



December 2010

The attached is the report from Dr. Ronni Sanlo, senior associate dean of students, adjunct professor and program director for the UCLA master's program in student affairs, who visited Marquette at our invitation Oct. 28 and 29, 2010, to "examine campus issues related to sexual orientation and gender identity/expression" and to offer suggestions. This is one of the initiatives we took pursuant to the university's commitment last spring to address the issues of Catholic identity, academic freedom, shared governance and the needs of our LGBT students and employees.

Participants in the discussions with Dr. Sanlo included both of us as well as other members of the administration. Dr. Sanlo also met with the Diversity Advocates, representatives of the Gender Task Force, MUSG, and the Diversity Advisory Committee. There were two meetings with various faculty and graduate students and a meeting with a representative of the Graduate Student Association and Empowerment.

Based on these discussions and a survey she asked participants to complete, Dr. Sanlo offered conclusions and recommendations in six categories:

- Students
- Faculty
- Staff – specifically Student Affairs
- Senior Administration
- A Resource Center

Not surprisingly, the issue of the Arts & Sciences deanship contract seemed to permeate many of the discussions, according to Dr. Sanlo.

The recommendations from Dr. Sanlo largely reflect many of the things we have discussed and, in some instances, have implemented. Some references in the report indicate that Dr. Sanlo had incomplete or inaccurate information. Nevertheless, the report clearly indicates the continued need for discussion, action and healing. We remain committed, both as individuals and as institutional representatives, to creating and maintaining a safe, welcoming and nurturing environment for our students and our academic and administrative colleagues. A news brief will be issued to the campus community, both faculty/staff and students, summarizing Dr. Sanlo's recommendations.

We would be happy to discuss the report and its recommendation with individuals or representative groups.

L. Christopher Miller, Ph.D.
Vice President for Student Affairs

John J. Pauly, Ph.D.
Provost

MARQUETTE UNIVERSITY

**SEXUAL ORIENTATION
GENDER IDENTITY/EXPRESSION**

**CONSULTATION VISIT
OCTOBER 28/29, 2010**

RONNI SANLO, ED.D.

**73-330 LINDA CIRCLE
PALM DESERT, CA 92260
(310) 508-5963**

**RONNISANLO@GMAIL.COM
WW.RONNISANLO.COM**

CONTENTS

Marquette Statement on Human Dignity and Diversity	3
Introduction	4
Methodology	6
Themes and Suggestions for Addressing Campus Issues	8
Students	9
Faculty	13
Student Affairs	16
Senior Administration	20
A Resource Center	23
Overall	25
Conclusion	28
Appendix	29
A. Division of Student Affairs Welcome Letter to LGBT Students	30
B. Resources	31
Survey of Marquette community	(as attachment)

MARQUETTE UNIVERSITY

STATEMENT ON HUMAN DIGNITY AND DIVERSITY

As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world. Through our admissions and employment policies and practices, our curricular and co-curricular offerings, and our welcoming and caring campus environment, Marquette seeks to become a more diverse and inclusive academic community dedicated to the promotion of justice.

Our commitment to a diverse university community helps us to achieve excellence by promoting a culture of learning, appreciation and understanding. Each member of the Marquette community is charged to treat everyone with care and respect, and to value and treasure our differences. This call to action is integral to the tradition which we share.

INTRODUCTION

In September, 2010, I was invited to visit Marquette University by Dr. L. Christopher Miller, Vice President for Student Affairs. The purpose for my visit as outlined by my contract was to examine campus issues related to sexual orientation and gender identity/expression and to offer suggestions for practice. The nature of the campus climate and discussions with Dr. Miller added more clarity as I began this process.

In May of 2010, the following well-publicized circumstance occurred: an open lesbian chair from the University of Seattle, a Jesuit institution like Marquette, was hired as the dean of Arts & Sciences at Marquette after a two-year search and vetting of candidates. Shortly after the contract was signed, the offer was rescinded apparently without consultation with the Academic Senate. As a result of this event, faculty, staff, and students at Marquette seem to have been pained at the deepest levels. Father Robert Wild had announced his retirement as president, effective in summer 2011, several months prior to this occurrence. Father Pilarz from the University of Scranton will become the next president of Marquette in late summer, 2011.

