Report Of The Working Group on Supporting LSA's LGBTQ+ Community

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I. EXECUTIVE SUMMARY

This working group was convened by LSA Dean Anne Curzan to review the reports and recommendations of five groups previously convened to improve climate in LSA[1] from an LGBTQ+ perspective with the goal of ensuring that all actions of the college are taken with an intersectional approach and to evaluate where there may be additional work to be done beyond the existing recommendations from these previous groups. Our group's members were chosen from a list of volunteers (rather than a pre-selected set of experts) and included faculty (tenure-track and one LEO Lecturer), staff, and a graduate student. We were tasked with assessing the climate for LGBTQ+ people in LSA based on our lived experience in the college rather than because our scholarship or work experience directly relates to LGBTQ+ issues. Though our recommendations are intended to benefit the entire LSA community, our primary focus was on the experience of faculty, staff, and graduate students. This reflects the composition of our committee, the fact that the undergraduate experience can be fundamentally different than that of faculty, staff, and graduate students, and an awareness that undergraduates are currently being well-served by U-M's Spectrum Center.

Our group undertook its work at a complex and difficult time in the history of LGBTQ+ people in which, after marked improvements over the last twenty years in experiences and opportunities, there has recently been a visible, concerted, and coordinated backlash against these advances, with trans people often the target of these efforts. We therefore see Dean Curzan's convening of this working group as a welcome first step in reinvigorating a long tradition within the College of LSA and the University of Michigan more broadly of being leaders in supporting and celebrating students, faculty, and staff who identify as LGBTQ+.

Our working group's central and key finding is that, while the University of Michigan was an early trailblazing institution supporting the LBGTQ+ community, our review of these previous reports and numerous conversations with stakeholders indicate that LSA policies, procedures, and culture, even well-intentioned efforts to support minoritized populations in the college, suffer from a pervasive, rarely acknowledged, systemic (and intertwined) heteronormativity, cisnormativity, and gender binarism that leave many LGBTQ+ people feeling invisible, unsupported, and undervalued.

Summary of Key Recommendations
- A. ELEVATE THE VISIBILITY OF LGBTQ+ PEOPLE IN LSA
    - a. The imperative of this recommendation was expressed unanimously by every member of our working group and every LGBTQ+ person who provided feedback on our recommendations
    - b. Visibly support and celebrate LGBTQ+ members of the community via a dedicated section of the LSA website that is regularly updated and maintained by the LSA

[1] 1) Anti-Racism Task Force Final Report; 2) Preventing Sexual Harassment Working Group Report; 3) Computing Education Task Force Report; 4) Reboot & Reimagine Student Academic Affairs Report; 5) Reboot & Reimagine Department and Faculty Affairs Report

> Dean's Office. The key to this website is welcoming LGBTQ+ faculty, staff, and students to LSA, stating a clear commitment to LGBTQ+ faculty, staff, and students, and highlighting LGBTQ+ scholarship and events. This website must be updated on an annual basis at a minimum
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> c. Combat systemic cisnormativity, heteronormativity, and gender binarism in LSA practices, including DEI efforts (as demonstrated in the functional absence of LGBTQ+ concerns in other working group reports)

B. BUILD LGBTQ+ COMMUNITY IN LSA
- a. Form a college-sponsored/supported queer affinity group along the lines of U-W's Q Faculty, Staff, & Allies Association (QFS), with staff support from the LSA DEI Office
- b. Create LSA-specific mentorship and networking programs for LGBTQ+ faculty and staff
- c. Expand LSA@PLAY in LGBTQ+ friendly ways and expand for faculty and staff
- d. Facilitate connections with the larger Ann Arbor-Ypsilanti-Detroit communities with community-building events

C. PROVIDE ADDITIONAL RESOURCES TO SUPPORT LGBTQ+ PEOPLE IN LSA
- a. Increase access to gender-inclusive and single-use restrooms that are well-kept and don't have binary language or signs and move toward making gender-specific restrooms the exception rather than the norm
- b. Create a position (for instance, a communications specialist in LSA's DEI Office), possibly modeled on the LSA Disability Navigators, that is responsible for helping people manage and find support around intersectional oppressions, including specifically anti-LGBTQ+ bias, and more general visibility of LGBTQ+ members in LSA

D. GATHER, PROTECT, AND USE DATA ABOUT LGBTQ+ PEOPLE
- a. Collect, code, and study LGBTQ+ data as used in Key Performance Indicators and other unit measures, in consultation with faculty experts in LGBTQ+ studies
- b. Ensure robust privacy protections for all gender and sexuality related data
- c. Include broad options for gender and sexuality designations that may differ cross-culturally
- d. Adopt policies for including LGBTQ+ identities in department diversity numbers in consultation with LGBTQ+ community members and faculty with relevant research expertise

E. INTEGRATE LGBTQ+ IDENTITIES INTO FACULTY AND STUDENT AFFAIRS
- a. Make visible the presence of LGBTQ+ concerns/ issues/ people/ content in the LSA curriculum, for example by adding a tag option that could appear in Wolverine Access
- b. Charge the LSA Curriculum Committee with exploring including intersectionality as part of degree requirements

F. ENGAGE WITH UNITS OUTSIDE OF LSA TO IMPROVE CLIMATE FOR LGBTQ+ PEOPLE ACROSS CAMPUS:
- a. Provost's Office/ODEI
- b. Rackham
- c. ADVANCE
- d. ITS
- e. Michigan Medicine/UHS/HR

II. WORKING GROUP'S CHARGE

In the fall of 2022, LSA Dean Anne Curzan convened the ad hoc Working Group on Supporting LSA's LGBTQ+ Community in order to continue the work of several groups previously tasked with making recommendations for catalyzing some of the college's DEI commitments and for creating a more inclusive and respectful environment. These included the LSA Task Force on Anti-Racism and Racial Equality (and subsequent workgroups on curriculum and admissions), the Preventing Sexual Harassment Working Group, and various Reboot & Reimagine committees and working groups.

The Working Group's charge from Dean Curzan was to:

> Review the reports and recommendations of groups convened over the past two years[2], bringing an LGBTQ+ perspective to the issues and ensuring that all actions of the college are taken with an intersectional approach. Additionally, evaluate where there may be additional work to be done beyond the existing recommendations from these previous groups.

