equality Ohio,⁸ and others, to incorporate changes in language, policies, and best practices.

- ❖ Integrated Marketing and Communication (IMC) creates a communication plan that directly addresses how Diversity, Equity, and Inclusion focused programming, and LGBTQIA+ programs and events, will be best publicized for all campus departments and student organizations.
- ❖ When professors and others invite LGBTQIA+ speakers to their classroom or departmental events, they coordinate with the Division of DEI for tracking and promotion (and IMC).⁹
- ❖ The new Division of DEI and the Office of Mission and Identity work to collaboratively examine, develop, and evaluate campus programs that highlight the relationship between the LGBTQIA+ community and Jesuit and Catholic values.¹⁰
- ❖ LGBTQIA+ people and relevant issues become more visible in programming for incoming students. For example, featuring LGBTQIA+ couples in sexual assault awareness skits during New Student Orientation and Streak Week.
- ❖ Two graduate students be added to the DEI committee and a graduate student senate be created to help graduate students better communicate and advocate for other graduate students.¹¹

Events Programming and Policy

We recognize that:

- A new University-wide Speakers and Events policy is currently being adopted to inform and support event programming decisions within the JCU community, especially relative to University Diversity, Equity, and Inclusion goals and objectives.

⁶ <https://www.lgbtcampus.org/policy-practice-recommendations>

⁷ <https://www.hrc.org/resources/Workplace-Discrimination-Policies-Laws-and-Legislation>

⁸ <https://www.equalityohio.org/our-work/legislation/>

⁹ NOTE: This assumes that the University adopts a campus master calendar and makes efforts to improve the *InsideJCU* system to coordinate and promote these and other events more effectively and equitably.

¹⁰ For example, reinstating the Intergroup Dialogue Program at JCU, which ran from 2013-2016 and was modeled after the University of Michigan program of the same name (<https://igr.umich.edu/what-is-intergroup-dialogue>). This program could assist with creating cross-campus dialogues.

¹¹ Examples can be explored at Kent State University (<https://www.kent.edu/graduatestudies/gss>), Cleveland State University (<https://www.csuohio.edu/gsrc/graduate-professional-student-association>), and Case Western Reserve University (<https://community.case.edu/gsc/about/>).

- The LGBTQIA+ Working Group (both as a group and individually) was included in the drafting and revising of the new Speakers and Events policy, at various stages in the process, to give specific recommendations and feedback.
- The VP of Diversity, Equity, and Inclusion has a formal role defined within the newly adopted Speakers and Events Policy/Decision Making process to ensure equitable and inclusive best practices are adhered to with future event programming decisions.
- The status of the student-organized Drag Show is still unclear and that there is a great deal of interest in this, within the JCU campus community, throughout JCU alumni networks, and among various external stakeholders.
- Any future student-organized Drag Show proposals would be subject to review under the new Speakers and Events policy.
 - All proposals that are approved under the new policy will be given equal consideration of funding resources by Student Union Programming Board (SUPB) in accordance with that Board's policies and the University's commitment to equitable and inclusive practices.

We recommend that:

- ❖ Although not a part of the new Speakers and Events policy, any decision specific to a proposed student-led drag show be communicated, not only to the event organizer, but also to the LGBTQIA+ Allies and the division of DEI *given the importance of this event to the LGBTQIA+ community on campus and beyond.*
 - In addition, a communication plan be considered, with help from IMC, to address the wider community and alumni interest in drag-show related matters.

Outreach

We recognize that:

- Outreach efforts are important as the John Carroll community extends beyond the immediate campus to include local communities in which our students, staff and faculty live and serve, as well as a broad network of alumni worldwide.
- Alumni have a keen understanding of the JCU experience and are important to the success of the University. Interactions with alumni bring insight, experiences, and value that build connections and bring opportunities for increased inclusiveness.
- Outreach is also an important component of the University's current Strategic Plan of Inclusive Excellence, of which two main priorities are:

- To develop, implement, and evaluate concrete, measurable steps to recruit and retain a greater diversity of students, faculty, and staff;
- To engage the entire campus community in the work of building a more inclusive living, learning, and working environment where all can thrive.¹²

We recommend that:

- ❖ The University finds opportunities to increase the involvement of alumni and Alumni Relations in more intentional ways to promote a more inclusive JCU campus, particularly for the LGBTQIA+ community. Some specific suggestions include:
 - Search for opportunities to support specific LGBTQIA+ programming or initiatives with community connections, alumni interests, possibly funding opportunities
 - Identify opportunities to communicate more effectively with alumni, and specific alumni affinity interests (e.g. newsletters, email groups, etc.)
 - Survey alumni for interests and opportunities to participate and support inclusive efforts
 - Create partnerships between Advancement and the DEI division to create opportunities for more inclusive programming
- ❖ Increased and sustainable efforts be made to recruit and retain faculty, staff, and students from all underrepresented communities, including the LGBTQIA+ community. In keeping with the Strategic Plan for Inclusive Excellence, we specifically recommend that:
 - Working with the division of DEI, the division of Enrollment should enhance recruitment plans for attracting students from different populations and income levels, with a particular focus on attracting talented students from diverse identity categories, to be updated and reported on annually and tracked for progress.
 - Working with the division of DEI, Academic and Student Affairs divisions should enhance retention plans for engaging and retaining students from different populations and income levels, with a particular focus on retaining students from diverse identity categories, to be updated and reported on annually and tracked for progress.
 - Working with the division of DEI, the Human Resources department and the Academic Affairs division should also communicate a plan for broadening the scope and reach for recruiting and retaining faculty and staff from different populations and identity categories, to be updated and reported on annually and tracked for progress.

¹² <http://webmedia.jcu.edu/diversity/files/2019/04/Inclusive-Excellence-Strategic-Plan-2018.pdf>

- The Enrollment and Academic Affairs divisions (all units) along with the department of Human Resources need to systematically evaluate all recruitment practices and policies for biases and increase the training provided where appropriate.

