

For a Better CWRU Proposal

LGBTQ+ Subcommittee

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Purpose & Relevance

The mission of the LGBTQ+ Subcommittee is to analyze gaps in support, find ways to systemically address and prevent discrimination against LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and more) students, both institutionally and interpersonally. The subcommittee is tasked with providing feedback to the university about ways to further empower LGBTQIA+ students to reach their full potential. This proposal provides actionable items, based on legitimate experiences and concerns of the LGBTQIA+ student community. This proposal, broadly, asks the university to do the following:

1. Implement and institutionalize new practices
2. Support increased education
3. Increase fiscal and administrative support to implement points 1 and 2

An important note and caveat to this proposal: The past ten years at CWRU have seen major shifts in the climate for LGBTQIA+ community. We recognize that this change could not have happened without the active, unequivocal and unwavering support of President Snyder, former Deputy Provost Lynn Singer and Vice President Lou Stark, amongst others. Case Western has been recognized as a leader at the state level for implementing crucial policy and practical changes to benefit the LGBTQIA+ community. These changes, in large part, have been spearheaded by the LGBT Center in collaboration with other divisions and departments. Moving forward, however, this collaboration needs to deepen and strengthen. The changes proposed in this proposal require further culture shifts and the LGBT Center cannot be solely responsible for these changes. The students are in need of a greater buy-in from CWRU administration at multiple levels, including faculty and department heads, staff in critical offices, and other students. This proposal contains various ways that we can change our campus climate to make inclusivity the standard in all settings, not just the LGBT Center.

LGBTQIA+ Population at CWRU:

Although it is difficult to know exactly how many students identify as LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and more) at Case Western, we know the following about the LGBTQ+ community at CWRU:

- The Your First College Year (YFCY) data from 2019 indicate that 17% of students identify as LGBTQ+.
- The Case Western Reserve University Student Experience Survey (CWRUSES) data from 2016 show that 21% of students surveyed identify as LGBQ+ and another 4% of students identify as trans, not sure, or other identities.
- The number of trans/gender non-conforming/nonbinary/questioning students has tripled between 2017-2019.
- In the 2018-2019 academic year, there were a total of 2292 visitors to the LGBT Center, up from 858 visits the prior academic year.

You can find the complete set of 2019 data about LGBTQ+ students in **Addendum 1**.

Overview of Problems and Solutions

We have identified three categories of focus, based on Instagram posts of LGBT@CWRU & feedback from various student stakeholders involved in the LGBTQIA+ community.

1. Negative and/or Hostile Climate:

Problem: Unconscious Bias and microaggressions towards the LGBTQIA+ community from employees & students

Solution A: Expanded and Increased training and education for staff, faculty and students

2. Lack of support for LGBTQIA+ Students

Problem: Students expressed the need for expanded support of all LGBTQIA+ students, but for LGBTQ+ students who are BIPOC (Black and Indigenous People of Color), transgender, and graduate students. We view this as not only a climate issue, but a retention issue as well.

Solution A: Increased fiscal and administration support for the LGBT Center

Solution B: Completion of the Bathroom Initiative

Solution C: Review of transition related health care coverage offered in the Student Healthcare Plan

3. Lack of visible LGBTQIA+ Faculty and Staff:

Problem: Although we cannot and would never compel individuals to “come out”, CWRU lacks visible LGBTQIA+ staff, and especially faculty. Representation matters to LGBTQIA+ students.

Solution A: Implementation of CWRU “Out & Proud” campaign supported by the President, Provost and other leadership

Solution B: All committees for faculty and staff searches should include sexual orientation and gender identity unconscious bias training

Solution C: Job postings are listed on LGBTQIA+ career websites

DETAILED PLAN:

Category 1: Negative and/or Hostile Climate for LGBTQIA+ students

The Problem:

There have been numerous reports on various platforms, including the LGBTQ+@CWRU Instagram page and others, of unconscious bias and microaggressions towards the LGBTQIA+ community from employees and students.

The Solution:

Expand and increase training and education about LGBTQIA+ diversity and inclusion. A one hour training should be mandatory for all new employees. In addition, a mandatory training should be required for students, faculty and staff who have violated CWRU's anti-discrimination policy regarding sexual orientation and/or gender identity/expression. These proposed additional trainings are proactive and reactive. By training every new employee, we are setting expectations at the beginning of an employee's tenure at the university. By training/educating those who have violated our policy, we both set an example and attempt to prevent similar violations in the future.

