

MEMORANDUM

TO: Dan Porterfield and Rosemary Kilkenny
FROM: Education Working Group
RE: Observations and Recommendations

Introduction:

At the town hall meeting on October 24, 2007, Dr. John DeGioia affirmed to those assembled that “at the heart of the Catholic tradition we find resources that profoundly support our work for LGBTQ students. I am referring, for example, to the Catholic insistence on the dignity and worth of each and every individual, the emphasis on social justice and multicultural understanding, and the Gospel call that we engage all of our sisters and brothers in a spirit of love.” With this as the context, Dr. DeGioia then charged the third Working Group, on Education, to “evaluate the use of educational programs to promote inclusion of, and respect for, the LGBTQ community.” Keeping in mind the Catholic principles cited by Dr. DeGioia, as well as the Ignatian tradition of caring for the whole person (*cura personalis*) which remains a standard for the University, the Working Group on Education began its task of assessing the educational opportunities that would promote the welfare, respect, and mutual enrichment among all of those at the University, but specifically in regards to the LGBTQ members of our Georgetown community.

The Education Working Group cast a broad net, drawing from its own membership (see Appendix 1) and several outside briefers (see Appendix 2) as well as written materials (see Appendix 3) to gain an understanding of the scope and scale of the LGBTQ educational challenge at Georgetown (Main Campus). Appendix 4 summarizes the recommendations discussed in greater detail within this memo. Its many conversations made clear that the need for education is pervasive, with many common aspects across the departments or programs that could make use of and/or contribute to the delivery of educational programming. The bulk of this report summarizes the Education Working Group’s observations and recommendations about key departments and programs, and it also provides observations about entities for which it had less information but about which it also had input or some discussion.

General and Cross-cutting Themes:

The dominant and common need is for *understanding of what it means to be lesbian, gay, bisexual, transgender, queer, and questioning*. LGBTQ now trips off our tongues, but the problems that motivated the Task Force and its working groups stem from ignorance and associated fear, suspicion, and so on. Related to a basic understanding of the nature of sexual identity is how it may evolve in an individual (for the student population, this may be correlated with other forms of development and maturation); the difficult experiences many LGBTQ students undergo; and the consequences, often unintentional,

of a blanket assumption that everyone is or should be heterosexual and/or conform to gender norms.

Complementing a common need for education about what it means to be LGBTQ is education about what it means to be an ally, someone who will demonstrate his or her understanding about LGBTQ identity and confront examples of homophobia and heterosexism in others. An ideal would be for everyone to be an ally; education aimed at students, departments and programs across the board is a step in that direction. Easier to achieve, at least in the near term, may be *education for key staff members who work with students* (see the discussion of specific departments and programs below for examples) *and for student leaders* (building on the model presented by the student group LEAD, Leaders in Education About Diversity, which has focused on racial diversity, and what other universities have done to cultivate peer educators).

Another common need is *holism, treating LGBTQ education as part of a larger whole relating to many kinds of diversity*. Over time, lack of understanding about a variety of identities—such as racial and ethnic as well as sexual—tends to lead to periodic incidents that feed calls for education about different kinds of diversity. While those different kinds may require correspondingly different educational content, the common concern is to produce and sustain a campus community that is open to different kinds of people. Hence it is expected that at least some LGBTQ education will be framed or delivered in a context of other kinds of diversity education and that planning for one or another kind will be conscious of the others and the potential for complementarity. There are opportunities for synergy, especially among the LGBTQ Resource Center, the Center for Multicultural Access and Equity, and Student Affairs (generally).

Implementation and Structure:

Although most of the Education Working Group's discussions focused on the nature of educational need, toward the end they also featured consideration of the implementation structure and implementation process. There were three key concerns.

First, assuming that the anticipated LGBTQ Resource Center becomes the key repository of expertise on LGBTQ identity and issues, there is concern that there may be more demand for education—given the variety of departments or programs that could benefit and the need for regularly refreshing and updating education for any one department or program—than can be met by a single full-time Center Director who also is responsible for working with students and other activities. This concern exists even with the expectation that some of the educational effort takes the form of training others who would serve as trainers themselves (“train-the-trainer” education). An educational program coordinator within the LGBTQ Resource Center could help in the planning and tracking of efforts to meet educational need.

Second, notwithstanding the expertise at the LGBTQ Resource Center, successful implementation of educational programming in departments or programs may require a kind of collaboration—a blending of the transmission of expert knowledge from the

Resource Center with steps taken within a department or program to achieve staff buy-in. Making sure that that collaboration succeeds may require not only actions (e.g., diplomacy, liaison) on the part of the Resource Center director but also University actions to encourage accountability among the heads of departments and programs and through them among their staffs, thereby assuring that a broad network of allies exists and is maintained. Supervisors at all levels should hold their direct reports accountable for supporting diversity of all kinds, including LGBTQ.

Third, an ongoing group of people drawing from a broad range of departments and programs as well as students—analogous to the composition of the Education Working Group!—would be valuable as a mechanism for monitoring the changing nature of the need for education, the issues associated with satisfying that need, and periodic assessment of the educational effort. At a time when universities are called upon by accreditors and others to document their outcomes and effectiveness, building in assessment from the outset of a new endeavor is prudent. The ongoing group should have liaison with the Diversity Action Council. And given the experience of the Diversity Action Council, it is important that the work of the ongoing group be factored explicitly into its members' job descriptions so that they can and do provide the time required.

Specific Departments and Programs:

Admissions and Recruitment

One of the most effective ways of changing campus climate in regards to the LGBTQ community is by directly considering who attends the university. The Office of Admissions, through its recruitment efforts (including the Blue and Gray Tour Guides and the Georgetown Admissions Ambassador Program), has the power to affect the composition of the Georgetown community by determining the image that Georgetown projects and the students who make up the incoming class. It is our perspective that we are missing a prime opportunity to educate potential LGBTQ-identified or questioning Hoyas on the resources and campus environment that celebrates their unique culture and experience. In addition, we are missing an opportunity to clearly articulate to all prospective students our expectation of creating a learning environment and community characterized by acceptance of individual difference. There are many steps that the aforementioned groups can take in order foster a sense of respect and community in issues relating to diversity.