Though our recommendations are intended to benefit the entire LSA community, our primary focus was on the experience of faculty, staff, and graduate students. This reflects the composition of our committee, the fact that the undergraduate experience can be fundamentally different than that of faculty, staff, and graduate students, and an awareness that undergraduates are currently being well-served by U-M's Spectrum Center.

III. BACKGROUND

Members of Our Working Group

The members of our group were chosen from a list of volunteers and initially included four tenure-track faculty members, one lecturer, four staff members, and one graduate student. We lost two of the staff members on the committee early in the process because they left the university, so the majority of our work was done by a committee of 8. Administrative support was provided by a member of the LSA DEI Office team.

- Daniele Bracale, Graduate Student, Statistics
- Jimmy Draper, Lecturer III, Communication and Media
- Nicholas Henriksen, Associate Professor, Romance Languages and Literatures and Linguistics
- Sean Johnson, Assistant Professor & LSA Collegiate Fellow, Astronomy

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[2] 1) Anti-Racism Task Force Final Report; 2) Preventing Sexual Harassment Working Group Report; 3) Computing Education Task Force Report; 4) Reboot & Reimagine Student Academic Affairs Report; 5) Reboot & Reimagine Department and Faculty Affairs Report

- Courtney Kliss (administrative support), DEI Administrative and Project Coordinator, LSA Dean's Office
- Angelo Pitillo (co-chair), Director, English Language Institute
- Robin Queen (co-chair), Arthur F. Thurnau Professor, Linguistics, German, and English
- Robert Stonik, BlueCorps Advisor, LSA Technology Services
- Yun Zhou, Assistant Professor, Sociology

We acknowledge and celebrate the fact that the LSA faculty includes numerous scholars whose research focuses specifically on LGBTQ+ issues or theory, and many of them also self-identify as LGBTQ+. The college is also home to staff members who have relevant expertise working with LGBTQ+ communities. We were tasked with assessing the climate for LGBTQ+ people in LSA based on our lived experiences in the college rather than because our scholarship or work experience directly relates to LGBTQ+ issues.

We also acknowledge that the U-M Spectrum Center, the very first university unit of its kind, offers extensive resources, support, and community-building for U-M students across campus, as well as more limited offerings for faculty and staff. Our recommendations are intended to supplement and enhance these existing resources specifically for LGBTQ+ members of the LSA community. In addition, we are keenly aware of the longstanding efforts by numerous individuals and groups to improve climate for LGBTQ+ people in LSA and across campus, in particular the University of Michigan LGBT Faculty Alliance (UMFA), which has been building community and fighting for support for LGBTQ+ faculty and staff since its inception in 1992. We are grateful to the members of these organizations, as well as other members of the LGBTQ+ community in LSA and beyond, who have shared their experiences and ideas with us as part of this process.

Labels and Terminology
We recognize that the labels and terminology that LGBTQ+ people use to describe themselves (including the umbrella "LGBTQ+" label itself) are complex and sometimes contested by people both inside and outside of these communities, not least because they continue to expand and evolve along with ever greater recognition of the diversity of gender and sexual identities. Fully recognizing this, and in pursuit of clarity and consistency with the limited context of this report, we have tried to consistently use the LGBTQ+ label, which is both in line with the language in our group's charge and follows the usage of the U-M Spectrum Center:

> "* LGBTQ+ is an acronym for "lesbian, gay, bisexual, transgender, and queer" with a + sign to recognize the limitless sexual orientations and gender identities used by members of our community."

We note that, although LGBTQ+ is sometimes used synonymously with sexual orientation (specifically sexual orientations that are not heterosexual), we stress that we are using it primarily to refer to the reality of the diversity of gender and sexual *identities* rather than any *behaviors*,

which are at best tangentially relevant to the matters at hand.[3] The prefix *cis-* (as used here in the terms *cisnormativity* and *cisgenderism*), are used to refer to people whose gender identities align with those assigned that were assigned to them at birth. When referring specifically to the concerns of trans people, we use *trans+* to capture the wide range of self-identifications linked to the term, which can include non-binary, genderqueer, and gender non-conforming people among others. In our discussion of the experiences of trans members of our community and in several of our recommendations, we use the term *deadnaming* to indicate when a name other than the person's preferred name, often the name assigned to the person at birth, is used in an institutional setting such as U-M, thus 'outing' them as trans, often without their knowledge. Deadnaming is a form of violence. Finally, we follow Kimberlé Crenshaw in defining *intersectionality* as "...a metaphor for understanding the ways that multiple forms of inequality or disadvantage sometimes compound themselves and create obstacles that often are not understood among conventional ways of thinking."[4]

The Current Historical Moment for LGBTQ+ People
Our group undertook its work at a complex and difficult time in the history of LGBTQ+ people in the U.S., at the University of Michigan, and within the College of LSA. U-M was among the first universities to institutionally support LGBTQ+ people, and more broadly, there have been marked improvements over the last twenty years in the experiences and opportunities for people who identify as LGBTQ+, most notably the U.S. Supreme Court's 2015 recognition of marriage equality in the *Obergefell v. Hodges* decision. Yet, over the last several years, there has been a visible, concerted, and coordinated backlash against these advances at the state and local level across the U.S., and trans+ people have often been the target of these efforts. According to the ACLU, 278 bills targeting LGBTQ+ people were introduced at the state level in 2022[5]. Twenty became law, including 17 aimed at restricting the rights of transgender student-athletes. And as of March 17, 2023, 426 more had been introduced including efforts to target healthcare and accurate identity documents for trans people, to limit LGBTQ+ rights in educational settings, to curtail freedom of expression of LGBTQ+ people, to weaken existing civil rights protections for LGBTQ+ people, and even to define transgender people out of existence. Only in July 2022 did it become expressly illegal in the state of Michigan to discriminate against someone who identifies as LGBTQ+, and only in March 2023, as we prepared this report, were these protections legislated via an amendment to the Ellliot-Larsen Act (1976). At the same time, religious exemptions to established anti-discrimination laws are being actively sought in the courts nationwide. These challenges to the basic rights and safety of LGBTQ+ people represent an unsettled socio-political environment replete with ongoing challenges for people identifying as LGBTQ+. It bears repeating that trans+ people are overwhelmingly the central, if not sole, target of the many of these challenges, at least partly, we believe, because of conscious and unconscious anti-trans bias that crosses the political spectrum. Even what many in our community view as an ethical and