Individual Support of Students, Staff, and Faculty

We recognize that:

- A central objective of the University is to ensure that JCU is a safe environment for students, staff, and faculty, both emotionally and physically.
- John Carroll University is dedicated to building a campus community free from bias, discrimination, and hate, which are contrary to the University's Jesuit, Catholic mission. We cannot at once be committed to "service for the common good" while tolerating behaviors that are harmful or destructive to others.¹³
- As a University, we are working to inform, involve, and empower all members of our campus community to respond to these incidents where and when they occur, with the ultimate goal that we will be a University where ALL of our community members feel that: they are safe, they belong, their voices are heard, their life experience is respected, their dignity and personhood are honored, and they are an essential part of John Carroll's mission, past, present, and future.¹⁴
- JCU has adopted a Strategic Plan of Inclusive Excellence that asserts that "...as a Jesuit Catholic university, both our pursuit of academic excellence and our commitment to a faith that does justice demand an inclusive environment in which we understand and embrace the distinctiveness of each person's experience and the common humanity that unites us all" and "... by way of this plan, John Carroll University humbly yet boldly commits itself anew to building and sustaining a more diverse living, learning, and working environment in which all people are welcome."¹⁵

We recommend that:

- ❖ Faculty and staff increase their knowledge and awareness of LGBTQIA+ issues, and demonstrate competence and confidence working with LGBTQIA+ persons across campus. We recommend the following action steps to accomplish this goal:

¹³ <https://jcu.edu/student-life/student-resources/stop-bias>

¹⁴ <https://jcu.edu/student-life/student-resources/stop-bias>

¹⁵ <http://webmedia.jcu.edu/diversity/files/2019/04/Inclusive-Excellence-Strategic-Plan-2018.pdf>

- Examine data from ODHE Title IX Campus Climate surveys, Great Colleges to Work for Surveys, and the National Survey of Student Engagement specifically (and identify other relevant data (e.g., Residence Life's Resident Feedback Survey) to develop a baseline understanding of campus culture and awareness specific to LGBTQIA+ identities and issues.
 - Develop a JCU-specific training focused on LGBTQIA+ inclusion (Safe Zone+) that is staffed by the JCU community, required of all employees, and is supplemented by ongoing professional development opportunities.¹⁶
 - Develop and promote a faculty and staff resource list for easy reference - for LGBTQIA+-friendly access and support sources both on-campus and through campus and community partners.¹⁷
 - Create a cross-divisional faculty and staff learning community to explore sexuality related topics (and intersectionalities pertinent to JCU community, e.g., research interests, other identity spaces on campus, etc.).
- ❖ The University Counseling Center be more accessible for and supportive of LGBTQIA+ students who seek individual support. Specifically, we recommend that:
- Comparative Data be collected and analyzed regarding college counseling patterns and trends at the national, state, and Jesuit institutional levels in order to develop a more comprehensive understanding of the counseling needs of students, particularly LGBTQIA+, on JCU's campus.
 - A survey be conducted to assess the counseling needs of all students on JCU's campus, with inclusion of questions specifically focused on assessing the needs of LGBTQIA+ students.
 - More training be provided for University Counseling Center staff to increase awareness and tools for supporting transgender and gender non-conforming populations and for serving the needs of these clients in the counseling context.
 - Funding possibilities be identified in order to provide services for students who need specialized services not currently available through the University Counseling Center.¹⁸

¹⁶ e.g., via *ProEdvantage* on Canvas; Online training (like those available through EVERFI or Kognito) for LGBTQIA+ inclusion; Training opportunities such as those with interactive face-to-face opportunities or skill-building on ways to repair, retain and strengthen relationships.

¹⁷ e.g. locations of gender-inclusive restrooms, list of Safe-Zone trained faculty and staff (with consent of those trained), list of relevant services and offices, etc.)

¹⁸ LGBTQIA+ students need additional considerations as they may need to be seen more than once a week or for long-term therapy. Some students need more specialized or long-term services and either do not have insurance or cannot use family insurance to cover their costs due to specialized identity-based needs [e.g. possible harm caused by students "outing" their LGBT identity or the state of mental health to their family].

- The offerings of safe and affirming physical spaces be provided for all. Specifically, we recommend that:
 - A gender inclusive housing initiative be developed for implementation.
 - An adequate, fair number of gender-inclusive restrooms be ensured across the campus.
 - Existing restrooms be identified that could be designated as gender inclusive
 - A single-person restroom be designated or installed in the Student Center which is clearly marked, easily accessible, and convenient.
 - Directional signage to gender-inclusive facilities be installed or improved, so that these facilities are easier to find for campus community members and visitors alike.
 - Gender-inclusive locker rooms and showers be designated or built.
- The University partners with the city of University Heights on town-gown safety issues, particularly those impacting Campus participants, to ensure equitable treatment and a safe community space for the LGBTQIA+ community at JCU, by:
 - Enhancing the relationship between University officials and University Heights police to communicate relevant LGBTQIA+ concerns and needs in reference to safety and protection.
 - Establishing a clear plan with University Heights police about agreed upon policies and procedures for safety and protection with the broader campus community as well as a protocol specifically regarding protests on campus.
- ❖ The bias reporting system be improved to move it beyond its current role as a system for punitive reinforcement of desired behaviors, to become instead a safe space for the entire campus to report and discuss oppressive and traumatic experiences. To this end we recommend:
 - Training in trauma-informed responses for members of the Bias Reporting Team as well as those involved in the “handling” of responses to understand and help with processing bias incidents.
 - A regular evaluation of the membership of the bias reporting team to ensure a diverse representation of perspectives and experiences (i.e. in academic representation as well as identity-based representation).
 - Periodic meetings between the Bias Reporting Team and student cultural organizations.

- A systematic evaluation process be developed to remain aware of campus use and perceptions of the bias reporting system. This process should include regular data collection and process improvements of the bias reporting system in response to feedback and data outcomes.
- New mechanisms for students to communicate more informally to the Division of Diversity, Equity, and Inclusion, specifically the VP for Diversity, Equity, and Inclusion, to discuss incidents of bias (for those who do not want to use the formal reporting process).
- A campus-wide awareness campaign that rebrands and normalizes the use of the bias reporting system.
- A formalized conduct process, including educational sessions, for individuals who perpetrate bias (comparable to the University's alcohol policy and resultant disciplinary actions).