Office of Admissions Recommendations:

- **Application:** In order to uphold the recent addition of the gender identity and expression clause to the non-discrimination policy, the Office of Admissions should add the option to identify one's sex as "other" (instead of male or female) with a space provided to self-identify. This option allows transgender students to fill out the Personal Data Form honestly. Furthermore, this

addition to the application sends powerful messages to Georgetown applicants that it is a university that welcomes transgender-identified students.

- **Admissions officer presentations:** When admissions officers travel to high schools they should mention the resources that the University offers for minority students, including LGBTQ resources. Instead of just citing the statistics about diversity, the admissions officers should advertise, both through literature and presentations, Georgetown University's core value of celebrating diversity (including but not limited to: race, ethnicity, religion, gender, socioeconomic status, sexuality, gender identity and expression, etc.). We suggest that admissions officers provide a list of resources the University offers including: CAPS, Student Health Center, LGBTQ Resource Center, Women's Center, CMEA, Academic Resource Center (ARC), etc. for all students.
- **Alumni Interviews:** Alumni who are doing interviews with applicants should talk about diversity at Georgetown and introduce the ethos to all students—not just students of racial minority backgrounds. This provides another opportunity for potential candidates to understand before they come that the University strongly values diversity and will not accept intolerance.
- **Training:** All admissions officers should undergo cultural sensitivity training that includes information specifically about the LGBTQ communities in order to better understand the needs of the students that they will be recruiting and evaluating.
- **Website:** The admissions office Website should include a list of officers and their areas of student life expertise, so that if a prospective student is interested in contacting an officer about LGBTQ issues, or other issues of concern, they would be able to do so. Additionally, there should be a link to the various on-campus resources available to students.
- **Admissions material:** Admissions material should include a list of student organizations on campus so that prospective students can see the wide variety of interests and experiences that are celebrated at Georgetown.
- **Staffing:** The admissions office should have at least two staff members who are solely dedicated to reaching out to minority students of all kinds. We understand that the admissions office would like to do more outreach to minority students, but currently does not have the resources to do so. Georgetown University should provide additional funding to hire at least two more staff members whose expertise includes an understanding of the unique needs, barriers, and challenges of various minority groups.

Blue and Gray Recommendations:

- **Tour Guide Manual:** Tour guides have a 26-page manual of information that they are expected to use as a resource for campus tours. There are a few significant problems with the current manual, which was reviewed by the Education Working Group. First, the student guides are not required to provide specific information, rather are free to choose information that they feel is important from the manual. This enables tour guides to personalize tours, but it also risks emphasis being placed on specific activities that are not representative of the Georgetown experience as a whole. Further, there is no mention of LGBTQ resources in this manual. Clearly this is not a priority of the tour despite the fact that the tour ends in the Leavey Center (the building where the LGBTQ coordinator's office is currently located). Thus, we recommend that particular information such as the available resources on campus (including the LGBTQ Resource Center, the Woman's Center, ARC, CAPS, CMEA) be specifically mentioned on tours. This could be facilitated by a well-designed directory in the lobby area where the tours conclude. Additionally, some of the information in the manual is inaccurate or mischaracterizes University entities. Blue and Gray should be required to contact all of the offices and departments on campus to get accurate and up-to-date facts annually.
- **Tour Guide Diversity:** We are concerned that the tour guides who volunteer for Blue and Gray do not represent the diverse student body (in terms of race, class, gender, sexuality, etc.), and therefore the tours that are offered do not show prospective students the wide range of experiences Georgetown students encounter. Therefore, we recommend that Blue and Gray be required to increase its recruitment of students from all backgrounds. Additionally, tour guides should be paid so that this position is more available to those students cannot afford to volunteer (one option is to have these positions eligible for work-study compensation). Paid tour guides would ensure accountability to the University regarding the information provided on the tours.

GAAP Recommendations:

GAAP weekends help students get a better glimpse of what it might be like to be a student at Georgetown. It is important to consider means of making these weekends inviting to all students, especially minorities, including LGBTQ students.

- **Overnights:** One way to foster a sense of community is by allowing prospective students to decide whom they would like to do an overnight with by looking at a list of students and those students' academic and extracurricular involvement.
- **Diversity Panel:** During GAAP weekend there should be panels on student diversity as well as LGBTQ issues specifically. Currently diversity is not addressed at GAAP weekends, which is unfortunate because many (racial) minority students attend a separate weekend (Hoya Saxa Weekend), and those

students who attend the regular GAAP weekends do not get a real chance to see the diversity among the students who have been accepted. As a result, LGBTQ students may infer that a University that segregates racial populations at GAAP weekends will be less open to celebrating and integrating LGBTQ issues into the dominant culture at Georgetown.

Athletic Department

The athletes and coaches of Georgetown's sports teams contribute to the life of this campus in obvious and invaluable ways. These student athletes deserve the same opportunity for personal development as their non-athletic counterparts, and we as a community certainly owe them the same devotion to *cura personalis* afforded to other students if they find themselves struggling to articulate the intricacies of their identity. The Athletic Department's administrators and staff work closely with team coaches and captains to ensure that every member understands their obligations as athletes to support their fellow teammates and as students to promote a community of respect on campus. Georgetown's Athletic Department recognizes the opportunities of this dynamic—intervening early and often to help student athletes make the best of themselves by perfecting the work of the team—by overcoming the conflicts of race, socioeconomic status, religion, and ethnicity that seem to entangle the efforts of many other groups on campus. We are confident that with the right tools, the department can similarly overcome the ignorance that promotes homophobia and allows persistent intolerance.