On October 28th and 29th, 2010, I met with numerous members of the campus community including students, faculty, staff and administration, all of whom I identify as stakeholders in the well-being of lesbian, gay, bisexual, transgender and ally people at Marquette. These are certainly among many of the same people who would be identified as stakeholders in the well-being of the entire campus community at Marquette.

The term LGBT is used throughout this report to mean lesbian, gay, bisexual, transgender, queer, questioning, intersex, and the variety of terms typically used (or not) by students.

While many people verbalized that there were discrimination issues at Marquette based on sexual orientation and gender identity prior to May, 2010, the rescinding of the contract of an open lesbian dean was the catalyst event that made people begin to speak

out. It is very likely, therefore, that my role was to engage students, faculty, staff and administrators in conversation not only about healing and moving forward, but also to identify the fundamental issues at Marquette in addressing sexual orientation and gender identity issues on campus.

There were those who verbalized that my visit to Marquette was merely a "band-aid," and a public relations tactic to appease students, faculty, and staff. I cannot respond to this concern but needed to note its presence.

METHODOLOGY

I met with the Vice President for Student Affairs, Dr. Christopher Miller, both at the beginning and the end of my visit and once in the middle. In all three meetings I heard issues related to the following:

- an understanding of the presence of LGBT people at Marquette
- a concern for the LGBT community at Marquette
- a desire to acknowledge and understand the issues of LGBT people at Marquette
- a desire to move forward as is feasibly possible to create a safe and inclusive environment for students, faculty, and staff at Marquette.

I met with students, faculty, staff, and administrators in a variety of settings and sessions. Some of the meetings had thirty to forty people present, primarily faculty. Some meetings were with staff and administrators at varying levels. Surprisingly, only two sessions were specifically with students. Not all in every session were LGBT. In each of the sessions, people were invited to share their understanding of LGBT-related issues as well as their thoughts and feelings about their observations of or participation in the Marquette LGBT and ally community.

There is no doubt in my mind that many at Marquette want to do the right thing for the LGBT community and specifically for LGBT students. All agree that the most important issue is that all Marquette students, including LGBT students, persist to graduation in the most positive manner as they successfully complete their education. Many professionals in higher education in general agree that while we want the best experience for our students, not all of our students will have that excellent experience regardless of how intentional we are about creating safe campuses. However, we as professionals also agree that we must do everything in our power to help create institutions in which all students, including LGBT students, know without a doubt that they are part of our valued campus community. In addition, they must know even before their first day on campus that they

have institutionally-provided avenues of assistance if they perceive an unsafe environment.

There are considerations with which campuses must deal as they determine what will be available for students, faculty, and staff. The most critical, of course, is financial resources. Without funding, institutions may not be able to provide similar opportunities found on other campuses in a system or around the country. While Marquette is a vibrant, exciting institution as agreed by all with whom I met, it is also a small university with 12,000 students. Therefore, to provide services specifically to the LGBT population, the members of Marquette need to work collaboratively and creatively if they wish to move forward.

Members of the Marquette community were asked the same set of questions:

- What is/are the issue(s) from their perspective?
- What is/are the solution(s)?
- Who do they believe is/are responsible for making the solution happen?

These data were gathered via personal interviews, either individually or in groups, as well as in an online survey. The interviews were recorded on my computer for accuracy of reporting, but names were not taken, insuring anonymity. The issues are presented as themes, with potential solutions. Based on the gathered data and themes, I made suggestions for addressing the issues and solutions, using my professional judgment and my familiarity both with the literature and with best practices in higher education.

THEMES AND SUGGESTIONS FOR ADDRESSING CAMPUS ISSUES

As I heard the concerns of many people during my two-day visit, I listened for topic-related themes. The issues tended to be more specific to location within the institution, though most of the issues were connected directly or indirectly to the rescinding of the contract of an open lesbian dean. I simply cannot separate that event from other issues. There were, of course, harassment, discrimination, and hostility issues prior to the incident involving the rescinding of the deanship offer, but that singular event has placed a pale over the entire institution and cannot be separated from the current campus climate.

The themes, therefore, are presented based primarily though not exclusively on populations.

- Students
- Faculty
- Staff - specifically within student affairs
- Senior Administration - including the president, provost, etc.
- The Overall Institution
- A Resource Center

The above are presented in no particular order. All are deemed equally important. My recommendations for addressing the themes follow each section. In some instances, in all honesty, there is simply no repair that I might recommend beyond healing from within the institution.