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[3] The LGBTQ+ label itself emerged in the early 1990s as a move away from generic 'gay' to describe sexual identities. The inclusion of the T (for Trans) illustrates that the label has since inception been used to capture non-conformity or fluidity in both gender and sexual expression.
[4] Crenshaw, Kimberle´ Williams (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." University of Chicago Legal Forum 1989:139–67
[5] https://www.aclu.org/legislation-affecting-lgbtq-rights-across-country-2022

evidence-based news source, The New York Times[6], has been called to account for biased reporting on trans+ health issues for minors which has been cited by politicians to justify anti-trans legislation.

Members of the LSA community are not immune to this increasingly hostile environment. In the course of our group's work, we heard from numerous LGBTQ+ students, staff, and faculty who reported experiencing targeted, hate-based harassment. We know anecdotally that many faculty, staff, and students have become more cautious about being publicly out as LGBTQ+ in recent years due to the potential negative consequences of coming out in various spaces on campus, including in the classroom. Nationally, LGBTQ+ people on four-year college campuses and in graduate school are more than three times as likely to experience bullying and sexual harassment than their non-LGBTQ+ peers, and many report changing their appearance and mannerisms to avoid descrimination.[7] Looking abroad, virulently anti-LGBTQ+ laws and customs do harm to LGBTQ+ people in numerous countries on nearly every continent. Thus, many LSA students, staff, and faculty join us from, and may during breaks return home to, states or countries that have passed into law or are actively considering the types of anti-LGBTQ+ legislation described above. Right here within our institution, the ongoing problem with trans+ applicants being outed and deadnamed via Rackham's application software lends particular urgency to our plea that the College of LSA take the lead to combat the on-going anti-LGBTQ+ moral panic.

IV. OUR GROUP'S PROCESS

Data Gathering
It became very clear to us early on that there is very little existing data on the experiences of LGBTQ+ people in the college. While such data would obviously have been useful, we agreed, with the support of the Dean's Office, that comprehensive gathering of additional data was not feasible, given the small size of our group and limited resources available to us. It is for this reason that we devote an entire section of our recommendations to future efforts LSA and U-M should take to collect and use data about who the LGBTQ+ people in LSA are and how they experience the climate in LSA.

Initial Discussions/Recommendation Formulation
We began our work with an examination and evaluation of the existing data that we do have (see below). We also gathered information from numerous peer institutions about their LGBTQ+ programming to identify best practices and creative ways to support and celebrate LGBTQ+ members of the College. We then used snowball sampling to reach out informally to our own networks and the UMFA faculty list seeking broader perspectives on the climate for LGBTQ+ people in LSA. This gave us a total of 40 individual voices as we started crafting which issues to address. While by no means a balanced sampling of the LGBTQ+ population within LSA, we received input from people who varied in age, gender identity, cis/trans identity, constellations of queerness, race/ethnicity, citizenship, and role within LSA.

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[6]https://www.theguardian.com/us-news/2023/feb/17/new-york-times-contributors-open-letter-protest-anti-trans-coverage
[7] https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBTQ-College-Grad-School-May-2022.pdf

Feedback on Draft Recommendations
Once we had crafted a draft set of recommendations, we sought broad input on these from a range of stakeholders in and outside LSA. Interested stakeholders were invited to see our early draft recommendations and provide feedback on them via a live Zoom listening session, an anonymous survey, or both. A call to express interest was shared by Dean Curzan in one of her regular emails to the entire LSA community. We also shared this invitation with the University of Michigan LGBT Faculty Alliance (UMFA) listserv and the GEO Queer and Trans Caucus. Of the 41 individuals who responded to this invitation, 16 provided feedback in writing via the survey or email, and one person attended the listening session on Feb. 23. Although turnout was small, no doubt due at least in part to power outages from the ice storm the day before and the start of spring break, we had a lively conversation. We considered all of the feedback we received in crafting our final set of recommendations and made several substantive changes to our recommendations in response to this feedback.

V. FINDINGS/DISCUSSION

Review of previous reports
As a review of the five reports was central to our charge, our group began its work with a thorough review and discussion of the five previous working group reports. It quickly became clear that LGBTQ+ perspectives to their discussions or recommendations are practically absent from them.

The Preventing Sexual Harassment Working Group report notes that "7 staff who work with the LGBTQ+ community" were interviewed as one of the focus groups that the working group conducted and includes 'sexual orientation' in its list of identities that may be targets of harassment. It includes no mention of any specific information gathered in these interviews, or to LGBTQ+ people at all, in its findings or recommendations.

The Task Force on Anti-Racism and Racial Equality report includes exactly three mentions of LGBTQ+ people:

1. The report notes that 'anti-Racism is inextricable from efforts to dismantle ableism, classism, sexism, transphobia, and homophobia, as these structures are intricately connected in the maintenance of white supremacy and its attendant systems of hierarchies organized by the "normal," the "normative," and of course, the "superior"'
2. It also notes, in a discussion of the role of administrators in implementing meaningful DEO policy and programming, that "administrative beliefs about race, gender, sexuality, class and ability influence campus climate through more than programming and policies"
3. Only one of the report's recommendations, that the college 'address service inequities within the faculty and staff that result from excessive forms of "invisible labor" experienced by faculty and staff of color as well as women and LGBT+ faculty,"' explicitly names LGBTQ+ people

Recommendations in both of these reports will surely benefit LGBTQ+ people because they are general enough to either benefit all people or to benefit many or most minoritized groups that

typically experience bias and harassment. However, aside from the passages referenced above, the actual lived experiences and perspectives of LGBTQ+ people are completely absent from these reports.