Athletic Department Recommendations:

- **Athletic Culture:** The Athletic Department's commitment to diversity must be conveyed from the top down through the affirmation of a statement of inclusiveness that explicitly respects an athlete's identity (specifically, with regards to: race, ethnicity, religion, gender, socio-economic status, sexuality, gender identity and expression, etc.). Such a statement not only delivers a powerful message of support and acceptance to prospective and current student athletes who identify as LGBTQ, but it also eliminates any ambiguity in the University's expectations of the department's professional staff—even during periods of high turnover among coaching staff and assistants.
- **Resource Center:** The Athletic Department's commitment should be complemented by a close relationship between the athletic staff and the LGBTQ Resource Center. The LGBTQ Resource Center should assist with the following: mandatory training for all new coaches and staff; “as-needed” sensitivity training for coaches to be determined by annual evaluations completed by student athletes, or in response to specific instances occurring throughout the year (training to be developed by the department in cooperation with CMEA, LGBTQ Resource Center, CAPS, the Women's Center, etc, as a tool for achieving greater inclusiveness and

retention); as well as additional information, support and training as requested or upon referral. To facilitate this relationship the Athletic Department should raise awareness among coaches, staff, and athletes of the services available to them through the LGTBQ Resource Center. This can be accomplished by updating the information provided on the department's Website and by distributing printed material to current and prospective athletes, coaches, and staff. The department should also actively eradicate homophobia and ignorance of LGBTQ issues by encouraging coaches, staff, and athletes to recruit the knowledge and expertise of the Center's staff for both personal and team development.

- **Team Training:** The diversity orientation and training programs currently used by the Athletic Department for teambuilding purposes have achieved commendable results. The Athletic Department should simply expand the programs already in place, as well as any planned for the future, to explicitly address LGBTQ issues. The task force described below should identify the most effective process for integrating LGBTQ material into the following programming areas: mandatory training for all team captains, the peer mentoring program, the "First 96 Hours" training on teamwork and ways to confront behavior and reach out for help. Additionally, the department should work with the individuals currently providing LGBTQ support on campus to develop and implement a plan for eliminating the homophobia which continues to be a source of harassment and discrimination.
- **Task Force:** The Athletic Department should work with the Office of the Vice President for Institutional Diversity and Equity and the Bias Reporting System to convene a task force comprised of department staff, coaches, and student athletes to address additional issues identified by this Education Working Group. These issues include the development of a protocol for athletes to report incidents of harassment or discrimination involving teammates, other athletes, trainers, or coaches and how to request the appropriate assistance. Another issue is that of the housing of student athletes. Specifically, does the practice of team groupings allow students enough space to explore personal identity issues apart from the judgments of their teammates? This task force should also examine how we integrate LGBTQ issues into good sportsmanship. Given the discrimination or harassment occurring at sporting events, the Task Force would need to enlist Hoya Blue, the coaches, and the captains in order to better influence the Georgetown fans.

Campus Ministry

Campus Ministry has been engaged with students from diverse backgrounds through its various programs and religious services. This includes students from the LGBTQ

community. Over the years, Campus Ministry has attempted to minister to and serve the members of the LGBTQ community of all faith traditions through its various religious services, retreats, counseling, and other programming.

Because questions were specifically addressed to Campus Ministry this fall regarding its attention to the concerns of the LGBTQ community, it is clear that more needs to be done. In looking towards the future, the Education Working Group makes the following recommendations through which Campus Ministry might better meet the expressed concerns of the LGBTQ community.

Campus Ministry Recommendations:

- **Education:** *Campus Ministry should continue its own on-going education and formation in addressing the issues, concerns, developmental needs, and struggles of the LGBTQ community. This on-going formation would help Campus Ministry be a better support to the LGBTQ community on campus. It would provide the chaplains and staff an opportunity to reflect on their respective faith traditions and their pastoral responses to the given questions and concerns that are present in the University community at a given time. The new LGBTQ Resource Center would be instrumental in providing this education.*
- **Theological Reflection:** *Campus Ministry is encouraged to work collaboratively with the LGBTQ Resource Center (and other departments within the University) to provide opportunities for members of the University community to reflect theologically on sexuality and other life issues. The intersection of life experiences and religious tradition/spirituality is the focus of theological reflection. Offering opportunities for dialogue, reflection, questioning, and discernment regarding issues of sexuality (as well as other important issues) in a theological context would assist students in their own religious formation and in articulating their religious experience.*
- **Retreats:** *Campus Ministry could provide retreat experiences for members of the LGBTQ community. Campus Ministries at other universities have found that offering retreat opportunities specifically for LGBTQ students to reflect prayerfully on their relationship with God have been very successful. Offering retreats would be another way that Campus Ministry and the Resource Center could partner with each other.*
- **Programs:** *Campus Ministry is encouraged to explore more ways to participate in—and assist with—programs that address diversity, especially regarding LGBTQ issues. This could include Safe Zone training, forums on sexuality and religion, and interfaith discussions regarding sexuality and gender. It would also include working with Campus Ministry student groups to increase their membership diversity in accord with University policy, as*

well as actively encourage the Campus Ministry Student Groups and the LGBTQ groups to engage one another in joint programming.

Faculty and Classroom

The student concerns that gave rise to the Task Force included concerns about classroom climate (putting students or faculty on the spot because of their sexual identity) and assignments that seem to force disclosure of sexual identity or motivate false representation to avoid that disclosure. Discussion of educational opportunities also included the curriculum and its capacity to address LGBTQ identity and issues.

Faculty Recommendations:

- **Ownership of Classroom Concerns:** Faculty leadership (MCEF, Senate) should monitor and address periodically student (and faculty) concerns about classroom climate and curriculum as they relate to diversity in general and LGBTQ in particular. It should engage CNDLS expertise on inclusive teaching and learning and its capacity to conduct assessments for faculty.
- **Faculty Orientations:**
 - o **New Faculty Orientation** should underscore the University's concerns about diversity, including LGBTQ. As a result of the Education Working Group's discussions, one problem with past New Faculty Orientation content has been addressed.
 - o **Orientation for non-ordinary faculty** should address the community's support for diversity of all kinds, including LGBTQ.