Safe Zone LGBTQIA+ Ally Education:

Safe Zone is and should continue to be a separate training from those detailed above. The Safe Zone program is housed in the LGBT Center. Over 1750 people at CWRU have become Safe Zone allies since its formal roll out in 2010. The voluntary nature of the training ensures that its participants exit the training as allies by choice, as opposed to being compelled. Safe Zone is a longer, more in depth training; diving more deeply into how to advocate for the LGBTQIA+ community. Safe Zone should continue to expand to departments and areas of the university in which representation is lacking, specifically graduate students, research staff, and faculty.

A targeted outreach attempt will also be made to faculty teaching Women and Gender Studies courses, faculty and researchers in the Mandel School, and other staff, faculty, and researchers in humanities fields who focus on gender and/or intersectional issues in order to expand the number of individuals in each of these groups who are SafeZone trained.

Detail of Proposed Additional Mandatory Training

Require LGBTQIA+ Training

The best way to promote a real change in campus culture is to set specific and measurable standards mandating LGBTQ+ education for graduate students, staff, and faculty at this University. This subcommittee is proposing adoption and support of increased training in the form of an additional shorter, required training. This new training recommendation includes unique curricula and objectives outlined below.

1. All new employees starting after 6/1/2021 are required to take a one hour LGBTQIA+ 101
2. Any person(s) of the CWRU community who have been found to violate the anti-discrimination policy would be required to take one hour Remedial LGBTQIA+ training

Champions from each stakeholder group (graduate students, staff, and faculty) will be taught to conduct each training; the more representative the trainers are, the greater will be the buy-in from the campus community. We would also like to partner with the Office of Inclusion, Diversity, and Equal Opportunity (OIDEO) and the Provost’s Office to secure funding to incentivize individuals to become champions.

TRAININGS	Length	Objectives
General LGBTQIA+ Training (LGBTQIA+ 101)	1 hour	<ol style="list-style-type: none"> 1) Understand anti-discrimination policy 2) Learn basic information about the identities within the LGBTQIA+ community 3) Learn tactics to create either an inclusive classroom (faculty) or an inclusive workplace (staff)
Restorative LGBTQIA+ Education Session	1 hour	1 & 2 above AND <ol style="list-style-type: none"> 1) Learn about the impact of LGBTQIA+ bias 2) Practice ways of interrupting and/or stopping bias in the classroom or workplace.

General LGBTQIA+ Training (LGBTQIA+ 101):

This training applies to the greatest number of individuals covered under this change in institutional practice. This training will be given to all new faculty, staff, graduate students, and all new hires who choose not to opt into SafeZone training to become allies.

Restorative LGBTQIA+ Education Session:

Rather than a formal training session for individuals who have violated the LGBTQ+ or gender-motivated bias regulations in the university's anti-discrimination policy, anyone who has committed such violation will be invited to have a restorative conversation with the professional staff of the CWRU LGBT Center (either Director Liz Roccoforte or Assistant Director Harry Hawkins). This conversation will center around restorative practices and education, with the recognition that many individuals who have violated university policy have done so unintentionally, and is meant to be a positive experience meant to bring all individuals to a level playing field when it comes to knowledge of LGBTQ+ identities. The LGBT Center will work closely with the office of Student Conduct, Human Resources and the Office of Equity to set up the process for scheduling these meetings.

Category 2: Support and retention of LGBTQIA+ Students

Problem: Students report a need for expanded support of LGBTQIA+ students, specifically BIPOC, transgender students, and graduate students. This need for additional support would positively impact retention of LGBTQIA+ students.

Solution A : Increased fiscal and administrative support for the LGBT Center

- Details to be determined by administration in alignment with the universities commitment to diversity, equity and inclusion, as well as fiscal responsibility
- The addition of Retention and Gender Identity Specialists will further the mission of the Center: *“to foster an empowering, loving, and equitable environment for our multifaceted community to thrive within CWRU.”*

Solution B: Completion of the Bathroom Initiative

In the 2018-2019 academic year, the Undergraduate Student Government Diversity and Inclusion Committee (USG D&I Committee), in collaboration with the Undergraduate Diversity Collaborative (UDC), and representatives from various campus offices like the Flora Stone Mather Center for Women, the Social Justice Institute, and the LGBT Center, created a proposal containing two phases: Phase I calls for signage changes to convert existing single-stall bathrooms into all-gender bathrooms. Phase II involves construction of more all-gender bathrooms to fill existing availability gaps and create the most inclusive campus possible. A complete draft of the original proposal (which contains the locations in need of signage change and in need of additional construction) can be found in **Addendum 2**.