Particularly surprising was the lack of substantive discussion of the sexual harassment and assault involving LGBTQ+ people in the Preventing Sexual Harassment Working Group report, given that LGBTQ+ people are subjected to work-place sexual harrassment at higher levels than non-LGBTQ+ people and that this harassment often comes from non-LGBTQ+ people.[8] Equally surprising was the absence of mention in the Task Force on Anti-Racism and Racial Equality report of LGBTQ+ people of color and the particular ways that those intersections play themselves out in often harmful ways.

Perhaps even more striking - and concerning - was the absence of any mention of LGBTQ+ students in the Student Well-Being and Mental Health Support Recommendations from the Reboot & Reimagine: Student Academic Affairs Working Group, despite the well-documented mental health crisis among these students, especially trans+ students[9]. In fact, from an intersectional perspective, it is worth noting that this report includes no mention of students of color, race, or even the word *identity/ies*.

These reports demonstrate that even well-intentioned DEI efforts to support minoritized populations in the college suffer from a lack of understanding of the systemic nature of heteronormativity, cisnormativity, and gender binaries and the role that identity can play in the experience of climate that results in many LGBTQ+ people (and other minoritized people) feeling invisible, unsupported, and undervalued.

Note on Intersectionality
Since our charge was also to bring an intentionally intersectional lens to our work, we note that the minimal presence of LGBTQ+ people as a group is an example of the systemic nature of cis-hetnormativity on campus that closely parallels the male- and white-dominant culture that is vividly described in these reports. We feel it essential to note that even in the context of DEI work focused on supporting and improving the experiences of minoritized communities in LSA, there is relatively little overt acknowledgement of LSA members who hold multiple marginalized identities, or that our global campus community includes culturally-diverse understandings of gender and sexuality. The topic of intersectionality is markedly lacking from most DEI materials across LSA's departments and centers. It is worth once more noting and commending the fact that intersectionality was a central dimension of this group's charge.

Institutional Climate for LGBTQ+ People in LSA/U-M
The University of Michigan was an early trailblazing institution supporting the LBGTQ+ community. The Spectrum Center, established as the Human Sexuality Office in 1971, was the first university center of its kind. The U-M LGBT Faculty Alliance (UMFA) was founded in 1992

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[8] https://williamsinstitute.law.ucla.edu/wp-content/uploads/Workplace-Discrimination-Sep-2021.pdf
[9]https://www.nea.org/advocating-for-change/new-from-nea/new-survey-data-shows-lgbtq-youth-mental-health-crisis

and continues today to offer one or two networking or community-building events each semester with support from the Provost's Office via ADVANCE. In 1993, thanks to UMFA's advocacy, U-M's Board of Regents added sexual orientation to the list of protected statuses in the university by-laws, and soon thereafter U-M became one of the earliest academic institutions to offer domestic partner benefits to LGBTQ+ employees. The first Lavender Graduation Ceremony, today a nation-wide tradition, was held at U-M in 1995. More recently, the University Health Service offers affirming care to trans+ patients through its gender-affirming care team, and university health care plans cover many medically necessary gender-affirming services (though significant improvements are still needed). In some rankings (for instance, Campus Pride), the University is rated among the 40 "Best of the Best" 4-year institutions for building an inclusive, welcoming and safe environment for LGBTQ+ students, faculty and staff.

Our group's discussions, however, as well as multiple conversations with other campus stakeholders, reveal that broader DEI-related discussions at U-M and nationally leave many in the LGBTQ+ community to question how well LSA and U-M consistently live up to the values exemplified by these early milestones and, in particular, whether campus climate for LGBTQ+ people has been appropriately included in ongoing DEI initiatives. The lack of investment in data gathering and expansion of resources, particularly supporting LGBTQ+ faculty and staff, leaves many LGBTQ+ people feeling invisible and undervalued, and a review of peer institutions reveals that U-M is no longer among the leaders and best when it comes to LGBTQ+ inclusion. One specific example of this that was raised repeatedly in our conversations with stakeholders was the gendered disparity in U-M's family leave policy, which allows extended time solely for a 'birth mother,' in contrast with peer institutions' more gender neutral policies that apply to all parents. Awareness that U-M and LSA have fallen behind in their commitment to supporting LGBTQ+ people is the implicit recognition in this working group's charge that the experiences and perspectives of LGBTQ+ people are virtually absent in the recommendations in the reports from previous working groups that we were asked to review.

Existing Data on LGBTQ+ People at U-M
One of the strongest areas of agreement among the members of this working group, which represents a fairly wide range of units and roles, is that there is little sense of community or visibility for LGBTQ+ faculty and staff in particular. This sense of invisibility permeates all of our findings, and we believe that it begins with the remarkable lack of data on the experiences and perceptions of LGBTQ+ people in LSA (and on campus more generally).

However, we have little concrete data about this issue at U-M because these questions have never been asked. The issue of how and when to be 'out' is something that is largely specific to LGBTQ+ communities and the act of coming out [or not] is ongoing and regularly repeated. Beyond this, there is also the question of acceptance and inclusion. The consensus of this group is that there is a general, if somewhat vague, sense that LGBTQ+ people are accepted and not subject to any overt harassment due to their identities. However, as the 2017 climate survey conducted by ADVANCE demonstrates, this perception varies greatly among LGBTQ+ faculty (ADVANCE does not collect data on staff or graduate students in its surveys).

The relative absence of attention to LGBTQ+ people in the U-M DEI Strategic Planning process graphically illustrates this. The DEI 1.0 2021 Climate Survey from ODEI demonstrated that LGBTQ+ people are one of the largest minoritized groups at U-M and experience a significantly less inclusive environment than our non-LGBTQ+ peers, with LGBTQ+ students, staff, and faculty reporting experiences of discrimination at a rate that is 85-200% higher than non-LGBTQ+ peers[10]. Yet the survey results failed to break responses down by constituent parts of the LGBTQ+ acronym to study the climate experienced by transgender or non-binary people, for example. The Appendix Report on Demographic Diversity does not include a single mention of any portion of the LGBTQ+ community, and every instance of gender discussion adheres strictly to the binary. As far as we can discern, nothing about LGBTQ+ members of the U-M community has been analyzed or publicly discussed. This invisibility is reflected in the curriculum as well: just 9% of U-M courses include the topics of gender, gender identity, or sex & sexual orientation (and not all of these explicitly include the LGBTQ+ experience). This is more than a factor of three times lower than the fraction of courses addressing citizenship, immigration status, or national origin.[11]