Institutional Policy

We recognize that:

- There is an internal tension within the Roman Catholic community that directly impacts the LGBTQIA+ community at JCU. On the one hand, there is a particular (binary) theological anthropology that runs throughout much of the tradition and is maintained in official Catholic teaching. On the other hand, the clear emphasis on human dignity, hospitality, accompaniment, care for the marginalized, and inclusion that also runs throughout the tradition and is part of official Catholic teaching.
- In addition to the tension described above, there are relevant and well-articulated resources within our Jesuit Catholic networks, such as the LGBTQIA+ programming and policy work done by other institutions, that can help inform how we promote LGBTQIA+ inclusiveness and solidarity initiatives at JCU.
- There is a history of LGBTQIA+ solidarity efforts, events, and initiatives at JCU.

We recommend that:

- ❖ Resources be gathered from sources within our Jesuit Catholic heritage and networks for promoting inclusivity and solidarity, and that this information be shared within the JCU community more broadly and consistently.¹⁹

¹⁹ This would include materials as well as speakers, lectures, panelists, etc.

- ❖ Senior leadership research best practices for engaging the LGBTQIA+ community from sources within our Jesuit Catholic heritage and networks, and consider new policies and practices for promoting inclusivity and solidarity in conjunction with other Jesuit Catholic colleges and universities.
- ❖ Given the internal tension mentioned above, the President form a discernment group to help articulate a “way of proceeding” by creating opportunities for people from all parts of the John Carroll community to discuss these important tensions and learn from one another.
- ❖ The University consider revising university’s statements and policies, including the new Speaker/Event Policy, that indicate “...an obligation to uphold and present Jesuit and Catholic values...” to include an additional clause indicating that these values call us to uphold and defend the inherent dignity of all persons, including those with underrepresented identities.
- ❖ Additional emphasis be placed on using gender neutral language and more explicit statements of John Carroll’s commitment to diversity, equity, and inclusion, revising all University policy language to be more gender neutral and inclusive.
- ❖ The development of a preferred name and pronoun policy to be implemented campus-wide.
- ❖ The records of the history of LGBTQIA+ solidarity efforts at JCU, currently housed in the Center for Student Diversity and Inclusion, be formally collected and gathered into a comprehensive narrative and made publicly available for campus awareness and education.

Conclusion 03

This report and its recommendations acknowledge past and present achievements as the context for making meaningful recommendations for a more inclusive community. The group focused on five key areas: Campus Culture and Student Experience; Events Programming and Policy; Outreach; Individual Support for Students, Staff, and Faculty; and Institutional Policy. The scope of the work and the complexity of the issues made meeting The Work Group's original December 1 deadline difficult, and so the work carried into the Spring semester of 2020. The additional time allowed The Group to clarify its thinking, reach greater consensus, and confer with various stakeholders, including the President and General Counsel.

A recurring theme throughout the recommendations is a need for all areas of the University to re-examine their policies, practices, activities, and language in order to identify ways to become more inclusive and welcoming to all people with marginalized identities, especially members of the LGBTQIA+ community. The Office of the Vice President for Diversity, Equity, and Inclusion, along with the DEI committee and other related groups, can help advise and coordinate many of these efforts, but inclusivity is the responsibility of the entire campus. To this end, annual planning and reporting at the senior leadership level will be necessary to express priority and ensure accountability for institutional change.

The nature of this work is that it is ongoing, as we will always be striving to become more inclusive as we live up to the ideals of our Jesuit, Catholic mission and identity. This report, which we recommend be made available to the entire campus community, sets a foundation for ongoing dialogue, evaluation, and improvement. The Working Group, therefore, makes two final recommendations by way of conclusion:

Overall Final Recommendations:

- Regular updates on progress regarding the preceding recommendations be given to, or tracked by, the Vice President of Diversity, Equity, and Inclusion, to be communicated to the taskforce membership after submission, acceptance, and publication of the final report.
- The University and Senior Leadership acknowledge that the LGBTQIA+ Inclusion Working Group may be called together in the future to review updates and to make further amendments or recommendations if deemed necessary in pursuit of the same overarching goals for greater inclusiveness of the LGBTQIA+ community at John Carroll University.

Appendices 04

APPENDIX A

GLOSSARY OF TERMS

This glossary is provided as a set of relevant terms useful to advancing and promoting inclusion of the LGBTQIA+ community at John Carroll University. All definitions are adapted from the American Psychological Association and 2016 GLAAD Media Reference Guide.

Sexual Orientation

The scientifically accurate term for an individual's enduring physical, romantic and/ or emotional attraction to members of the same and/or opposite sex, including lesbian, gay, bisexual, and heterosexual (straight) orientations. Avoid the offensive term "sexual preference," which is used to suggest that being gay, lesbian, or bisexual is voluntary and therefore "curable." People need not have had specific sexual experiences to know their own sexual orientation; in fact, they need not have had any sexual experience at all.

Gay

The adjective used to describe people whose enduring physical, romantic, and/ or emotional attractions are to people of the same sex (e.g., *gay man, gay people*). Sometimes *lesbian* (n. or adj.) is the preferred term for women. Avoid identifying gay people as "homosexuals," an outdated term considered derogatory and offensive to many lesbian and gay people.

Lesbian

A woman whose enduring physical, romantic, and/or emotional attraction is to other women. Some lesbians may prefer to identify as gay (adj.) or as gay women. Avoid identifying lesbians as "homosexuals," a derogatory term (*see Offensive Terms to Avoid*).

Bisexual, Bi

A person who has the capacity to form enduring physical, romantic, and/ or emotional attractions to those of the same gender or to those of another gender. People may experience this attraction in differing ways and degrees over their lifetime. Bisexual people need not have had specific sexual experiences to be bisexual; in fact, they need not have had any sexual experience at all to identify as bisexual. Do not use a hyphen in the word "bisexual," and only capitalize bisexual when used at the beginning of a sentence.