I. STUDENTS

I met with students, some of whom identified as LGBT, some of whom identified as heterosexual. These are their collective words and the issues they raised.

"Marquette students, if queer, aren't really expecting to be served. Students just go to campus ministry, asking for forgiveness, to be reconciled."

"There is no understanding of queer at Marquette. I'm genderqueer and feel completely isolated."

"If one is feeling marginalized, you don't go to a stranger. You just withdraw from school."

1. There appear to be very few LGBT-identified students at Marquette. Those who are out often feel like tokens and spokespersons for all LGBT people which is uncomfortable for them.

2. LGBT students believe they must "bear the brunt" of the dean search because they are Marquette students. They feel no support for a decision they did not make. Regardless of the president's listening session for students last summer, LGBT students need ongoing opportunity for discussion about this issue.

3. There appear to be few substantive support systems for LGBTQ-identified students at Marquette. Students indicated that they believe the administration is aware that LGBT students do not feel welcome. There is not much sense of support for them and they do not seem to be aware of resources. They experience ongoing harassment in the residence halls and in classrooms. Theology professors, for example, tell students that homosexuality is a sin which leads students to feel unwelcome and not accepted in the campus community.

Students reported an incident of assault of two gay male students. The students wanted to report the hate crime to the Department of Public Safety (DPS), but were told their identities could not be protected. Because the students feared further victimization

without protection from DPS, the students chose not to file the complaint. As a result of responses like this, the students stated that there is gross underreporting of anti-LGBT campus hate incidences.

4. In the past - and it may still be true - the Gay Straight Alliance was limited in what it was allowed to do. It could not engage in activism or advocacy, unlike other student organizations. In addition, LGBT students reported experiencing discriminated by non-LGBT student organization members.

5. Students would like to find a way to recruit more LGBT students to Marquette but feel none will want to come to Marquette given the current climate and negative publicity.

6. There is no apparent transgender or genderqueer inclusion at Marquette. Faculty, staff, and administrators do not use words beyond lesbian or gay. Students are well aware of the omission. They want gender neutral bathrooms and safe gender neutral showers/lockers in recreational facilities.

7. Students want their voices heard. They indicated that there are no students on the Gender Resource Task Force, nor are their opinions asked when decisions are made about their lives. They also want discussions about sexual orientation and gender in classrooms.

8. There is no ombuds nor ombuds-type process for students, and the advising system is not effective for them.

Recommendations

Marquette should be at the forefront of the current gay youth suicide prevention precisely because of the issue involving the rescinded deanship offer. Public discussion both within and beyond the institution should be taking place, and resources (see appendix C) should be made available for LGBT students. Suicide prevention efforts should be taking place in the residence halls and the student union.

If the GSA is recognized as a student organization, it must not be held to a different standard from other organizations. Students want to feel safe and valued at Marquette, even within the context of their student organizations. Leadership training should take place specifically based on identity development. In addition, the leaders of the GSA should attend the National Gay and Lesbian Task Force Creating Change Conference each February. Information about the next Creating Change Leadership conference may be found at www.nglhf.org.

Students are smart and must have the opportunity to own their leadership. Their organizations and many of their programs must be student initiated. Allow GSA and its work to occur. The student-initiated concept is an understanding within student affairs that we as professionals may guide students but we allow them the space and creativity to design what they want and need.

Professors (and many more on campus) need ally training so that they may provide a safe and inclusive classroom for all students and still provide balanced perspective of Catholic thought. Students must be engaged in exploration of these ideas rather than have edict statements thrust upon them.

All student organization leaders and organization advisors must undergo training regarding overall discrimination and harassment policies as well as honoring diversity within organizations. The week-long Leadershape Training program is excellent for college student leaders. www.leadershape.org.

Mandatory training in the residential halls must include harassment, hate crimes, bullying, and inclusion of all students. If training occurs for every first year student in the residence, it will take exactly four years to change much of the campus climate.

There must be clear policies regarding protecting identities of LGBT students who are victims of bullying and want to report the crimes. In addition, there must be a mechanism whereby students may report a crime anonymously, as a victim, or as an observer.

Underreporting of incidents will continue until there is a safe and anonymous method of reporting. As long as some students find it socially acceptable to joke, harass, and otherwise bully other students around sexual orientation, the underreporting with support will continue.