Classroom Recommendations:

- **Course Evaluations:** Course evaluations should address the inclusiveness of the teaching environment created by the faculty member.
- **Further promotion of ITL:** The Center for New Designs in Learning and Scholarship (CNDLS) has been offering training in inclusive teaching and learning. Its capacity should be promoted by senior administrators, and academic department and program heads should be encouraged to invite CNDLS into faculty meetings to explain their personalized services and to conduct department- or program-specific workshops. The LGBTQ Resource Center director should establish a partnership with CNDLS, and the CNDLS diversity function should be given the resources to broaden and deepen its support for inclusive teaching and learning.
- **The Engelhard Curriculum Infusion Project:** This project has provided a unique opportunity to engage Student Affairs within classroom content. The LGBTQ Resource Center could benefit greatly from the practices developed

through this program (an idea validated by discussions with George Mason University, which has also experienced success in curriculum infusion for diversity). Promoting Center staff entering the classroom and using their expertise to speak to curriculum content would further legitimize the work of the Center, and it would build collaboration between academic units and Student Affairs. The current Coordinator of LGBTQ Community Resources has been engaged in a human sexuality course within NHS for the past two years to positive effect. An expansion of this work would allow the staff greater access to a variety of students who may not have otherwise been exposed to such issues.

- **Diversity-Related Courses:** Diversity course content can extend the scope of LGBTQ education and allow for deeper analysis than training options discussed elsewhere. A “diversity requirement” can assure that all students are exposed to issues associated with different kinds of identities and the experiences of marginalized groups in society. Such a requirement should be considered in the ongoing process of curriculum evaluation and enhancement. Encouragement for more course content that addresses such identities and experiences is another way to broaden student exposure—and it may also foster dialogue among the faculty. Web-accessible information about courses with significant diversity content, including LGBTQ aspects, should be developed and maintained by the Registrar.

Student Health Services

Health Services, including: Health Education, Counseling and Psychiatric Services (CAPS), the Student Health Center and the Academic Safety Net, provide some fundamental services to students. The inclusion of and education regarding LGBTQ-specific health needs is crucial to the ability for this community to thrive on campus.

Health Education Recommendations:

- **Be.georgetown.edu:** Student Affairs should engage in a complete review of the information regarding the LGBTQ community within the site. Include information on other sites that specifically may affect the LGBTQ community. Develop a section that specifically focus on transgender health and resources.
- **NSO Play:** Current content of the performance includes a section on coming out, which is good, but it is too limited. There is an opportunity to look deeper into the issues and conflicts of the coming out process, various services on campus and health concerns for the population.
- **Health Ed Services:** The areas of engagement—sexual assault, substance abuse, eating issues etc. —should be reviewed periodically to see how

effective current support is in addressing these areas with the concerns of the LGBTQ population. More collaboration and outreach between Health Ed Services and the LGBTQ Resource Center may provide greater participation from the community. We also encourage marketing of services to consider the LGBTQ population specifically to correct possible misperceptions that services are specifically geared towards the heterosexual population (e.g. confronting the stereotype in program marketing that only women can be sexually assaulted, and only by men, etc.).

Counseling and Psychiatric Services Recommendations:

- **Strengthen Partnership LGBTQ Services:** There are several services that could be better facilitated if there were an opportunity for more interaction between the two areas.
 - o **Working with “Outspoken”:** Outspoken, the peer-led, confidential support group offered through the current Office of LGBTQ Community Resources could better provide support by working with the staff at CAPS. Training for the students, staff/guest-inclusive sessions, and a stronger referral process are all suggested.
 - o **LGBTQ Staff communication with CAPS:** To better provide for the students, there should be regularly scheduled briefings of the state of the LGBTQ community and concerns to CAPS staff. It is our expectation that the LGBTQ Resource Center will have access to information regarding student climate. Sharing this perspective will give CAPS staff better information and tools to facilitate the conversations with their clients.
- **Additional/Regular training for CAPS staff:** CAPS is encouraged to seek both on-campus and off-campus training to better support and serve the LGBTQ population. We encourage the consideration of external training on the Transgender population, which may be the most misunderstood subgroup, to assure that CAPS can meet their unique needs.
- **Consistent Marketing against stigma:** We recognize that there is a great barrier in getting students to seek out CAPS assistance. This stigma can be magnified within the LGBTQ community based on personal perception and the historical view of homosexuality as a form of sickness within the psychiatric community. CAPS should be marketing its services in ways that work against this stigma.
- **LGBTQ Identified Staff:** We have heard, consistent with some research, that students would be more likely to use CAPS services if they see themselves reflected in the staff. Currently there is no one staff member engaged in the LGBTQ on-campus community. This deters students who may need their assistance. We encourage the active recruitment of LGBTQ-identified staff within CAPS to assist in alleviating this concern.

Student Health Center:

- **Research:** More research needs to be conducted to assure that the staff of the Student Health Center has the knowledge, expertise and sensitivity to manage the physical and mental health needs of the LGBQ population.
- **Training:** Outside facilitators should be brought in to train health education staff on the specific health needs of the Transgender population.

Academic Safety Net:

- **Training for all participating staff:** All staff engaged in the Academic Safety Net—including CMEA, Health Services, Residence Life, and Academic Deans—should receive comprehensive training on the needs and concerns of the LGBTQ population and resources available to them.
- **Inclusion of Director:** The Director of the new LGBTQ Center should hold a place on the Academic Safety Net to assure that staff have resources readily available to assist a student and provide guidance when needed.

New Student Orientation (NSO)

New Student Orientation is a crucial time in developing new Georgetown undergraduate students and an opportunity to introduce expectations of the ideals and ethos that will shape their next several years. As such, it is critical to evaluate the effectiveness of programming and the physical messaging (New Student Guide, Schedule Books, speeches, flyers and banners) in expressing these expectations to these new Hoyas.

New Student Orientation Recommendations:

- **Inclusion of diversity issues throughout programming:** Attention to diversity on-campus should be included in all events, such as Parents' Orientation, Convocation, and Pep Rally, and not relegated exclusively to Pluralism in Action as the single "diversity" program.
- **Facilitation and diversity training:** To better allow the student staff running NSO to have conversations regarding difference and community expectations, intentional training in these issue and effective facilitation techniques is required. Current training is minimal (largely because of financial constraints) and marginalized (due to time restraints), and really not significant enough for the need or what is asked of them. The training structure should reflect the priorities of the program itself: education about Georgetown, its mission, both academic and co-curricular and its ideals, and have the resources to meet those goals.

- **Recruitment:** NSO is one of the first opportunities for new students to see the campus climate and on-campus leadership opportunities. There is some concern with the emerging pattern of non-participation of students from diverse backgrounds within the structure of NSO. A concerted effort must be made to look at the limitations of the current recruitment protocol and challenges of the student-centered selection protocol.