Queer

An adjective used by some people, particularly younger people, whose sexual orientation is not exclusively heterosexual (e.g. queer person, queer woman). Typically, for those who identify as queer, the terms *lesbian, gay, and bisexual* are perceived to be too limiting and/or fraught with cultural connotations they feel don't apply to them. Some people may use queer, or more commonly genderqueer, to describe their gender identity and/or gender expression (see non-binary and/or

genderqueer below). Once considered a pejorative term, queer has been reclaimed by some LGBT people to describe themselves; however, it is not a universally accepted term even within the LGBT community. When Q is seen at the end of LGBT, it typically means queer and, less often, questioning.

LGBTQ+

Acronym for lesbian, gay, bisexual, transgender, and queer. Sometimes, when the Q is seen at the end of LGBT, it can also mean questioning. LGBT and/or GLBT are also often used. The term "gay community" should be avoided, as it does not accurately reflect the diversity of the community. Rather, LGBTQ+ community is preferred.

LGBTQIA+

This denotation includes space for those identifying as lesbian, gay, bisexual, transgender, queer (and in some cases, "questioning"), intersex, asexual (and sometimes "ally"), and the "+" is for a plethora of other orientations, identities, and allyship.

LGBTQIA+ Allies

This is a cultural student group of LGBTQIA+ persons and their supporters at JCU.

Asexual

An adjective used to describe people who do not experience sexual attraction (e.g., asexual person). A person can also be aromantic, meaning they do not experience romantic attraction. (For more information, visit asexuality.org.)

Heterosexual

An adjective used to describe people whose enduring physical, romantic, and/ or emotional attraction is to people of the opposite sex. Also, *straight*.

Homosexual

(*see Offensive Terms to Avoid*) Outdated clinical term considered derogatory and offensive.

Homophobia

Fear of people attracted to the same sex. *Intolerance, bias, or prejudice* is usually a more accurate description of antipathy toward LGBTQ people.

Biphobia

Fear of bisexuals, often based on stereotypes, including inaccurate associations with infidelity, promiscuity, and transmission of sexually transmitted infections. *Intolerance, bias, or prejudice* is usually a more accurate description of antipathy toward bisexual people.

Coming Out

A lifelong process of self-acceptance. People forge a LGBTQ identity first to themselves and then they may reveal it to others. Publicly sharing one's identity may or may not be part of coming out.

Out

A person who self-identifies as LGBTQ in their personal, public, and/or professional lives. For example: *Ricky Martin is an out popstar from Puerto Rico.* Preferred to *openly gay*.

Openly Gay

Describes people who self-identify as gay in their personal, public, and/or professional lives. Also, *openly lesbian, openly bisexual, openly transgender, openly queer*. While accurate and commonly used, the phrase still implies a confessional aspect to publicly acknowledging one's sexual orientation or gender identity. See *out* above.

Closeted

Describes a person who is not open about their sexual orientation. Better to simply refer to someone as "not out" about being LGBTQ. Some individuals may be out to some people in their life, but not out to others due to fear of rejection, harassment, violence, losing one's job, or other concerns.

Outing

The act of publicly declaring (sometimes based on rumor and/or speculation) or revealing another person's sexual orientation or gender identity without that person's consent. Considered inappropriate by a large portion of the LGBTQ community.

Gender Identity

A person's internal, deeply held sense of their gender. For transgender people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl). For some people, their gender identity does not fit neatly into one of those two choices (see non-binary and/or genderqueer below.) Unlike gender expression (see below) gender identity is not visible to others.

Cisgender

A term used by some to describe people who are not transgender. "Cis-" is a Latin prefix meaning "on the same side as," and is therefore an antonym of "trans-." A more widely understood way to describe people who are not transgender is simply to say *non-transgender people*.

Gender Expression

External manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture. Typically, transgender people seek to align their gender expression with their gender identity, rather than the sex they were assigned at birth.

Sexual Orientation

Describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. Transgender people may be straight, lesbian, gay, bisexual, or queer. For example, a person who transitions from male to female and is attracted solely to men would typically identify as a straight woman.

Transgender (adj.)

An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. People under the transgender umbrella may describe themselves using one or more of a wide variety of terms - including *transgender*. Some of those terms are defined below. Use the descriptive term preferred by the person. Many transgender people are prescribed hormones by their doctors to bring their bodies into alignment with their gender identity. Some undergo surgery as well. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon physical appearance or medical procedures.

Transsexual (adj.)

An older term that originated in the medical and psychological communities. Still preferred by some people who have permanently changed - or seek to change - their bodies through medical interventions, including but not limited to hormones and/or surgeries. Unlike *transgender*, *transsexual* is **not** an umbrella term. Many transgender people do not identify as transsexual and prefer the word *transgender*. It is best to ask which term a person prefers. If preferred, use as an adjective: transsexual woman or transsexual man.

Trans

Used as shorthand to mean *transgender* or *transsexual* - or sometimes to be inclusive of a wide variety of identities under the transgender umbrella. Because its meaning is not precise or widely understood, be careful when using it with audiences who may not understand what it means. Avoid unless used in a direct quote or in cases where you can clearly explain the term's meaning in the context of your story.

Transition

Altering one's birth sex is not a one-step procedure; it is a complex process that occurs over a long period of time. Transition can include some or all of the following personal, medical, and legal steps: telling one's family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) one or more types of surgery. The exact steps involved in transition vary from person to person. Avoid the phrase "sex change".

Sex Reassignment Surgery (SRS)

Also called Gender Confirmation Surgery (GCS). Refers to doctor-supervised surgical interventions, and is only one small part of transition (see transition above). Avoid the phrase "sex change operation." Do not refer to someone as being "pre-op" or "post-op." Not all transgender people choose to, or can afford to, undergo medical surgeries.

Gender Identity Disorder (GID)

outdated, see Gender Dysphoria

Gender Dysphoria

In 2013, the American Psychiatric Association released the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) which replaced the outdated entry "Gender Identity

Disorder" with *Gender Dysphoria*, and changed the criteria for diagnosis. The necessity of a psychiatric diagnosis remains controversial, as both psychiatric and medical authorities recommend individualized medical treatment through hormones and/or surgeries to treat gender dysphoria. Some transgender advocates believe the inclusion of Gender Dysphoria in the DSM is necessary in order to advocate for health insurance that covers the medically necessary treatment recommended for transgender people.