Support LGBT student organizations in their growth and programming, and encourage other student organizations to collaborate with LGBT groups in campus program presentations.

Host regular dialogues throughout Student Affairs and within each Student Affairs functional areas to increase communication and exploration of campus climate issues and how to make the campus more friendly and inclusive.

Student Affairs staff need ongoing professional development seminars and training regarding LGBT students and their issues. In addition, a familiarity with the new competencies of the Student Affairs profession (www.naspa.org) will be helpful in understanding the clear language of our work.

Students want faculty and staff to undergo a safe zones/ally development program. Student Affairs must take the lead in establishing such a program on campus.

II. FACULTY

I met with a large number of faculty in various sessions. Some were LGBT though most sounded as if they were heterosexual allies. As with students, these are their collective words and the issues they raised.

"I regularly try to challenge and interrupt antigay language and actions, and have done so for a number of years, but I am very close to deciding that it is no longer worth it to try to reform Marquette's sexist/heterosexist culture."

"As a tenured faculty member, I can challenge, though it is certainly the case that there's a culture here that makes speaking out on some issues very difficult."

"As a lesbian faculty member I am in constant terror that I will become the next big campus controversy, so I tend to avoid campus events and speaking out."

"Marquette will never be a leader but doesn't want to be left behind."

"Marquette is where faculty go to die."

1. While there were issues related to sexual orientation prior to the event involving the rescinding of the deanship offer, that incident has created a culture of fear that impinges of faculty's sense of academic freedom. Faculty believe that the president "created the mess" which "unleashed something ugly and threatening." Faculty stated that there is no indication that a similar situation cannot happen again and expressed the "wish" that the president and provost "had our backs." The climate is reactionary with a strong sense of fear for academic freedom. There is deep disappointment with the president as well as a sense of a lack of credibility in the institution's ability to hire and retain both faculty and staff. A number of faculty stated that they are "on the market." Many continued to ask how Marquette intends to recruit with such uncertainty about academic freedom. Faculty want their voices heard by the senior administration. There is a deep and strong desire for transparency, to remove the "culture of secrecy."

2. Faculty expressed concern about a professor who has publicly harassed and otherwise bullied Marquette faculty, staff, and students without censure from the institution. While freedom of speech allows for public comment, there is also legal precedent about how

people perceive such activity in the work place. One person may not perceive a situation to be hostile but another person might. It is the perception of hostility that's the defining factor. As a note of importance, several faculty shared that they would not speak with me in in one session because the presence of one individual frightened and angered them. Several others left when that individual arrived.

3. Faculty identify that "diversity is not what it should be" at Marquette. There is a belief that there is no plan for expanding the definition of diversity though sexual orientation is prominent and included in the Statement on Human Dignity and Diversity. There is a sense of a two-tier system developing out of fear that Marquette will be unable to attract young dynamic faculty over the next ten years and that young faculty already at Marquette will not persist to tenure.

4. Faculty want greater latitude in developing and teaching courses with LGBT-related content. Currently only one honors course includes LGBT content and it cannot be cross-listed with other courses/departments.

5. Faculty believe that the Deans Advisory Committee has done nothing to help any of the identified situations and has not emerged as a strong voice.

6. There is a need for explicit and immediate outreach by the President and Provost to Shared Governance.

7. There is a desire for faculty training and development. The question is how to go about rebuilding trust without losing face. How will faculty and administration be able to find a practical path to success? How might administration create a sense of welcome and safety for LGBT faculty? In addition, while many faculty verbalized a desire to serve on committees and provide service to the institution, there is no course release or extra compensation for their time.

8. LGBT faculty feel as if they've now been put in spotlight. Some feel they are being asked to be tokens. The question that looms is this: Was the rescinded dean's contract dean case and the subsequent activities, or lack thereof by administration, a litmus test for LGBT academics? If so, some faculty indicated they will leave Marquette.

Recommendations

There is a tremendous need for dialogue between faculty and both the president and the provost. Until faculty have an opportunity to ask questions, get answers, and be heard, there will be no trust. Discussions must include full transparency by administration and honest input from both sides.

LGBT courses must be encouraged, developed, and made available as cross-posted courses. LGBT visibility and support is augmented through the offering of LGBT-related courses that address LGBT history and literature.

The administration must not allow some individuals to harass and otherwise bully others.