Office of International Programs

Division of International Students and Scholars:

The Office of International Programs supports over 1600 international students at Georgetown University. The vast array of backgrounds and experiences of international students brings rich texture to the campus culture of Georgetown. That said, each year international students arrive with differing degrees of knowledge and awareness about LGBTQ issues and communities in the United States. Moreover, LGBTQ international students arrive themselves with an unawareness of the resources available to them at Georgetown as well as the construction of LGBTQ identities in the United States more broadly. Below are some recommendations for how the Division of International Students and Scholars can incorporate LGBTQ issues into their programming in the hopes of further supporting international students' adjustment to and navigation of life at Georgetown.

Division of International Students and Scholars Recommendations:

- **Resources:** Ensure that Program Coordinators and International Student and Scholar Advisors refer students when necessary to Georgetown LGBTQ student groups and future LGBTQ Resource Center.
- **International Student Orientation:** Expand International Student Orientation programming so that it incorporates explicit discussion on diversity and contemporary issues at Georgetown. References should be made to the LGBTQ Resource Center as well as to other relevant campus resources geared towards minority groups.

Division of Overseas Studies:

The Office of International Programs administers study abroad programs in over 120 different overseas sites. While there are a growing number of resources for LGBTQ students at Georgetown University and in the United States, the countries to which students travel are not guaranteed to have resources in place. Moreover as part of their study abroad experiences, students in certain countries are likely to engage cultures which are less welcoming to LGBTQ identities, thereby having to challenge themselves in new ways. It is critical, therefore, that the Division of Overseas Studies incorporates materials and discussion on LGBTQ resources into their programming.

Division of Overseas Studies Recommendations:

- **Resources:** The OIP Resource Center should address explicitly LGBTQ issues in the materials it provides on each of its Study Abroad sites.
- **Advising:** Study Abroad advisors should incorporate a discussion around LGBTQ rights and resources into their pre-departure orientation programming.
- **Outreach:** OIP should reach out to prospective LGBTQ study-abroad students by organizing panel discussions with returned LGBTQ students. This could be done in coordination with the LGBTQ Resource Center.

Office of Residence Life

The Office of Residence Life has proven to be an effective ally in the past regarding LGBTQ concerns, proactively seeking out the Coordinator of LGBTQ Community Resources to assist with issues, programming, training and having a presence within the residence halls. The limitations of this partnership thus far have been largely due to the time-restraints inherent in the current structure of the Coordinator of LGBTQ Community Resources position. Residence Life can continue to provide a unique opportunity to address community concerns on campus, with the first- and second-year classes residing on-campus. We look forward to a better partnership, consistent with all of the residence halls, and the intentional changes to the Residence Life program with the increased availability of resources. Below are some of the potential areas for progress.

Residence Life Recommendations:

- **Training**
 - **Professional Staff:** Currently the professional staff receives very basic training on LGBTQ concerns. Training that involves a level of active ally development for all staff would benefit Resident Assistants (RAs) and residents.
 - **Student Staff:** Student Residence Life Staff currently receive one and a half hours of general training and an optional two hour ally-building training during “in-services.” Generally this is a positive model so that students receive a basic overview to understand the needs of the community, and they must take additional initiative to prove themselves as allies.
 - **Timing of Training:** A concern has been raised regarding the time-frame of the mandatory training. During the past several years it has been one of the last sessions of a two-week long training process. Residence Life should look to see if that is an effective

time-frame or if it would be better served within a different location in the schedule.

- **Facilitation Training:** As RAs tend to be on the front line of issues, concerns and problems as they arise, it is important for them to understand and develop the different skill-sets needed for each situation. RA training tends to focus on mediation skills, which are largely used to talk through a practical problem until a resolution or compromise can be made. We agree that this is very practical and important training, however there may be the need to have conversations that are structured differently and have a different conclusion than the goal of most “mediations.” To assist in the facilitation of conversations around difference, and help with the Pluralism in Action program, we recommend adding significant facilitation training to the RA training curriculum.
- **Programming:**
 - **Programming Requirements:** The current programming model in use for RAs includes an ambiguous “diversity” requirement. Conversation with Residence Life staff provided us with statistics that show RAs often choose to address aspects of religious diversity to cover this requirement, utilizing Chaplains in Residence (CIR), who are easily at their disposal. We encourage clearer and more precise expectations regarding “diversity” programming requirements. One suggestion would be to move from an RA-specific model, to a building- or community-wide model: expecting that each building would have X number of requirements for racial-, religious-, sexual-, ability-, etc., related events per semester. This would alleviate the need for a particular RA to over-program while providing opportunities for building residents to attend events around a variety of identity elements.
 - **Programming Resources:** We encourage collaboration between the new LGBTQ Resource Center and the Office of Residence Life to establish facilitation guides with common and effective programming tools for RAs to be able to facilitate within their communities as desired.
- **Recruitment:** Residence Life should be encouraged, and have access to resources, to continue to effectively recruit a diverse staff reflective of the pluralism within our student community.

Further Educational Research Areas

When it started, the Education Working Group noted how pervasive are the needs for education regarding the LGBTQ Community and its experiences in a variety of areas of campus. Throughout our work we have routinely stumbled upon different areas of the campus that we would like to research as to how they are engaged in this education process. With the limitations of time, and in the interest in moving some of the more pressing areas forward, we have prioritized some areas and spoken to those issues within

this document. Below is a list of various areas of the community for which we encourage further research and the development of recommendations from an ongoing body of invested individuals across the campus (i.e., a Center Advisory Board or Working Group) as described in our introduction.

Further areas of research:

- **Engaging the religious pluralism of Georgetown:** The Working Group process created an opportunity to engage with the Catholic and Jesuit identity of the University within this topic. This process provided a public model for Georgetown students who identify as Catholic to begin to heal a perceived divide between their faith and the sexual pluralism evident in the larger community. We encourage an opportunity for other faith traditions to have access to the level of resources and space for discourse needed to better understand how their traditions can best recognize and serve these populations.