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[10] https://diversity.umich.edu/data-reports/climate-survey/
[11] https://report.dei.umich.edu/wp-content/uploads/2023/01/dei-courses.pdf

VI. RECOMMENDATIONS

A. ELEVATE THE VISIBILITY OF LGBTQ+ PEOPLE IN LSA

The Office of Diversity, Equity and Inclusion 2021 LSA unit report of the DEI 1.0 survey finds that, among those who responded, 15.6% of staff, 19% of faculty, and 35.6% of graduate students in LSA identify as LGBQ (Note: This is not a typo. "LGBQ" is the (idiosyncratic) category used in the survey in which transgender/genderfluid, genderqueer, non-binary were pulled out and added as categories of gender) while 2.4% of staff, 2.9% of faculty, and 7.3% of graduate students identify as trans+. This means that LGBTQ+ people constitute the largest minoritized group in the college (outside of "women"). Unfortunately, none of the data in the survey from those who identified as LGBTQ+ were analyzed[12]. This is indicative of the overwhelming lack of visibility that LGBTQ+ communities have within LSA and the university more generally. There is no place on LSA's website or in other domains that foregrounds LGBTQ+ existence. Contributing to that invisibility, many spaces on campus are white-dominant, ableist, and cisheteronormative and thus do not acknowledge people who hold multiple marginalized identities. Intersectionality is also markedly lacking from most documentation in DEI-oriented materials produced by LSA departments and centers. Similarly, as is typical of U-M's decentralized culture, while many resources are available that support LGBTQ+ people, such as the Gender Transition Resource Guide at U-M, resources from the Spectrum Center, or the many LGBTQ+ student orgs, there is no central place where all of these resources are gathered together. Newly-hired faculty and staff members often report difficulty and bewilderment in looking for resources that are of vital support to our community.

NOTE: As we highlight the need for visibility, we also recognize that visibility may be a fraught concept for many LGBTQ+ people as it connects to the highly personal decisions about coming out that require us to constantly navigate questions of how, when, and with whom to share our identities. We are in no way advocating for outing individuals or exhorting them to come out before they are ready but rather are advocating for the visibility of LGBTQ+ identities generally. We assume that only people who are comfortable publicly expressing that they identify as LGBTQ+ will do so. Further, the presence or absence of a visible LGBTQ+ community forms a critical part of the decision to be out (or not) for many. We want to emphasize that the need for increased visibility was expressed unanimously by every member of our working group and every LGBTQ+ person who provided feedback on our recommendations.

a. The Working Group recommends that LSA visibly support and celebrate LGBTQ+ members of the community via a dedicated section of the LSA website that is regularly updated and maintained by the LSA Dean's office. The key to this section is welcoming LGBTQ+ faculty, staff, and students to LSA, stating a clear commitment to LGBTQ+ faculty, staff, and students, highlighting LGBTQ+ scholarship and events, and providing comprehensive information about resources that support people holding these identities.

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[12] The high-level reports from the 2017 DEI 1.0 reports include analysis of LGBTQ+ experiences, but were not pulled into front-facing documents. https://report.dei.umich.edu/wp-content/uploads/2023/01/campus-climate.pdf

Such a website would include the following elements:

- A visually appealing homepage with welcoming and affirming language
    - Welcome LGBTQ+ faculty, staff, and students to LSA
    - State a clear commitment to LGBTQ+ faculty, staff, and students
    - Highlight LGBTQ+ scholarship and events
- Recruitment tools for LGBTQ+ faculty and staff
    - Celebrate U-M's long history of support for LGBTQ+ people
    - Discuss U-M's climate for LGBTQ+ faculty and staff (e.g. via the ADVANCE 2023 survey[13] data when available)
    - Explain political climate for LGBTQ+ people in Michigan and U-M responses to political developments in the state (e.g. creation in 2008 of the Other Qualified Adult provision after the state banned coverage for domestic partnerships)
    - Explain the climate of the United States for LGBTQ+ people who join LSA from places outside of the United States
- Statement on intersectionality
    - Reflects a global perspective
    - Recognizes cultural variations in conceptions of identities around gender, sexuality, disability, and race
    - Examples of such statements can be found here:
        - University of Edinburgh: https://www.ed.ac.uk/equality-diversity/students/intersectionality
        - *Inside Higher Ed*: https://www.timeshighereducation.com/campus/intersectionality-and-why-2022-inclusion-must-allow-multiple-identities
- Section on LGBTQ+ scholarship and teaching, including colleagues at U-M who would like to be listed on the site along with departments and centers who highlight or host LGBTQ+ events and scholarship
- Resource pages
    - Gather links to U-M resources that support LGBTQ+ people. Examples include:
        - University of Michigan Faculty Alliance (UMFA)
        - Faculty and Staff Counseling and Consultation Office (FASCO) LGBTQ+ support group
        - Spectrum Center (specifically their page for faculty and staff resources, which is excellent)
        - LGBTQ+ student organizations
    - Link to LGBTQ+ Health resources (many newly available on the Spectrum Center Website).
        - Information about existing health care for LGBTQ+ needs
            - Gender-affirming care
            - Reproductive health and needs

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[13] https://record.umich.edu/articles/advances-campuswide-faculty-survey-launches-feb-1/

- Free sources and locations for care of sexually transmitted diseases, including pharmacies that distribute free medications for conditions like HIV/AIDS
    - Specific links to mental health resources and practitioners who provide care centering on LGBTQ+ students, staff, and faculty
    - Highlight clearly and prominently the fact that U-M faculty, staff, and students are welcome and encouraged to use the restroom that aligns with their gender identity
    - Provide detailed locations for single use/gender inclusive restroom facilities on campus and in each LSA building

b . The working group recommends that LSA create mechanisms for acknowledging and elevating LGBTQ+ faculty and staff achievements/accomplishments