III. STUDENT AFFAIRS STAFF

I met with a number of Student Affairs professionals in a designated meeting as well as individually throughout the two days of my visit, and also interspersed with other staff and faculty in multiple sessions. When people spoke of staff, it was primary Student Affairs staff about whom they were talking. As with students and faculty, these are their collective words and the issues they raised.

"Sometimes I think Student Affairs is all fluff PR and no substance. It makes me sad."

1. There are very few out LGBT professionals in Student Affairs. One person coordinates some LGBT efforts but is seen more as a kind advocate than a dynamic leader. People believe that Student Affairs has not been charged with supporting LGBT students, so there is no budget or additional staff for that purpose. In addition, there are very few people with LGBT expertise on staff
2. Some staff members verbalized a lack of competency around LGBT issues and identity development. They truly want to help LGBT students but are unaware of what that work might be.
3. Students and faculty verbalized a need/desire for a safe zone program. Regardless of how one feels about such programs, if the campus community wants one, it should certainly be made available. The Division of Student Affairs is the right department for creating and hosting the program.
4. Student Affairs is perceived to do a fine job of public relations work around LGBT issues but does not provide services, training for staff, nor training for students. The Student Affairs website has no information specifically regarding LGBT students but does have a strong letter of support from the Vice President.
5. Diversity Advocates, which may be under the auspices of Student Affairs, was said to have no direction regarding LGBT people or issues. It is a well marketed group but has

no training according to students, staff, and faculty. There is no money spent on LGBT training. "There is good PR when something happens but nothing substantial and people don't go to those events."

6. Student Affairs has become "more liberal" since Dr. Miller came to Marquette. However, Student Affairs staff were told not to participate in demonstrations regarding the Arts and Sciences deanship, that their jobs would be in jeopardy if they attended. Staff believed this to be a hostile decree.

7. Dr. Miller appointed an LGBTQ advisory board, but people said no one knew it was created. Similarly, staff, faculty, and students indicated that they did not learn about my visit until October 19th, nine days before my arrival.

Recommendations

A mandatory LGBT training specifically for Student Affairs staff must be presented. Included topics should be sexual identity develop in conjunction with student identity development. Once every person has attended this training, it should then be mandatory for all new hires.

Student Affairs staff should be encouraged and supported to attend an annual conference of either the National Association of Student Affairs Professionals (NASPA) or the American College Personnel Association (ACPA) for continued professional development.

All future hires in Student Affairs must have at least a master's degree in higher education administration, college student personnel, or other related areas.

Host a safe zones training for all Student Affairs staff as a Train-the-Trainer program. Residential Life should provide mandatory safe zones training for every student and professional staff person, and should be a mandatory training for every first year student as part of their orientation.

The Counseling department should host suicide prevention training for all Student Affairs staff as well as all campus faculty.

Student Affairs should utilize the CASS Standards (www.cas.edu) for each of its functional areas, all of which must include the broad understanding of diversity as stated in the Marquette Statement on Human Dignity and Diversity.

Every program and department in Student Affairs must be based on learning outcomes for intentional programming and services. Assessment of the outcomes as well as the CAS assessment provide strong indicators of success. Success equates to student retention and persistence to graduation in a safe, welcoming, nurturing environment. If necessary, host training programs for Student Affairs staff on developing learning outcomes.

Listening sessions regarding the Arts and Science deanship case need to be established for Student Affairs staff. One has already taken place for students, and faculty are still awaiting their promised session.

Develop an immediate strategic plan in Student Affairs so that there is intentional direction for LGBT programs and services.

Invite and allow students to participate and have voice in Student Affairs work.

Host a Lavender Graduation celebration to honor the lives and achievements of graduating LGBT and Ally students and to honor the LGBT/Ally faculty, staff, and community volunteers who assisted and/or donated during the academic year.

Create an ongoing student leadership program for all student leaders that includes diversity training. The focus should be first on the student leaders themselves and then on the membership of their organizations, and how to make their organizations welcoming for and inclusive of all.

Student Affairs should host dialogues such as the Intergroup Relations and Conflict Resolution projects (<http://www.igr.umich.edu>) or the National Coalition Building Institute (<http://ncbi.org>). Marquette should consider hosting a LeaderShape (www.leadershape.org) student leader training as well.