- **Student Organization policy and structure:** Many of the students most engaged on campus spend countless hours functioning within their role in a student organization. Whether it is through a religious, political, social justice, community service, or culturally-based group, students spend much of their out-of-class experience learning through the practical experience they receive in this aspect of campus life. As such, it is important to look further into how student organization activities can be used to positively influence student learning around diversity and more specifically LGBTQ issues. Below are two general suggestions for research:
 - **Policy:** Georgetown University’s process of governing student organizations is through the “Access to Benefits” Policy. This policy, while definitely holding significant benefit for all student organizations, is rooted in a history of University distress over providing for and supporting LGBTQ identified students at Georgetown. While we in no way suggest the burying of this troubled past, we must consider the impact of a current, written policy including the account of the legal battle over the rights of “The Gay People of Georgetown University.” Within the current context, it may be time to revisit that conversation and create a framework that is more affirming.
 - **Leadership Support:** Current expectations for leadership of student organizations are minimal. Student organizations are only required to have some basic practical knowledge (how to run a meeting, transition, etc) or exclusive to institutional policy (Treasurer Training). Engaging within the current structure of student organizations, there may be some flexibility in the possible learning outcomes available with a few more basic expectations of club leadership. This may be a role for the new Center for

Leadership and Applied Ethics established recently through the Gervase Programs.

- **Multicultural experiences and intersectionality with the LGBTQ Population:** Many other issues of “diversity” surfaced during our conversations regarding the educational opportunities available on campus. As it is important that conversations about and including diversity make room for the LGBTQ experience as a component, conversations regarding LGBTQ issues must similarly include other forms of diversity as a fundamental component. Further research is needed to assure consistency in how all marginalized populations are being supported on campus, fostering for the equity of all students’ identities to be validated. The needs of individuals with multiple identities (e.g., LGBTQ and racial minority) should be integrated into the missions of all of these departments and collaboration and cross-educational and professional development opportunities must be a shared priority of all staff providing these services.
- **Judicial and sanction procedure:** It is our perspective that a student’s primary experience at Georgetown is to engage in the learning process. We would like a future initiative to look at the judicial process and make sure that it aligns with this fundamental ideal. We encourage Student Conduct to evaluate their procedure of assigning sanctions. We suggest a possible benefit to assigning sanction hours to specific areas or offices that might foster a deeper understanding of how the student’s actions have affected an aspect of the Georgetown community (e.g. student found guilty of anti-LGBTQ graffiti assigned to hours in the LGBTQ Resource Center).
- **Education task force on Transgender issues:** The Education Working Group supports the constitution of a task force to look specifically at the multitude of ways the transgender experience is marginalized in current practices on campus and make recommendations for changes. Particular areas of interest would be housing protocol, University forms and recording, CAPS services, and DPS protocols.

Appendix I

Working Group Membership

William McCoy	Associate Director of Student Programs and LGBTQ Community Resources, Co-Chair
Marjory Blumenthal	Associate Provost, Academics, Co-Chair
Timothy Godfrey	Executive Director, Campus Ministry
Kathleen Maas-Weigert	Executive Director, Center for Social Justice Research, Teaching and Service
Patricia Thomas	Senior Associate AD & SWA, Athletics Department
Jose Luis Guerrero	Associate Professor, McDonough School of Business
Stephanie Hertz	Program Coordinator, International Programs
Lorenzo Caltagirone	Area Coordinator, Village A Apts., Residential Life
Katie Driscoll	Executive Assistant, Office of the Provost
Kevin Mallinson*	Assistant Professor, School of Nursing and Health Studies
Adam Clay-Briscoe	Student, COL '09
Molly Keogh	Student, SFS '08
Carlos DeJesus Leon	Student, COL '10
Jason Resendez	Student, COL '08
Julia Reticker-Flynn	Student, SFS '08
Jennifer Nguyen	Student, COL '09

Through November 27, 2007

Appendix II

Guest briefings for Working Group

- November 5, 2007: Kevin Mallinson, Assistant Professor, NHS
Health Studies
- November 9, 2007: Lorenzo Caltagirone, Area Coordinator, Village A
Residential Life
- November 13, 2007: Jaime Briseno, Senior Associate Director,
Undergraduate Admissions
Patricia Thomas, Senior Associate AD & SWA,
Athletics Department
Timothy Godfrey, Executive Director,
Campus Ministry
- November 16, 2007: James Marsh, Director,
Student Health Center
Dr. Meilman, Director
Counseling and Psychiatric Services
Carol Day, Director
Health Education Services
- November 26, 2007: *George Mason University, Diversity Seminar*
Matthew Bruno, Academic Advisor, New Century
College
Ric Chollar, Assist. Director, LGBTQ Student Affairs
Joya Crear, Director, Diversity Programs and Services
Kimberly Eby, Teaching Excellence Director/Educ.
Improve Assoc. Provost
Victoria Salmon, Director, Graduate Studies, College of
Visual and Performing Arts
Rebecca Walter, Curriculum & Faculty Development,
Multicultural Research/Resource Center
Dennis Webster, Associate Dean, University Life
- November 30, 2007: Jane McAuliffe, Dean, Georgetown College
Anne Sullivan, Senior Associate Dean,
Georgetown College
Bill Reynolds, Associate Vice President,
Alumni Relations
Phil Inglima, COL '84, President, Alumni Association
Kevin Ciotta, COL '87
Winnie Stachelberg, COL '86

December 7, 2007: Dr. James O'Donnell, Provost
Bernard Muir, Director, Athletic Department

January 11, 2008: Kathy Bellows, Executive Director
International Programs
Jason Sanderson, Overseas Studies Advisor
International Programs
Doris Bey, Associate Director,
Public Safety Department

Appendix III

Written and Web-based Material

Interrupting Heteronormativity

The Graduate School of Syracuse University, 2004:

<http://gradschpdprograms.syr.edu/resources/heteronormativity.pdf>

The Role of Lesbian, Gay, Bisexual, and Transgender Services and Programs

CAS Professional Standards for Higher Education, 6th Edition

Council for the Advancements of Standards in Higher Education, 2006

Always Our Children: A Pastoral Message to Parents of Homosexual Children and Suggestions for Pastoral Ministers

A statement of the Bishop's Committee on Marriage and Family

United States Conference of Catholic Bishops, 2004

<http://www.nccbuscc.org/laity/always.htm>

Background History

National Association of Catholic Diocesan Lesbian and Gay Ministries, 2007

http://www.nacdlgm.org/nac_history.html

Church is home to all people of God

Bishop J. Terry Steib, S.V.D.