For various reasons, this proposal has stalled despite verbal confirmation from many members of administration. We are calling now for Phase I (simple signage changes) to be completed without further delay. It is crucial to remove gendered imagery from bathroom signage, as this can be incredibly alienating to transgender, non-binary, and gender-nonconforming students, and replace them with gender-neutral imagery or wording in order to ensure maximum accessibility.

According to our research, we believe that the best practice for signage is a representation of a toilet paired with the word “restroom”. You can find the full version of the research that we have conducted in **Addendum 3**.

Solution C: Review of transition related health care coverage offered in the Student Healthcare Plan

The student health care plan includes coverage for transition related health care including hormones, surgery and mental health care specifically for gender dysphoria. Students report that they have had major difficulty accessing these benefits and, when they were able to access them, the process was cumbersome and embarrassing. A holistic review of the coverage and

the processes should be done in collaboration with the Aetna representative, health services and the LGBT Center.

Solution D: Hiring of LGBTQ+ scholars and offering of LGBTQ+ related courses in various departments in the College of Arts and Sciences

One piece of feedback that we received about the first draft of this proposal is that it failed to include action items regarding the presence of LGBTQ+ scholars and/or LGBTQ+ related curriculum across various departments at CWRU, neither of which the university currently has. We would like to partner with the Provost, the University Office of Faculty Development, and the College of Arts and Sciences to create and fund a position for a rotating LGBTQ+ postdoctoral scholar to teach in the College of Arts and Sciences.

Having such a scholar would accomplish several things. First, the presence of LGBTQ+ scholars would provide unique opportunities for students in various departments to study topics related to the LGBTQ+ community; such opportunities do not currently exist anywhere within the university at the undergraduate level. Hiring an LGBTQ+ scholar would allow CWRU to expand the diversity of its course offerings and the disciplines available to undergraduates. Further, creating this position as a rotating postdoctoral student would allow its occupant to operate out of a variety of different departments (for example, History, Political Science, Women's and Gender Studies, Anthropology, Biology, and more) which in turn would ensure a variety of course offerings that rotate with the postdoctoral student to benefit all departments within the College of Arts and Sciences. Finally, the individual who submitted this suggestion, a tenured faculty member, emphasized that the presence of such a scholar would also help to increase faculty representation of LGBTQ+ identifying individuals, since an LGBTQ+ scholar would likely identify as a member of the LGBTQ+ community themselves.

Category 3: Need for more visibility of LGBTQIA+ staff & Faculty:

Solution A: We would like to collaborate with the Office of the Provost on two points in order to bring greater visibility to LGBTQ+ individuals and allies at CWRU.

- We would like to see a University Initiative from the Provost's office to create a resource modeled on the "Flashes of Pride" resource from Kent State University (which you can find at the end of this proposal in **Addendum 4**). This resource will have the names, pronouns, Case IDs, and offices (if possible) of any staff and faculty who are comfortable sharing that they are members of the LGBTQ+ community. The Provost's Office would be responsible for the recruitment of individuals who are comfortable displaying their information on a resource, both a physical and virtual resource, and shared around campus.
- We would like the Provost's Office to publish a list of all Safe Zone training participants from the previous two years to increase the visibility of the program and allow students to find allies easily. Individuals who completed Safe Zone training earlier than two years ago will be encouraged to continue their education and complete the training again. The visibility of the list may prompt additional participation in Safe Zone.

Solution B: All committees for faculty and staff searches must complete sexual orientation and gender identity unconscious bias training. Unconscious bias training focusing on race and gender is already done for all faculty search committee members— either a separate training should be in place or explicit mention and significant time should be dedicated to microaggressions and bias based in homophobic and transphobic actions and rhetoric.

Solution C: In an effort to actively recruit talent from the LGBTQIA+ community, all relevant positions should be posted on LGBTQIA+ job and career websites.

Critical Intersections

This section will detail some of the collaborative action steps that the LGBTQ+ Committee created in collaboration with a few of the other committees. Some involve support or funding from Administration, but others are action steps that can be completed without additional support.