IV. ADMINISTRATION

"The Marquette reputation has taken a tremendous hit. How are we ever going to repair it?"

"Denying positions to qualified and experienced educators because of their sexual orientation de-legitimizes an institution. Essentially, Marquette is turning away individuals that can improve their campus." May 8, 2010, The Advocate

1. Many faculty and staff describe Marquette as "a very political place," though most higher education institutions rarely escape that description. According to many voices, Marquette is "grappling with its Catholic identity." The current president will retire in summer 2011, and a new president has been named. While there are issues about sexuality and gender identity, the retiring president was said to have hired more gay faculty than his predecessors. He may even have attempted to make the campus safe for faculty to be out, though there was no apparent vision or leadership to do so. Marquette is a hierarchal, "top heavy institution," according to many, with little to no Catholic identity conversation. Indeed, several people questioned whether Marquette was "hiding behind its Catholic identity."

2. Faculty identified a need for honesty from the administration. They remain unclear as to the "real reason" for deanship contract being rescinded. They believe the reason is solely about the individual's sexual orientation, that her research frightened the president and would perhaps discourage donors. Faculty feel that the administration "completely abdicated its responsibility to faculty regarding this case.

3. Because there is no perception of central leadership for repair of the current situation, nothing feels certain to faculty. They believe an interim president is needed. If the administration waits much longer for the current situation to go away, they will do "irreparable harm."

4. LGBT scholarship is quite limited at Marquette yet it has become a common academic endeavor at many institutions in the form of LGBT Studies or Queer Theory Studies.

5. There is a strong social justice thread throughout Marquette and certainly in its Statement on Human Dignity and Diversity. Faith and justice are the cornerstones though some say there is more faith than justice. While inclusion of social justice is a strong Jesuit tenet, LGBT inclusion at Marquette is generally not part of the social justice work.

6. Shared Governance should have had a role in what happened with rescinding the deanship and with whatever is subsequently planned. Faculty feel that the university directly interfered in an academic matter. This event impacts Arts & Sciences, student advising, careers, research, and hiring, and yet there remains no official statement from the administration. According to faculty, the provost has resisted the statutory role of the Academic Senate.

Recommendations

Administration needs to make time to speak honestly and openly with faculty about the deanship case. Faculty need reassurance and guidance from administration that what happened to that individual will not happen again nor to them. A mediator may be necessary to facilitate discussion.

Administration should provide funds to hire a qualified professional to direct LGBT work on campus. There needs to be a single person responsible for LGBT coordination throughout campus. The CAS Standards (www.cas.edu) should be consulted as guidelines for LGBT programs and services work. LGBT work should be an active resource that provides training, education, information and referral, and advocacy.

Campus LGBT/ally stakeholders - including the Academic Senate, MUSG, LGBT undergraduate and graduate students, Student Affairs, LGBT student organization

leaders, faculty, staff, alumni, Public Safety, External Affairs, etc - should retreat to develop a strategic plan for campus LGBT work.

Donors are always an important issue. While some donors may not approve of LGBT work at Marquette, there are likely many LGBT alumni who would love to support the work that they needed as students but didn't have. Create a strategic plan for fundraising specifically for LGBT work with the Marquette development office.

V. CENTER

1. Unlike many institutions, Marquette has neither a women's center nor an LGBT center. However, the Provost apparently committed to a Gender Resource Center (GRC). Apparently, with many vacant rooms in several buildings, space already exists. Funds may have likely been set aside for a GRC, according to some faculty. Faculty and Academic Affairs are the driving forces for a GRC. The vision for a GRC has a strong academic focus.

2. Faculty want a faculty-directed center with a full time director who would also have a faculty appointment. That person would address sexual violence prevention, bullying and harassment, research, and LGBT programs and services. However, there are also questions about whether LGBT research would "disempower women's studies."

3. The Gender Resource Center Task Force asked the Provost for funding a year ago, according to some faculty. They said the Provost told them a climate survey was needed first. However, the Provost withdrew the opportunity to conduct a climate survey. To date, none has been conducted.

4. There are questions about a separate LGBT center, such as where it would be housed. Faculty fear if an LGBT center falls under Student Affairs, the necessary academic focus will be missed.