Gender Non-Conforming

A term used to describe some people whose gender expression is different from conventional expectations of masculinity and femininity. **Please note that not all gender non-conforming people identify as transgender; nor are all transgender people gender non-conforming.** Many people have gender expressions that are not entirely conventional – that fact alone does not make them transgender. Many transgender men and women have gender expressions that are conventionally masculine or feminine. Simply being transgender does not make someone gender non-conforming. The term is not a synonym for *transgender* or *transsexual* and should only be used if someone self-identifies as gender non-conforming.

Non-binary and/or genderqueer

Terms used by some people who experience their gender identity and/or gender expression as falling outside the categories of man and woman. They may define their gender as falling somewhere in between man and woman, or they may define it as wholly different from these terms. The term is not a synonym for *transgender* or *transsexual* and should only be used if someone self-identifies as non-binary and/or genderqueer.

TRANSGENDER NAMES, PRONOUN USAGE & DESCRIPTIONS

Always use a transgender person's chosen name.

Many transgender people are able to obtain a legal name change from a court. However, some transgender people cannot afford a legal name change or are not yet old enough to legally change their name. They should be afforded the same respect for their chosen name as anyone else who uses a name other than their birth name (e.g., celebrities).

Use the pronoun that matches the person's authentic gender.

A person who identifies as a certain gender, whether or not that person has taken hormones or undergone surgery, should be referred to using the pronouns appropriate for that gender. If you are not certain which pronoun to use, ask the person, "What pronouns do you use?"

If it is not possible to ask a transgender person which pronoun they use, use the pronoun that is consistent with the person's appearance and gender expression or use the singular 'they'.

For example, if a person wears a dress and uses the name Susan, feminine pronouns are usually appropriate. Or it is also acceptable to use the singular *they* to describe someone when you don't wish to assign a gender. For example: "Every individual should be able to express their gender in a way that is comfortable for them."

Some people use the singular *they* to reflect their non-binary gender identity.

In 2015, *The Washington Post* updated its style guide to include the singular *they* to describe people who "identify as neither male nor female." It is increasingly common for people who have a non-binary gender identity to use they/them as their pronoun. For example: "Jacob writes eloquently about their non-binary identity. They have also appeared frequently in the media to talk about their family's reaction to their gender expression."

APPENDIX B

LGBTQAI+ ALLIES STUDENT DEMANDS

We demand that the Drag Show be reinstated on John Carroll University's campus in the same form it has existed previously since its inaugural event in 2013.

We demand a written statement from Dr. Johnson detailing the decision process to cancel the Drag Show, especially if the Drag Show is to remain canceled. This explanation must include the importance of those involved in the decision, as well as any Board of Directors involvement. Students and alumni are owed this at the very least.

We demand that Dr. Johnson work in conjunction with Dr. Edward Peck and Salomon Rodezno to create an educational series that highlights the relationship of the LGBTQIA+ community with Jesuit and Catholic values.

We demand that, if the Student Activity Fee can no longer be allocated to fund the Drag Show, the President's budget be used to fund the Drag Show. This includes, but is not limited to, paying the performers, providing makeup for these performers, and food for the event.

We demand improved diversity training for faculty and staff with a focus on the LGBTQIA+ community.

We demand that the Gender Inclusive Housing initiative be implemented successfully and unwaveringly in the 2020-2021 academic year.

We demand greater visibility in new student programming. This includes, but is not limited to, featuring LGBTQIA+ couples in sexual assault awareness skits during New Student Orientation, providing detailed information for LGBTQIA+ students about campus life, and including the LGBTQIA+ Allies group in programming during New Student Orientation.

In solidarity with other marginalized groups on campus:

We demand that John Carroll University revises the university's Statements and Policies to indicate that, while it has an obligation to uphold and present Jesuit and Catholic values, this commitment neither contradicts nor nullifies its obligation to support and defend underrepresented identities.

We demand that the Vice President of Diversity, Equity, and Inclusion be consulted annually with regard to the direction of University-sanctioned events or service.

We demand that the Counseling Center receives more funding from the university, as our students are suffering from lack of available appointments with qualified professionals.

We demand minority trauma-informed mental health counselors be hired as part of the Counseling Center. Due to the marginalization of people of color, it is necessary to have counselors who not only acknowledge this trauma, but are trained to understand and help with processing harassment. This will provide for the improvement of mental health and decrease of mental health treatment stigma on campus.

We demand guaranteed accessibility to all on-campus buildings for students with disabilities.

We demand that the Student Accessibility Services office moves out of the back of Dolan Science Center and into an easily accessible, central space.

We demand that increased funding be given to the Classical and Modern Languages and Cultures Department to reinstate the Arabic language classes. We should not leave out a Middle Eastern language that is utilized widely around the world.

We demand a genuine effort from faculty and staff on the effort to recruit and retain students from any underrepresented community, regardless of status or wealth.

APPENDIX C:

ALIGNMENT OF STUDENT DEMANDS, ANTICIPATED OUTCOMES, AND SUBCOMMITTEE WORK

CAMPUS CULTURE AND STUDENT EXPERIENCE – Team members: Gerald Guest, Thomas Kegler, Jeffrey Your, Ed Peck, and Salomón Rodezno

- Identify steps to take to make this a welcoming and inclusive campus for LGBTQIA+ people
- Create opportunities for all to listen to the experiences of those who are marginalized as LGBTQIA+ persons
- Find more fora to communicate with students
- Include graduate students
- We demand that Dr. Johnson work in conjunction with Dr. Edward Peck and Salomon Rodezno to create an educational series that highlights the relationship of the LGBTQIA+ community with Jesuit and Catholic values.
- We demand greater visibility in new student programming. This includes, but is not limited to, featuring LGBTQIA+ couples in sexual assault awareness skits during New Student Orientation, providing detailed information for LGBTQIA+ students about campus life, and including the LGBTQIA+ Allies group in programming during New Student Orientation.
- In solidarity with other marginalized groups on campus, we demand guaranteed accessibility to all on-campus buildings for students with disabilities.