Catholic Ministry with Gay and Lesbian Persons

<http://www.cdom.org/departments/gayandlesbianpersons/news.ht,#letter>

Pastoral Care: Gay, Lesbian, Bisexual, & Transgender Support Group

The College of Holy Cross

http://www.holycross.edu/departments/chaplains/gay_lesbian_bisexual.htm

Lesbian and Gay Fellowship: Mission

All Saints Catholic Newman Center

<http://www.newman-asu.org/lgf>

Advocate

Loyola University Chicago

<http://www.luc.edu/orgs/advocate/index.htm>

Spectrum

Loyola College in Maryland

<http://www.loyola.edu/campuslife/studentactivitiesandorganizations/spectrum/index>

Safe Space

Santa Clara University

<http://www.scu.edu/safespace/>

**Core Council for Gay and Lesbian students
University of Notre Dame**

<http://courcouncil.nd.edu/index.shtml>

Special Report

Center for Applied Research in the Apostolate

Georgetown University, Washington, D.C, Summer 2004

**Reclaim: Quarterly newsletter of the National Association of Catholic Diocesan
Lesbian and Gay Ministries**

Volume 9, No.3, August 2004

Allies

Multicultural Student Services

University of San Francisco

<http://www.usfca.edu/allies/bodyframe.htm>

Lesbian, Gay, Bisexual & Transgender Affairs

Division of Student Affairs

University of Michigan

<http://umich.edu/~lgbta/prospective.html>

First year Application for Admission

Georgetown University

Undergraduate Admission Website

Stanford University

http://stanford.edu/dept/uga/diversity/1_4_organizations.htm

Diversity at Stanford - Undergraduate Admission Website

Stanford University

<http://stanford.edu/dept/uga/diversity/index.htm>

2008 Application Instructions for First – Year Admission & Common Application

Middlebury College

Blue and Gray Tour Guide

Georgetown University Office of Admissions, 2007/2008

LGBT-Friendly Campus Climate Score: national Assessment Tool Questions

<http://www.campusclimateindex.org/details/overall.aspx>

Inter-group Relations Center (IRC) Founding Proposal

Arizona State University

[Working with Controversial Issues and Intergroup Conflicts: Gay Marriage](#)

Ratnesh Nagda. Facilitator Interconnection, a weekly publication for Intergroup Dialogue, Education, and Action (IDEA) Training & Resource Institute. May 11, 2004.
http://www.thataway.org/exchange/files/docs/working_with_controversial_issues.PDF

LGBT Campus Organizing: A Comprehensive Manual

Curtis F. Shepard, Ph.D., Felice Yeskel, Ed.D. and Charles Outcalt. National Gay and Lesbian Task Force (www.thetaskforce.org), 1996.

<http://www.thetaskforce.org/downloads/campus/campusman.pdf>

Fostering Dialogue Across Divides; Dialogue Toolbox

Public Conversations Project

<http://www.publicconversations.org/pcp/page.php?id=172>

Mastering the Art of Facilitation

Lois B. Hart, Ph.D. Faultless Facilitation, The New Complete Resource Guide for Team Leaders and Facilitators

Printed Handout

Words of Engagement Dialogue Facilitation Manual (abbreviated)

Words of Engagement, An Intergroup Dialogue Program, University of Maryland

<http://www.ohrp.umd.edu/WE/index.html>

National Coalition for Dialogue and Deliberation

<http://www.thataway.org/>

Public Conversations Project

<http://www.publicconversations.org/pcp/page.php?id=172>

Public Conversations Dialogue Tool Box: Premises, Practices and the Spirit Behind Them and Distinguishing Debate from Dialogue

<http://www.publicconversations.org/pcp/uploadDocs/toolbox.pdf>

Study Circles Resource Center

<http://www.studycircles.org/en/index.aspx>

Tolerance.org

Web project of the Southern Poverty Law Center

http://www.tolerance.org/about/site_guide.html

Dialogue Development Group

American University

<http://www.aupeace.org/ddg>

Arizona State University

<http://www.asu.edu/provost/intergroup/>

Words of Engagement, An Intergroup Dialogue Program
University of Maryland
<http://www.ohrp.umd.edu/WE/index.html>

Center for Democracy and Citizenship
University of Minnesota
<http://www.publicwork.org/>

University of Illinois, Champaign-Urbana
<http://www.intergrouprelations.uiuc.edu/>

University of Massachusetts, Amherst
<http://www.intergrouprelations.uiuc.edu/>

The Program on Intergroup Relations
University of Michigan
<http://www.igr.umich.edu/>

Intergroup Dialogue, Education and Action, Training and Resource Institute: IDEA
University of Washington, Seattle
<http://depts.washington.edu/sswweb/idea/>

Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools
Glenn E. Singleton & Curtis Linton
Corwin Press, Thousand Oaks, CA, 2006

Compliance Rules and Regulations Regarding Gender Identity or Expression
(Chapter 8)
D.C. Office of Human Rights and Commission on Human Rights
<http://newsroom.dc.gov/show.aspx?agency=ohr§ion=2&release=10121&year=2006&file=file.aspx%20release%2010121%20Final%20Transgender%20Regulations.pdf>

Appendix IV

LGBTQ Initiative Education Working Group Summary of Recommendations

Introduction:

Below is a list to function as a summary of the recommendations generated by the LGBTQ Initiative's Education Working Group. There is a section dedicated to concrete suggestions, and below there are areas that we have decided upon need attention or in-depth research beyond our capacity at this time. Please see our extended recommendation memorandum regarding additional information for each recommendation, including justification, perceived need, and philosophy. Items in italics are to highlight the recommendations that the Education Working Group considers to be shorter-term goals, possible within the next year assuming the successful recruitment of a full-time LGBTQ Resource Center staff within the close of the fiscal year.