Recommendations

Conduct an assessment of LGBT needs at Marquette to lay the foundation of building a strong program of inclusion. Use the CAS standards (<http://www.cas.edu/>) to help develop the work and the assessment. Useful tools may be the Sanlo, Rankin & Schoenberg (2002) book entitled *Our Place on Campus*, available through Greenwood Press and the Sanlo (2005) book *Gender Identity and Sexual Orientation: Research, Policy, and Personal Perspectives: New Directions for Student Services*, No. 111, Jossey-Bass.

Gather all stakeholders to develop an immediate, short-term strategic plan so that there is some direction for campus-wide work. With strategic planning, appropriate housing and location of a center may emerge.

A director of a center who also has a faculty appointment and teaching responsibilities will be spread extremely thin to do much center work. Sexual assault prevention services and LGBT programs and services are extremely time-consuming. Even an offering as seemingly simple as a safe zones program is quite labor intensive. If the center is indeed within Academic Affairs, review the models at both the University of California Berkeley and the University of Minnesota for similar direction.

Student Affairs and Academic Affairs are not diametrically opposed. In fact, both want what is best for students, namely, a safe educational environment with healthy persistence to graduation. Leaders on both sides of the campus must work together as a collaborated front to learn about one another and provide a concerted face to the campus community.

VII. OVERALL

"I do not feel comfortable anywhere on campus now."

"'Catholic' is a barrier that people hide behind instead of using it to develop 'the whole person.'"

1. Wisconsin was the first state (1982) to enact a law that explicitly prohibits discrimination based on sexual orientation in employment, housing, public education, credit and public accommodations.
2. There are far too many loosely developed but well-intentioned LGBT-related organizations at Marquette. Most are unaware of what the others are doing. There needs to be a coordinated effort to bring people, ideas, and projects together. Once that is successful, discussion may continue about what spaces are made available, who funds and supports them, and what the staffing should be. Until then, there will likely continue to be little progress because people of the turf issues and lack of communication.
3. The general campus climate is difficult to assess. People, both students and faculty, are afraid to report harassment, even if it includes verbal and physical assault. According to students, harassment has increased. There is no online anonymous reporting site. There is a Diversity office in the administration building but its focus is primarily on race.
4. There are no domestic partner benefits for same-sex families, which sends the clear message that that the only valued relationships are heterosexual, yet the divorce rate among heterosexuals is well known. A number of Jesuit institutions (the Loyolas, Loyola Marymount, Fordham, Georgetown, Santa Clara, University of San Francisco) already offer domestic partner benefits. Marquette would not be changing anything very drastic in the grand scheme of things by adding the one item that would provide value added for an already hurting population.

Recommendations

There should be one identified person, whether in Student Affairs or Academic Affairs to act as the coordinator of LGBT meetings, events, and processes, and to direct strategic planning.

Suggestions for creating open communications among all LGBT-related organizations:

- a. Gender and Sexuality Task Force as the primary advisory board at Marquette with equal representation of faculty, Student Affairs liaison, undergraduate and graduate students, as well as Public Safety and External Affairs. This group is the advisory board to senior administration. It must have a website with minutes of meetings, strategic plans, etc which are clearly visible and available.
- b. Student Affairs LGBT advisory board with assigned Student Affairs staff, undergraduate and graduate students, and a GSTF liaison. This group is responsible for LGBT issues in the non-academic campus life arena, student support services, Student Affairs functional areas, and LGBT training (including safe zones), as well as information and referral for services throughout campus and the community. Like the GSTF, it must have a website with minutes of meetings, strategic plans, campus resources, etc. which are clearly visible and available. Both the Student Affairs LGBT website and the GSTF website must be have links to one another.
- c. GSA campus student organization is the LGBT/ally organization in MUSG. It is responsible for student programming and peer support. It, too, must have a website with minutes of meetings, strategic planning, a calendar of events, meeting times/places, resources, etc. This is THE student organization and may participate or not, as it wishes, with Student Affairs and the GSTF. The very strong suggestion is that they do connect as a matter of course and open culture from the beginning. It is also highly recommended that they have a liaison

assigned to the Student Affairs LGBT advisory group as well as the GSTF group.

Hire an external training program that addresses multicultural competence, organizational effectiveness and strategic planning. One Ummah Consulting in Minneapolis is an excellent company. The contact is <http://www.oneummahconsulting.com/>

Add domestic partner benefits. Many studies over the years have clearly shown that there are no extra costs to institutions who provide health care benefits for same-sex families, and the emotional benefit to those families and the institution is immeasurable.