Greek Life Committee

- The Greek Life Committee and the LGBTQ+ Committee created a training to be required for all students involved with Greek Life recruitment (including the Interfraternity Council, the Panhellenic Council, Rho Gammas, and recruitment representatives from individual Chapters.
- Both committees are encouraging Greek Chapters to go through SafeZone training, with an emphasis on SafeZone Champion, a systematic review of an organization's documents with the intention of making their bylaws as inclusive as possible.

Sexual Misconduct Committee

- The Sexual Misconduct Committee is planning to revamp some of the bathroom posters (with the help of the Office of Equity) to highlight the intersection of LGBTQ+ identities and sexual misconduct in order to promote education on this intersection.
- Both of our committees plan to conduct a review of the existing training required for Title IX investigators and panel members in order to ensure the greatest level of inclusivity of LGBTQ+ identities.
- We would like to see funding for a student advocate specifically for LGBTQ+ students to reside in the LGBT Center.

Disability Committee

- We plan to collaborate with the Disability Committee to create a training program about microaggressions, use of pronouns, and more for the staff in the Office of Disabilities. Funding and administrative support from the Office of the Provost or another administrative office would greatly help to propel this initiative.

Race Committee

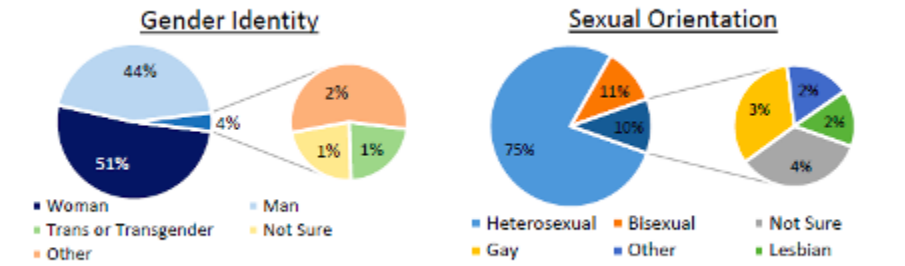
- While we were unable to meet with representatives from the Race Committee, we intend to collaborate with them on initiatives in the future, as well as work with other on-campus and community organizations like The Ellipsis Institute for Women of Color in the Academy.

Addendum 1: LGBTQ+ Undergraduate Student Data

MOST RECENT STUDENT SURVEY DATA FOR LGBTQ+ STUDENTS:

CWRUSES Survey 2016

Figure 5. Undergraduate Students' Gender Identity and Sexual Orientation



Respondents were able to identify as more than 1, so percentages sum to more than 100%

YFCY Survey

Population Group

*Population group of "LGBTQ+" includes students who did not identify as "Heterosexual/Straight" or who did but also indicated they identify as "transgender."

	Frequency	
Not LGBTQ+	396	83%
LGBTQ+	80	17%
Total	476	100%

LGBT Center usage:

2016-2017: 868 visits

2017-2018: 858 visits

2018-2019: 2292 visits *

* An important correlation: 2018-2019 was the first year that we had 2 full time staff members for the entire academic year. We believe that this is not coincidental- when more staff are available, more students take advantage of the Center's programs and resources. More staff are able to serve more students.

Undergraduate Enrollment:

*Please note that the LGBQ % does not include the transgender students. They are listed separately.

LGBQ (sexual orientation):

2017: 10%

2018: 9%

2019: 11%

Transgender/Gender Non-Conforming/Non-Binary/Questioning:

2017: 4 students

2018: 10 students

2019: 13 students

Addendum 2: Original Proposal for All Gender Bathroom Initiative

You can access a full copy of the original proposal for the All Gender Bathroom Initiative [here](#). There are a total of **80 bathrooms** that we would like to see converted (by simple signage change) into All Gender Bathrooms. Research for what this signage will look like can be found in **Addendum 3**.

Addendum 3: Research for All Gender Bathroom Initiative

Below are a variety of resources that we used to shape our recommendations for the signage change for the completion of Phase I of the All Gender Bathroom initiative. The following is a quote from the first article from Gensler upon which we based our recommendation:

"As a result of these findings, we developed a simple graphic representation of a toilet paired with the text identifier "Restroom." In the spirit of equality that emerged from the focus groups, we revised the traditional gendered restroom symbol by pairing the toilet symbol with the historical men and women symbols – in effect identifying the gendered restrooms as the ones with certain identification requirements, instead of the all-gender restroom."