EVENTS PROGRAMMING AND POLICY – Team members: Medora Barnes, Leah VanDine, and Tiffany Galvin Green

- Examine existing and/or new policies and procedures. See that a campus-wide speakers and events policy is drafted that makes room for programs and events that inform and support the JCU community, especially relative to DEI efforts
- See that the demands are responded to by the President
- We demand that the Drag Show be reinstated on John Carroll University's campus in the same form it has existed previously since its inaugural event in 2013.
- We demand a written statement from Dr. Johnson detailing the decision process to cancel the Drag Show, especially if the Drag Show is to remain canceled. This explanation must include the importance of those involved in the decision, as well as any Board of Directors involvement. Students and alumni are owed this at the very least.
- We demand that, if the Student Activity Fee can no longer be allocated to fund the Drag Show, the President's budget be used to fund the Drag Show. This includes, but is not limited to, paying the performers, providing makeup for these performers, and food for the event.

OUTREACH – Team members: Tiffany Galvin Green, Abigail Perrino, Dana Funyak, and various other committee members as available

- Ask how Advancement can support. Establish a fund
- Make recommendations to Enrollment to broaden the scope and reach; look at publications; look at and respond to demographics; improve reputation
- Figure out a way to involve alumni and alumni relations
- In solidarity with other marginalized groups on campus, we demand a genuine effort from faculty and staff on the effort to recruit and retain students from any underrepresented community, regardless of status or wealth.

INDIVIDUAL SUPPORT – Team Members: Autumn Franz, Abigail Perrino, Eddie Carreon, and Dana Funyak

- Explore ways to move forward on things like gender inclusive facilities
- Help make JCU feel safe for students, staff, and faculty (long term)
- How do we work with the city of University Heights on town-gown safety issues; e.g., near Campion
- Need for more counselors in the Counseling Center, especially those who are able to counsel around sexuality and gender
- In solidarity with other marginalized groups on campus, we demand that the Counseling Center receives more funding from the university, as our students are suffering from lack of available appointments with qualified professionals.
- In solidarity with other marginalized groups on campus, we demand minority trauma-informed mental health counselors be hired as part of the Counseling Center. Due to the marginalization of people of color, it is necessary to have counselors who not only acknowledge this trauma, but are trained to understand and help with processing harassment. This will provide for the improvement of mental health and decrease of mental health treatment stigma on campus.
- In solidarity with other marginalized groups on campus, we demand that the Student Accessibility Services office moves out of the back of Dolan Science Center and into an easily accessible, central space.
- We demand that the Gender Inclusive Housing initiative be implemented successfully and unwaveringly in the 2020-2021 academic year.

INSTITUTIONAL POLICY – Team members: Edward Hahnenberg, Thomas Kegler, Leah VanDine, Philip Metres, Fr. Jim Bretzke, and Angela Krueger

- Begin to uncover and articulate resources within our Jesuit Catholic heritage for promoting inclusivity and solidarity
- Inventory of where we have been and are exclusive and name exclusive policies and practices (a subcommittee)

- Build a framework with the Vice President for DEI to address further issues on campus regarding all forms of diversity
- Look at language across the board; starting with the mission and vision
- We demand improved diversity training for faculty and staff with a focus on the LGBTQIA+ community.
- In solidarity with other marginalized groups on campus, we demand that John Carroll University revises the university's Statements and Policies to indicate that, while it has an obligation to uphold and present Jesuit and Catholic values, this commitment neither contradicts nor nullifies its obligation to support and defend underrepresented identities.
- In solidarity with other marginalized groups on campus, we demand that the Vice President of Diversity, Equity, and Inclusion be consulted annually with regard to the direction of University-sanctioned events or service.
- In solidarity with other marginalized groups on campus, we demand that increased funding be given to the Classical and Modern Languages and Cultures Department to reinstate the Arabic language classes. We should not leave out a Middle Eastern language that is utilized widely around the world.

APPENDIX D:

SUMMARY OF LGBTQIA+ WORKING GROUP RECOMMENDATIONS

1. Campus Culture and Student Experience

- 1.1. The final report for the LGBTQIA+ Inclusivity Work Group be made public and readily available to students, staff, and faculty.
- 1.2. All Vice Presidents seek out ways that their divisions can be more inclusive of the LGBTQIA+ experience during and after JCU. A self-assessment can assist VPs to understand where they are in need of improvement. This should be explicitly included in annual division planning for DEI and the annual performance evaluations of each VP and direct reports in leadership positions/diversity liaisons (if appropriate).
- 1.3. The President, in coordination with Integrated Marketing and Communication (IMC), develops and enacts a concerted communication plan that regularly reiterates a message of inclusivity, specifically referencing LGBTQIA+ efforts and updates as relevant, coming directly from the President's office.
- 1.4. Senior Leadership establish a means for both consistently evaluating climate issues specific to the LGBTQIA+ community, and engaging student, staff, faculty, and external constituent concerns (e.g. Alumni, Greater Cleveland) in policy-making and programmatic decisions.
- 1.5. The University develops a LGBTQIA+ Center with a full-time staff that includes a Director, Assistant Director, and an Administrative Assistant.²⁰
- 1.6. Groups who are responsible for student, staff, and faculty education and formation regularly review Policy and Practice Recommendations put forth by national organizations like The Consortium²¹, Human Rights Campaign²², Equality Ohio,²³ and others, to incorporate changes in language, policies, and best practices.
- 1.7. Integrated Marketing and Communication (IMC) creates a communication plan that directly addresses how Diversity, Equity, and Inclusion focused programming, and LGBTQIA+ programs and events, will be best publicized for all campus departments and student organizations.

²⁰ This team can brainstorm, execute, and evaluate LGBTQIA+ events on campus and directly collaborate with other departments like CSDI and GSWS.