General Recommendations:

1. *Training for all staff with significant direct student contact including, but not limited to: CAPS, Health Services, Residence Life, Campus Ministries, Student Organization Advisors, Academic Advisors and Deans, Athletic Coaches, Admissions, Office of International Programs, and all engaged within the Academic Safety Net.*
2. *Training for all students who operate as representatives for Georgetown University in a significant capacity including, but not limited to: Residence Assistants, GAAP and Blue and Gray Tour guides, New Student Orientation Staff, Peer Educators and GERMS staff.*
3. Creation of a supported peer-education network to receive significant external training to assist in the facilitation of difficult conversations and training across the campus including, but not limited to: student organization leadership, faculty departments, classrooms, student affairs departments and residence life communities.
4. *Creation of a body to continue researching educational opportunities, review and assist in implementation of current recommendations.*

Admissions:

5. Update application to ensure inclusion of LGBQ and particularly Transgender concerns.
6. *Explicitly include LGBTQ resources in all admissions presentations.*

7. *Encourage alumni to speak to ethos and diversity of Georgetown in interviews.*
8. *Include diversity resources, easily accessible from Website and all materials.*
9. *Additional staff to work as recruiting liaisons to, and with specific knowledge of, marginalized populations*
10. *Update, and keep current with institutional changes through annual reviews, the Blue and Gray tour guide manual.*
11. *Diversify the tour guide staff so they represent a broader Georgetown experience.*
12. *Develop mechanisms for students to receive a GAAP visit that may be more authentic to their potential experience.*
13. *Include a diversity panel in all GAAP weekends.*

Athletic Department:

14. *The department should deliver a consistent message, from the top-down, regarding the importance of inclusion and expectations of inclusive behavior on the part of staff and student-athletes.*
15. *Create an intentional relationship between LGBTQ Resource Center and Athletics through trainings for teams, coaches, captains and event staff.*
16. *Create a discussion regarding the realities of reporting incivility within Athletics through partnership with IDEAA and Bias Reporting Team.*

Campus Ministry:

17. *Campus Ministry should continue its own on-going education and formation in addressing the issues, concerns, developmental needs, and struggles of the LGBTQ community.*
18. *Campus Ministry is encouraged to work collaboratively with the LGBTQ Resource Center (and other departments within the University) to provide opportunities for members of the University community to reflect theologically on sexuality and other life issues.*
19. *Campus Ministry could provide retreat experiences for members of the LGBTQ community.*
20. *Campus Ministry is encouraged to explore more ways to participate in—and assist with—programs that address diversity, especially regarding LGBTQ issues.*

Faculty:

21. Faculty should understand their impact on the inclusiveness of the learning environment and be open to learning about and implementing inclusive teaching practices.
22. Faculty Orientation for both ordinary and non-ordinary faculty should be inclusive and set explicit expectations regarding the University's commitment to diversity.

Classroom:

23. Course evaluations should include a section on student perceptions about the inclusiveness of the classroom environment.
24. *Encourage further promotion by senior campus leaders of CNDLS Inclusive Teaching and Learning seminars is encouraged.*
25. The Engelhard Project and other vehicles for curricular infusion should incorporate attention to LGBTQ issues and engagement of campus professionals who focus on them.
26. Encourage more and easily accessible information regarding courses that include specific diversity issues, the inclusion of diversity content in courses, and consideration of a diversity requirement.

Health Education:

27. *A review of all content on <be.georgetown.edu>, to make it more inclusive of LGBTQ-specific needs, and add a page dedicated to the transgender population.*
28. *Update and portray more realistically the Coming Out process within the NSO play.*
29. Periodic reviews of all Health Ed functional areas to ensure that they are inclusive of LGBTQ-specific needs and content.
30. *Strengthen partnership between CAPS and LGBTQ Resource Center. Have counselors work with OutSpoken Facilitators on technique and referral process and incorporate Center updates at CAPS staff meetings.*
31. *CAPS should have the resources available to launch a consistent social-norming campaign against stigma associated with using mental health services.*

32. CAPS should make a concerted effort to recruit and hire LGBTQ-identified individuals and provide transgender-inclusive services.
33. Student Health Center should be reviewed for practices and knowledge base to make services better suited to manage the needs of the LGBTQ population, and staff should receive training specifically for the transgender population.
34. *The Director of the LGBTQ Resource Center should be placed on the Academic Safety Net.*

New Student Orientation:

35. *Diversity issues should be an integral part of all programming endeavors and not just relegated to Pluralism in Action.*
36. *Make resources available to ensure intentional facilitation and diversity training is needed for all student staff.*
37. NSO should make a concerted effort to outreach for a diverse applicant pool and review their hiring practices to achieve greater diversity.

Office of International Programs:

38. *Provide more resources and discussion of expectations to LGBTQ international students upon entering Georgetown.*
39. *Provide resources and more specific pre-departure advising for LGBTQ students going abroad.*

Residence Life:

40. Be more intentional about placement of LGBTQ-related training within the extensive training schedule, in addition to training RAs as facilitators, not just mediators, of difficult conversations.
41. *Amend the current programming model to address a broader array of diversity issues within the programming for each building. Diversity programming, under this model, should be available throughout the building and not specific to the individual RA's floor.*
42. *Continue to recruit a diverse mix of RA and professional staff.*

Areas of additional research:

1. Provide resources to better engage these issues within the further religious pluralism of Georgetown University.

2. A group of administrators and students should look at the current structure of student organizations and the Access to Benefits policy to update the policy with more diversity-affirming language.
3. Examine broadly the intersections of the full range of identity-based services and resources. This conversation should also include addressing the needs of individuals with multiple identities (e.g., LGBTQ and racial minority) and how programs or services aimed at one specific identity can be cognizant of other sources of identity and of how programs and services can complement or reinforce each other.
4. Review the judicial procedures to address how violations involving bias toward the LGBTQ community can lead to sanctions that include the kind of learning that can diminish future incidents.
5. A thorough examination is needed to assess the influence of housing teammates together has on personal, and in particular LGBTQ, development.
6. A focused task force should be convened to look specifically at how the university does and does not serve and validate transgender community members.