- Create and promote mechanisms for recognizing and rewarding research on LGBTQ+ issues
    - Regular college-sponsored panels on LGBTQ+ research
    - New and meaningful funding opportunities dedicated to LGBTQ+ and/or Intersectional research
- Intentionally integrate LGBTQ+ content on the main LSA website:
    - Highlight scholarly research, community outreach, and other important work on the LGBTQ+experiences conducted by faculty, staff, and students on the main LSA webpage
    - Push more LGBTQ+ faculty and staff content to the University Record and LSA Today
    - Highlight the Spectrum center's many offerings for students, faculty, and staff
- Make LGBTQ+ scholars and LGBTQ+ specific panels regular features of widely advertised and promoted college-wide programming (in addition to, and not competing with, what departments may do on their own)
    - Invite speakers to campus from renowned centers of the study on Intersectionality, such as at Columbia University[14] or George Washington University[15]
    - Work with Women and Gender Studies to create larger events from some of the events they already organize
- Include LGBTQ+ concerns specifically in the portfolio of the Associate Dean for DEI
    - Ensure the explicit and intentional inclusion of LGBTQ+ identities and awareness of intersectionality in all DEI efforts
        - Include LGBTQ+ identities in the charge of all future committees and working groups focused on college climate and inclusion
        - Consistently highlight the intersections between anti-LGBTQ+ bias, racism, ableism, classism, gender bias, and other forms of discrimination
        - Go beyond including LGBTQ+ within the "list of oppressions" by meaningfully engaging with specific data, policies, and oversight

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[14] https://intersectionality.law.columbia.edu/
[15] https://intersectionality.gwu.edu/

- ■ Include the global context for LGBTQ+ identities and acknowledge culturally diverse understandings of gender and sexuality in all domains of DEI planning
  - ○ Incentivize efforts to create LGBTQ+-inclusive unit cultures as part of broader DEI efforts, including discussion of how LGBTQ+ people can be made more visible in units through hiring and promotion
  - ○ Create cultural competency training/education to use during onboarding of new faculty and staff that includes information about pronouns, gendered language, assumptions about gender, and the sometimes perilous legal context for LGBTQ+ faculty, students, and staff, especially trans+ faculty, students, and staff
    - ■ Commission a skit from the CRLT players on LGBTQ+ issues, perhaps in connection with the STRIDE or RISE committees in ADVANCE
- ● <u>Regularly include information about LGBTQ+ related groups and events in email updates from the Dean's Office</u>|

c. The working group recommends that LSA take concrete steps to combat the systemic heteronormativity, cisnormativity, and gender binarism found in many LSA spaces and practices, including DEI efforts (as demonstrated in the functional absence of LGBTQ+ concerns in other working group reports)
- ● Consistently affirm the expectation that the college's policies and communications, especially on issues around family and wellness/work-life balance, reflect the diverse experiences of LGBTQ+ members of the LSA community. (For example, replace the term "birth mother" with "birth parent"[16])
- ● Bolster public awareness around intersectional identities in various ways (one example is the Gender Diversity Public Awareness Campaign in Romance Languages and Literatures[17]

B. BUILD LGBTQ+ COMMUNITY IN LSA

We are deeply appreciative of the commitment from the Dean's Office to improving the experiences of LGBTQ+ people. While the majority of the LGBTQ+ faculty, staff, and graduate students our group talked to have reported little feeling of overt bias and discrimination within LSA and at U-M generally, many reported ongoing challenges in finding community at U-M and in Ann Arbor. The problem of visibility leads to and reinforces the lack of a sense of community which was noted by all members of this working group and in our discussions with LSA and campus stakeholders. LGBTQ+ faculty and staff frequently report finding community a challenge, especially when coming to Ann Arbor from areas of the world with diverse and highly visible LGBTQ+ communities. This lack of community negatively affects the experiences of LGBTQ+ colleagues in LSA and can have a direct impact on job satisfaction and retention.

As previously noted, this working group's core finding is that LGBTQ+ faculty and staff often confront pervasive and systemic cis-hetnormativity in LSA and across campus. For example, discussions of family-related issues, especially during the COVID pandemic, have often

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[16]https://lsa.umich.edu/content/dam/lsa-site-assets/documents/academic-affairs/FamilyFriendly/Modified%20Duties%20Policy.pdf
[17] https://drive.google.com/file/d/1PsXqhGqKxuAeM2GcFTjxiTTQ1zvFphOD/view

been–implicitly or explicitly–rooted in a cisnormative, heteronormative, and gender binary conception of what families look like and how care work operates. Additionally, it is important to note that LGBTQ+ faculty and staff may face unique constraints in being able to access familial and social networks due to bias or exclusion. Such networks are often important sources of support for other marginalized identities. We therefore stress the urgent need for sustained community-building in order to enhance the full inclusion of LGBTQ+ people in LSA and beyond.

The working group recommends that LSA seek ways to foster community, particularly in the on-going absence of LGBTQ+ spaces in Ann Arbor more generally. As with other recommendations, we note that these efforts will require financial and human resources to achieve the goal of improving the experiences of LGBTQ+ people in LSA.

- Form of a college-sponsored/supported queer affinity group along the lines of U-W's Q Faculty, Staff & Allies Association (QFS)[18], with staff support from the LSA DEI Office
- Create LSA-specific mentorship and networking programs for LGBTQ+ faculty and staff
    - This may be done in partnership with ADVANCE and the Spectrum Center, which runs the student-centered MaPPS mentoring program
- Expand LSA@PLAY in LGBTQ+ friendly ways and expand for faculty and staff. Some ideas include:
    - Drag performances
    - LGBTQ+ trivia nights
    - LSA-supported events at local establishments (e.g. organize and fund such events)
    - Improv nights focused on camp humor
- Facilitate connections with the larger Ann Arbor-Ypsilanti-Detroit communities with community-building events, for instance with:
    - Jim Toy Center, SE Michigan https://www.glsen.org/chapter/southeast-michigan
    - Transgender Michigan https://www.transgendermichigan.org/
    - LGBT Detroit https://www.lgbtdetroit.org/
- Create and support an oral history project highlighting the ways in which LSA and U-M have addressed LGBTQ+ issues and preserving experiences of LGBTQ+ people at the University of Michigan throughout its history

C. PROVIDE ADDITIONAL RESOURCES TO SUPPORT LGBTQ+ PEOPLE IN LSA

In addition to the website suggestions made above, the working group identified a range of new resources that would address both intersectional identities and the needs of LGBTQ+ people. These are resources that require additional funding and/or labor. First among these is the critical need to address the lack of consistent access to conveniently-located gender-inclusive restroom facilities. This was a theme that emerged consistently in our group's discussions and was raised repeatedly by stakeholders who provided feedback on these recommendations. Some instructors reported not being able to use the restroom between classes because of the distance between classrooms and gender-inclusive restrooms; the same would obviously hold for students as well.