²¹ <https://www.lgbtcampus.org/policy-practice-recommendations>

²² <https://www.hrc.org/resources/Workplace-Discrimination-Policies-Laws-and-Legislation>

²³ <https://www.equalityohio.org/our-work/legislation/>

- 1.8. When professors and others invite LGBTQIA+ speakers to their classroom or departmental events, they coordinate with the Division of DEI for tracking and promotion (and IMC).²⁴
- 1.9. The new Division of DEI and the Office of Mission and Identity work to collaboratively examine, develop, and evaluate campus programs that highlight the relationship between the LGBTQIA+ community and Jesuit and Catholic values.²⁵
- 1.10. LGBTQIA+ people and relevant issues become more visible in programming for incoming students. For example, featuring LGBTQIA+ couples in sexual assault awareness skits during New Student Orientation and Streak Week.
- 1.11. Two graduate students be added to the DEI committee and a graduate student senate be created to help graduate students better communicate and advocate for other graduate students.²⁶

2. Events Programming and Policy

- 2.1. Although not a part of the new Speakers and Events policy, any decision specific to a proposed student-led drag show be communicated, not only to the event organizer, but also to the LGBTQIA+ Allies and the division of DEI *given the importance of this event to the LGBTQIA+ community on campus and beyond.*
 - 2.1.1. In addition, a communication plan be considered, with help from IMC, to address the wider community and alumni interest in drag-show related matters.

3. Outreach

- 3.1. The University finds opportunities to increase the involvement of alumni and Alumni Relations in more intentional ways to promote a more inclusive JCU campus, particularly for the LGBTQIA+ community. Some specific suggestions include:
 - 3.1.1. Search for opportunities to support specific LGBTQIA+ programming or initiatives with community connections, alumni interests, possibly funding opportunities

²⁴ NOTE: This assumes that the University adopts a campus master calendar and makes efforts to improve the *InsideJCU* system to coordinate and promote these and other events more effectively and equitably.

²⁵ For example, reinstating the Intergroup Dialogue Program at JCU, which ran from 2013-2016 and was modeled after the University of Michigan program of the same name (<https://igr.umich.edu/what-is-intergroup-dialogue>). This program could assist with creating cross-campus dialogues.

²⁶ Examples can be explored at Kent State University (<https://www.kent.edu/graduatestudies/gss>), Cleveland State University (<https://www.csuohio.edu/gsrc/graduate-professional-student-association>), and Case Western Reserve University (<https://community.case.edu/gsc/about/>).

- 3.1.2. Identify opportunities to communicate more effectively with alumni, and specific alumni affinity interests (e.g. newsletters, email groups, etc.)
- 3.1.3. Survey alumni for interests and opportunities to participate and support inclusive efforts
- 3.1.4. Create partnerships between Advancement and the DEI division to create opportunities for more inclusive programming
- 3.2. Increased and sustainable efforts be made to recruit and retain faculty, staff, and students from all underrepresented communities, including the LGBTQIA+ community. In keeping with the Strategic Plan for Inclusive Excellence, we specifically recommend that:
 - 3.2.1. Working with the division of DEI, the division of Enrollment should enhance recruitment plans for attracting students from different populations and income levels, with a particular focus on attracting talented students from diverse identity categories, to be updated and reported on annually and tracked for progress.
 - 3.2.2. Working with the division of DEI, Academic and Student Affairs divisions should enhance retention plans for engaging and retaining students from different populations and income levels, with a particular focus on retaining students from diverse identity categories, to be updated and reported on annually and tracked for progress.
 - 3.2.3. Working with the division of DEI, the Human Resources department and the Academic Affairs division should also communicate a plan for broadening the scope and reach for recruiting and retaining faculty and staff from different populations and identity categories, to be updated and reported on annually and tracked for progress.
 - 3.2.4. The Enrollment and Academic Affairs divisions (all units) along with the department of Human Resources need to systematically evaluate all recruitment practices and policies for biases and increase the training provided where appropriate.

4. Individual Support of Students, Staff, and Faculty

- 4.1. Faculty and staff increase their knowledge and awareness of LGBTQIA+ issues, and demonstrate competence and confidence working with LGBTQIA+ persons across campus. We recommend the following action steps to accomplish this goal:
 - 4.1.1. Examine data from ODHE Title IX Campus Climate surveys, Great Colleges to Work for Surveys, and the National Survey of Student Engagement specifically (and identify other relevant data (e.g., Residence Life's Resident Feedback Survey) to develop a baseline understanding of campus culture and awareness specific to LGBTQIA+ identities and issues.

- 4.1.2. Develop a JCU-specific training focused on LGBTQIA+ inclusion (Safe Zone+) that is staffed by the JCU community, required of all employees, and is supplemented by ongoing professional development opportunities.²⁷
- 4.1.3. Develop and promote a faculty and staff resource list for easy reference - for LGBTQIA+-friendly access and support sources both on-campus and through campus and community partners.²⁸
- 4.1.4. Create a cross-divisional faculty and staff learning community to explore sexuality related topics (and intersectionalities pertinent to JCU community, e.g., research interests, other identity spaces on campus, etc.).
- 4.2. The University Counseling Center be more accessible for and supportive of LGBTQIA+ students who seek individual support. Specifically, we recommend that:
 - 4.2.1. Comparative Data be collected and analyzed regarding college counseling patterns and trends at the national, state, and Jesuit institutional levels in order to develop a more comprehensive understanding of the counseling needs of students, particularly LGTBQIA+, on JCU's campus.
 - 4.2.2. A survey be conducted to assess the counseling needs of all students on JCU's campus, with inclusion of questions specifically focused on assessing the needs of LGBTQIA+ students.
 - 4.2.3. More training be provided for University Counseling Center staff to increase awareness and tools for supporting transgender and gender non-conforming populations and for serving the needs of these clients in the counseling context.
 - 4.2.4. Funding possibilities be identified in order to provide services for students who need specialized services not currently available through the University Counseling Center.²⁹
- 4.3. The offerings of safe and affirming physical spaces be provided for all. Specifically, we recommend that:
 - 4.3.1. A gender inclusive housing initiative be developed for implementation.