General:

- <https://www.gensler.com/research-insight/blog/designing-an-inclusive-effective-all-gender-restroom-symbol>
- <https://outandequal.org/wp-content/uploads/2019/02/Best-Practices-Restrooms-2017-1.pdf>
- <https://www.nytimes.com/2015/11/08/style/transgender-restroom-all-gender.html>
- <https://www.mentalfloss.com/article/71997/how-bathroom-stick-figures-became-universal-symbols>

University of Maryland:

- <https://lgbt.umd.edu/good-practices-inclusive-restrooms-and-signage>

Kent State University:

- <https://www-s3-live.kent.edu/s3fs-root/s3fs-public/file/Universal%20Restrooms-%20Kent%20Campus.pdf>

University of Texas at Austin:

- <https://diversity.utexas.edu/genderandsexuality/gender-inclusive-restrooms/>

Addendum 4: Kent State "Flashes of Pride" Example Resource

**2019
FLASHES
of PRIDE!**

Karla Anshuh Faculty - Program Development and Management Services Queer, transgender	Melissa Delack Professor - Pre-Health Professions Queer, transgender	Tyrone Berry Senior - Fashion Merchandising Gay			
Deborah Kish-Persyff Manager - Grants, CSR Lesbian	Jeff Dohy Assistant VP LGBTQ+ Alumni Support/Board Gay	Graham Cullinan Manager - Health, Safety, Technology and Facilities Trans, Nonbinary, Gender, Queer	Lawrence Carter CEO - Health/Health Services and Fundraising MS	Amanda Carter Junior - Health Services Specialist/Student Manager, Leadership Bisexual, transgender	Dan M. Steyer Senior - Business Programs College of Public Health MS
Derek Dooling Senior - Design and Surface Studies, President of PROUD KSC Bisexual, Queer	Michael Duncan Senior - Computer Science Bisexual	Isabel de Santiago Sophomore - Health, Safety, Technology and Facilities Nonbinary, transgender	Patrick Postelink Sophomore - English Trans, Nonbinary	Leigh Greenhalgh Professor - Vice President, Management Communications, Manager of Jennifer Wallace Bisexual	Jennifer Wallace Associate Vice President, Student Affairs Manager of Leigh Greenhalgh Bisexual
Dennis Goodenowicz Professor - Visual Communication Design Bisexual	Ayesha Jacobs Junior - Theatre Production Management Bisexual	Hadley Kalk Major - Environmental Studies Bisexual, Lesbian	Jennie E. Morgan Associate Professor - Teaching, Learning, Curriculum Bisexual and LGBTQ+ ally	Anastasia Linnik Professor - Management/Marketing Bisexual	Graydon Linnik Professor - Leadership Gay
Drykesh Lofton Sophomore - Environmental Engineering and Theatre Production Bisexual	Arq. Nardi Sophomore - Special Education-MS, Middle Secondary Bisexual	Kassandra McMichael Senior - Environmental, Conservation Biology Lesbian	Meghan Miller Professor - MS, Director Queer	Vanessa Mills Junior - English Studies Heterosexual, Lesbian	Paige Oberdorff Senior - Psychology Bisexual, Nonbinary
Autumn Probst Professor - English Bisexual	Connor Quinn Senior - Theatre Studies, Costume Design Nonbinary, Queer, Bisexual	Amy Quillen Assistant Director, Director of Student Affairs Lesbian	Christopher Roman Faculty - English Bisexual	Kim Wolfe Assistant International Services, Student Affairs Lesbian	Liz Schwab MSW/PhD/Post Doctorate Queer
Scott Shickler Faculty - English Gay	Abigail Sivilo Freshman - Visual Communication Design Heterosexual, Transsexual	Ann Solomon Assistant Director, Academic Services Lesbian	Sadie Ann Strouse Senior - Pre-Center Queer	Lucie Swoboda Professor - Biology Transgender, Queer, Gay	Maggie Woodlin Assistant - Athletic Center Transgender

To be included in future Flashes of Pride editions, email lgbtqsc@kent.edu.
Follow us at [Facebook.com/kentlgbt](https://www.facebook.com/kentlgbt) and [@kentlgbt](https://twitter.com/kentlgbt).

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