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[18] https://www.washington.edu/diversity/glbtqfs/

We acknowledge and deeply appreciate LSA Facilities' current commitment to including single-use/gender-inclusive restrooms in all building and renovation projects, yet it's also the case that more must be done.

As is the case with other recommendations in this report, LSA must have dedicated staff support and funding for the recommendations found below. In other words, have someone (or a group of people) in place whose job it is to implement and maintain many of these recommendations we are making. Given how rarely there has been LGBTQ+ inclusion in various programming and policy-making, we believe strongly that these recommendations can not just be added onto someone's existing portfolio and result in meaningful change. This concern was reinforced by many of the stakeholders we heard from who voiced both distrust that anything meaningful would result from this group's work and a sense of "participation fatigue" after investing time and energy in previous initiatives that ultimately did not lead to change.

The working group recommends that LSA provide additional resources to support LGBTQ+ people *in the college*:

- Continue to increase access to gender-inclusive and single-use restrooms that are well-kept and don't have binary language or signs
    - Ideally, facilities planning over the next few years would include every department and unit housed in LSA buildings having at least one single-use, non-gendered facility
    - Have a goal that every floor of all LSA buildings has a single-use gender-inclusive restroom
    - Establish as a clear goal of making gender-specific restrooms the exception rather than the norm, even if this means having fewer of them (while remaining compliant with current laws about gendered facilities)
    - Make it clear and apparent that departments are not expected to fund single-use restrooms themselves.
        - Publicly promote the current commitment that gender-inclusive restrooms be included by default in all LSA Facilities projects, including responsibility for their cost
        - Departments must partner with LSA to provide the necessary space for such facilities.
    - Urgently request that the Provost adopt these principles and provide funding for restroom renovations in all campus buildings
    - Ensure that menstrual products are available in an apparent and dedicated, accessible space (e.g. not balanced on the flush mechanism or on a high shelf)
- Create a position that supports and helps to build community for people managing intersectional oppressions, including specifically anti-LGBTQ+ bias, and more general visibility of LGBTQ+ members of LSA.
    - This position could live in LSA's DEI Office, possibly modeled on the LSA Disability Navigators
    - Suggestions for the responsibilities of the position include:

- ■ Maintain the LGBTQ+ part of the LSA website recommended above
- ■ Support community building initiatives such as those outlined above via regular messaging and outreach
- ■ Create guidelines with clear expectations for departments/units to promote LGBTQ+-inclusive cultures as part of broader DEI efforts
- ■ Require broad adoption of more inclusive framing of LSA and university language on topics related to well-being, balance of work and non-work, childcare and families
- ■ Implement regular, professionally handled focus groups/interviews to identify climate issues faced by LGBTQ+ people in LSA to combat concerns around data privacy in surveys with small samples
  - ● Provide space and resources for LGBTQ+ people to process deteriorating political and social climates around LGBTQ+, especially trans+, concerns
  - ● This could be tied to an affinity group

D. GATHER, PROTECT, AND USE DATA ABOUT LGBTQ+ PEOPLE

As we note above, while people who identify as LGBTQ+ represent one of the largest minoritized groups within LSA, data collection on the conditions and experiences of LGBTQ+ community members is scarce. This relates directly to the sense of invisibility of LBGTQ+ people in LSA that permeates all of our findings. People feel invisible and unvalued when they do not see themselves accurately represented in college metrics and data, especially when it comes to DEI initiatives. A meaningful commitment on the part of the college to improve the experiences of LGBTQ+ members of our community will necessarily include intentional collection, analysis, and use of accurate data about members of these communities.

In order to accurately account for, recognize, and promote the perspectives of LGBTQ+ people in the college, the working group recommends that LSA:

- ● <u>Collect, code, and study LGBTQ+ data as used in Key Performance Indicators and other unit measures, in consultation with faculty experts in LGBTQ+ studies</u>
  - ○ Include broad options for gender and sexuality designations that may differ cross-culturally
  - ○ Data on LGBTQ+ people might be best reported at the divisional level rather than unit by unit given the likely small numbers of people
  - ○ These data should be included and analyzed in DEI reports on LSA web pages dedicated to DEI progress and other programmatic DEI activities
- ● <u>Adopt policies for including LGBTQ+ identities in department diversity numbers in consultation with LGBTQ+ community members and faculty with relevant research expertise</u>
- ● <u>Offer guidance to LSA departments on how to:</u>

- ○ Accurately report gender data that is beyond the binary and involving sexual orientation while also respecting privacy (for example, ensuring that faculty/staff know that pronouns specified in e.g. graduate admissions should be shared, but sex/gender should not)
        - ○ Appropriately handle data involved in promotion and hiring (e.g. instructor evaluations) of LGBTQ+ identities of instructors
        - ○ Pay special attention to data involving trans+ faculty, students, and staff to ensure both privacy and agency in admission, hiring, promotion, and payment processing
- ● Implement an annual email notice to all LSA students, staff, and faculty from LSA IT letting them know what names and information appear on their MCommunity and Wolverine Access pages with instructions for changing those if desired

E. INTEGRATE LGBTQ+ IDENTITIES INTO FACULTY AND STUDENT AFFAIRS

While this working group focused primarily on the experiences of faculty, staff, and to some extent graduate students, especially those in instructional roles, we also identified ways in which LSA could do more to include the experiences of LGBTQ+ people in the instructional work of the college. As noted above, LSA is home to world-renowned scholars of gender, sexuality, and queer studies; however, the impact of their scholarship and their presence in the LSA curriculum is muted by the same lack of visibility and systemic cisnormativity and heteronormativity that has been noted above.