²⁷ e.g., via *ProEdvantage* on Canvas; Online training (like those available through EVERFI or Kognito) for LGBTQIA+ inclusion; Training opportunities such as those with interactive face-to-face opportunities or skill-building on ways to repair, retain and strengthen relationships.

²⁸ e.g. locations of gender-inclusive restrooms, list of Safe-Zone trained faculty and staff (with consent of those trained), list of relevant services and offices, etc.)

²⁹ LGBTQIA+ students need additional considerations as they may need to be seen more than once a week or for long-term therapy. Some students need more specialized or long-term services and either do not have insurance or cannot use family insurance to cover their costs due to specialized identity-based needs [e.g. possible harm caused by students "outing" their LGBT identity or the state of mental health to their family].

- 4.3.2. An adequate, fair number of gender-inclusive restrooms be ensured across the campus.
- 4.3.3. Existing restrooms be identified that could be designated as gender inclusive
- 4.3.4. A single-person restroom be designated or installed in the Student Center which is clearly marked, easily accessible, and convenient.
- 4.3.5. Directional signage to gender-inclusive facilities be installed or improved, so that these facilities are easier to find for campus community members and visitors alike.
- 4.3.6. Gender-inclusive locker rooms and showers be designated or built.
- 4.4. The University partners with the city of University Heights on town-gown safety issues, particularly those impacting Campus participants, to ensure equitable treatment and a safe community space for the LGBTQIA+ community at JCU, by:
 - 4.4.1. Enhancing the relationship between University officials and University Heights police to communicate relevant LGBTQIA+ concerns and needs in reference to safety and protection.
 - 4.4.2. Establishing a clear plan with University Heights police about agreed upon policies and procedures for safety and protection with the broader campus community as well as a protocol specifically regarding protests on campus.
- 4.5. The bias reporting system be improved to move it beyond its current role as a system for punitive reinforcement of desired behaviors, to become instead a safe space for the entire campus to report and discuss oppressive and traumatic experiences. To this end we recommend:
 - 4.5.1. Training in trauma-informed responses for members of the Bias Reporting Team as well as those involved in the “handling” of responses to understand and help with processing bias incidents.
 - 4.5.2. A regular evaluation of the membership of the bias reporting team to ensure a diverse representation of perspectives and experiences (i.e. in academic representation as well as identity-based representation).
 - 4.5.3. Periodic meetings between the Bias Reporting Team and student cultural organizations.
 - 4.5.4. A systematic evaluation process be developed to remain aware of campus use and perceptions of the bias reporting system. This process should include regular data collection and process improvements of the bias reporting system in response to feedback and data outcomes.

- 4.5.5. New mechanisms for students to communicate more informally to the Division of Diversity, Equity, and Inclusion, specifically the VP for Diversity, Equity, and Inclusion, to discuss incidents of bias (for those who do not want to use the formal reporting process).
- 4.5.6. A campus-wide awareness campaign that rebrands and normalizes the use of the bias reporting system.
- 4.5.7. A formalized conduct process, including educational sessions, for individuals who perpetrate bias (comparable to the University's alcohol policy and resultant disciplinary actions).

5. Institutional Policy

- 5.1. Resources be gathered from sources within our Jesuit Catholic heritage and networks for promoting inclusivity and solidarity, and that this information be shared within the JCU community more broadly and consistently.³⁰
- 5.2. Senior leadership research best practices for engaging the LGBTQIA+ community from sources within our Jesuit Catholic heritage and networks, and consider new policies and practices for promoting inclusivity and solidarity in conjunction with other Jesuit Catholic colleges and universities.
- 5.3. Given the internal tension mentioned above, the President forms a discernment group to help articulate a "way of proceeding" by creating opportunities for people from all parts of the John Carroll community to discuss these important tensions and learn from one another.
- 5.4. The University consider revising university's statements and policies, including the new Speaker/Event Policy, that indicate "...an obligation to uphold and present Jesuit and Catholic values..." to include an additional clause indicating that these values call us to uphold and defend the inherent dignity of all persons, including those with underrepresented identities.
- 5.5. Additional emphasis be placed on using gender neutral language and more explicit statements of John Carroll's commitment to diversity, equity, and inclusion, revising all University policy language to be more gender neutral and inclusive.
- 5.6. The development of a preferred name and pronoun policy to be implemented campus-wide.
- 5.7. The records of the history of LGBTQIA+ solidarity efforts at JCU, currently housed in the Center for Student Diversity and Inclusion, be formally collected and gathered into a comprehensive narrative and made publicly available for campus awareness and education.

³⁰ This would include materials as well as speakers, lectures, panelists, etc.

6. Overall Final Recommendations

- 6.1. Regular updates on progress regarding the preceding recommendations be given to, or tracked by, the Vice President of Diversity, Equity, and Inclusion, to be communicated to the taskforce membership after submission, acceptance, and publication of the final report.
- 6.2. The University and Senior Leadership acknowledge that the LGBTQIA+ Inclusion Working Group may be called together in the future to review updates and to make further amendments or recommendations if deemed necessary in pursuit of the same overarching goals for greater inclusiveness of the LGBTQIA+ community at John Carroll University.

APPENDIX E:

ADDITIONAL NON-LGBTQ SPECIFIC RECOMMENDATIONS [IN SOLIDARITY WITH OTHER MARGINALIZED GROUPS ON CAMPUS]:

- I. We recommend greater accessibility efforts to all on-campus buildings for students with disabilities.
 - A. All capital improvement plans, timelines, and budgets as well as needs assessments for existing facilities be discussed with the Division of Diversity, Equity and Inclusion for input and recommendations.
 - B. The University Space Committee evaluates all campus buildings for equitable accessibility for people with disabilities.
 1. Changes be made where back-door entrances are the only means for accommodation for differently-abled persons.
 - C. The CSDI capital project from 2010-2011 be revisited and re-evaluated for consideration given the growing population and needs for a diverse set of students on campus.
 - D. Student Accessibility Services office be given a more centralized location (moved out of the back of Dolan Science Center) and into an easily accessible space.