The working group recommends that LSA increase the visibility of LGBTQ+ issues and people in the academic, instructional, and scholarly life of the college:

- ● Make visible the presence of LGBTQ+ concerns/ issues/ people/ content in the LSA curriculum
        - ○ Consider adding a tag option that could appear in the Wolverine Access course building platform
- ● Charge the LSA Curriculum Committee with exploring the inclusion of intersectional identities as part of degree requirements. This would ensure that students have the opportunity to consider how multiple marginalized identities, including LGBTQ+ identities, are experienced, represented, counted, and theorized
        - ○ If a requirement doesn't make sense, ask the Curriculum Committee to consider designating courses as intersectional and allow them to count towards other distributional requirements, much like the ID designation
- ● Empanel a second task force or working group to explore the possibility of an interdisciplinary cross-unit program or center for research/teaching of LGBTQ+ topics
- ● Integrate LGBTQ+ matters on par with other bias training into training and onboarding activities and resources for faculty and staff, including:
        - ○ Bystander intervention training for supervisors, information on microaggressions
        - ○ Instruction in the LSA Teaching Academy
        - ○ LSA's Inclusive Pedagogies website: https://sites.lsa.umich.edu/inclusive-teaching/

- Motivate and enable instructors to demonstrate support for LGBTQ+ students:
  - Provide resources that support and encourage instructors to de-heteroize syllabi as relevant for their discipline, perhaps in collaboration with CRLT
  - Create a syllabus statement that commits to using preferred pronouns and names, to not misgendering people in the class, and to recognizing and calling out anti-LGBTQ+ bias throughout the course
  - Ensure that CRLT's Gender Inclusive Practices for Teaching[19] are consistently included in materials for the LSA Teaching Academy, LSA Instructional Handbook, and all pedagogically-oriented messages from the college
  - Create guidelines and incentives for departments to have (possibly require) several consecutive days of DEI related training for faculty and staff annually
    - The Statistics Department is currently developing a model for this approach already
- Make departments aware of the training events tied to LGBTQ+ student issues offered by the Spectrum Center
  - These should be funded through the LSA's DEI Office for all departments and units who want them
- Send a message from the Dean's Office/Student Academic Affairs either annually or each semester for faculty and staff affirming a commitment to LGBTQ+ inclusion in all LSA classes along the lines of messages that are sent around religious observance, health and wellness, etc. The message could include the following content:
  - Best practices around preferred pronouns
  - Information about the importance of avoiding misgendering and the harm this causes
  - Resources to support change in faculty and staff who may be unaware or less open to considering these issues in their classrooms

F. ENGAGE WITH UNITS OUTSIDE OF LSA TO IMPROVE CLIMATE FOR LGBTQ+ PEOPLE ACROSS CAMPUS

While the charge and membership of this committee is restricted to LSA, we recognize that LSA has limited power to help other units at the university change. We also recognize that much of the climate experienced by LGBTQ+ people in LSA occurs across all units at the university as well. We believe that LSA's size and history of leading on issues around social justice and inclusion demonstrate its ability to influence campus-wide policies and procedures. We therefore encourage LSA to, whenever possible, use its relative size and clout to advocate for change at the university level wherever possible to improve the experience of all members of the U-M LGBTQ+ community.

The working group recommends that LSA engage with the following campus units and central U-M administration to improve the experience of LGBTQ+ people all across campus:

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[19] https://crlt.umich.edu/blog/gender-inclusive-practices-your-teaching

- Provost/ODEI/HR
    - Request that LGBTQ+ perspectives be included in all stages of all DEI planning initiatives
    - Provide funding for for additional single-user gender-neutral restrooms in all campus buildings
    - Revise the family leave policy to define 'family" broadly and inclusively
        - Include families that may not have a birth parent or in which the birth parent is not the primary caregiver to the new child(ren) and provide equal access to bonding leave time.
        - Include parental leave for cases of a still-birth or late-term miscarriage
    - Ask to stipulate that LGBTQ+ identities are competently included as category options on all future climate surveys and that responses from LGBTQ+ people are analyzed and presented
    - Establish that future Campus-wide climate surveys:
        - Include input from LGBTQ+ people early in the design process to ensure that questions and categories are implemented legibly and accurately
        - Ensure that researchers with expertise in intersectionality, queer studies and/or the LGBTQ+ community are engaged in the interpretation of these results
    - Consider the formation of a standing university-wide LGBTQ+ task force similar to Michigan Medicine's Advisory Committee for the Advancement of LGBTQ Health[20] with expertise coming from across relevant units to evaluate the climate experienced by people who identify as LGBTQ+ and identify areas that need improvement
- Rackham
    - Insist that Rackham Admissions modify the admissions systems to avoid deadnaming and outing trans+ applicants through disclosing gender data that applicants
    - Vigorously explore alternative systems to ensure that LSA applicants are not deadnamed or unwillingly outed until Rackham can achieve this in their admissions process
- ADVANCE
    - Encourage STRIDE to add LGBTQ+ specific content to discussions of and best practices for faculty recruitment
    - Proactively invite new assistant professors first if there are affinity groups that they would like to have considered for their launch committees
- ITS
    - Develop policies and procedures to prevent unintentional deadnaming:
        - Make "Also known as" page on MCommunity opt-in rather than opt-out to prevent unintentional deadnaming
        - Streamline the process for changing uniqnames
        - Develop and implement a checking system so that all university systems and platforms use correct uniqnames and first names when those change

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[20] https://www.dropbox.com/s/rmodr4jxof40b34/CALHMYearbook2022.pdf?dl=0

- Michigan Medicine/UHS:
    - While healthcare policy decisions are made at the university level, we encourage LSA to, whenever possible, use its relative size and clout to continue to advocate for equitable health care resources, including insurance coverage to specifically support LGBTQ+ people and families.
        - Access and insurance coverage for gender-affirming care in addition to those already in place
        - Equitable access and insurance coverage for reproductive care (e.g. IVF, artificial insemination, for the healthcare associated with a surrogate) for LGBTQ+ families
        - Remove all gender specific language from Michigan Medicine policies related to parental leave. For instance, replace *maternity* with *pregnancy* and *mother* with *parent.*