Conduct an extensive campus climate survey for diversity, making sure that all responses are truly anonymous. The following website may offer assistance in climate survey work: <http://www.rankin-consulting.com/staff.html>. Such surveys should be inclusive of LGBT people as well as people of color, people with disabilities, and socio economics. The climate survey should be conducted by senior administration, not by a committee.

Find a way to heal the conflict and mistrust that exists within the campus community. The conflict is obvious and caustic. It has and will continue to hamper Marquette's ability to move forward, regardless of the areas of concern. I strongly suggest the use of an outside objective mediator who is selected by all parties.

Update all website materials so that they are easy to locate on the Marquette website and easily accessed through local and state LGBT-related websites.

Utilize Marquette LGBT faculty/staff/graduate student volunteers or Marquette counselors who are skilled in group facilitation to develop and maintain a weekly support group for students dealing with issues of sexual orientation and gender identity/expression. A professionally staffed LGBT or GRC office would be an appropriate location for a weekly group.

CONCLUSION

I believe this is a very important time of great potential in Marquette's history. The Marquette community needs to know its leadership is trying to reconnect with all of its parts. There are so many opportunities for success but people, departments, offices, administration need to work together in faith and with outstanding respect and professionalism to make it happen. The bottom line is that Marquette be a safe place for students to learn and faculty and staff to teach and to work.

It is important to reiterate that I truly believe that each person I met at Marquette wants the best for everyone. I also believe that the current campus issues are apparent and not irresolvable. However, it will take a commitment from all parties at Marquette University to create the safe, welcoming, nurturing institution that it wants to project and must provide. It will take a great deal of transparency and open communication as well as a certain amount of mediation for this to happen.

Thank you for inviting me to come to Marquette. I hope my visit - and this report - were helpful, not only for the LGBT community but ultimately for the entire campus community. I offer it with gratitude and appreciation for having been a guest on your campus.

Sincerely,

Ronni L. Sanlo, Ed.D.

APPENDIX

A. Division of Student Affairs Welcome Letter to LGBT Students

B. Campus Resources

Sanlo Survey of Marquette community (as attachment)

APPENDIX A

LESBIAN, GAY, BISEXUAL, TRANSGENDERED, QUESTIONING RESOURCES

Dear Students:

Welcome to Marquette! As you join our campus community, know that Marquette has a strong commitment to inclusivity and diversity in all of its many forms. We are aware that LGBTQ students have unique experiences and face unique challenges. The Division of Student Affairs and its many departments, including Student Development, Recreational Sports, Student Health Services, Residence Life and the Counseling Center, have been working diligently to prepare events to welcome and support you in your transition to campus. Ultimately, we want you to feel that you are a valued member of the campus community.

Please take a moment to review [Marquette's Statement on Human Dignity and Diversity](#) and the [Division of Student Affairs Mission Statement](#). You will see that we strive to aid in the holistic development of all students and aim to enrich your out-of-classroom experience.

Marquette is committed to supporting its LGBTQ students and educating the campus community about LGBTQ issues/concerns. Below is a list of links that provide information on activities at Marquette and educational sites that provide support and information about the LGBTQ community. Consider affiliating with the [Gay Straight Alliance](#) and take note of a few of the many activities and initiatives that include an LGBTQ Orientation Welcome Reception, the LGBTQ Discussion Group, the LGBTQ meeting/resource space and the Ally Program. These are a few of the many options you have here at Marquette. Watch for other opportunities for support and involvement as they arise.

The Division of Student Affairs also sponsors the [Diversity Advocates](#), a network of faculty, administrators and staff who are committed to supporting diverse students. Look for the Diversity Advocates placard, as seen on the Diversity Advocates website, to guide you to a university professional who is willing to listen and support you. I wish you the best during your time as a student at Marquette.

I look forward to meeting you and hope your transition into the Marquette family fulfills, engages and impacts you.

Sincerely,

L. Christopher Miller, J.D., Ph.D.

Vice President for Student Affairs

APPENDIX B

RESOURCES

Organization names and websites appear throughout the body of this report. In addition, the Consortium of Higher Education Lesbian Gay Bisexual Transgender Resource Professionals (www.lgbtcampus.org) provides the most comprehensive website for information regarding LGBT higher education work.

http://architect.lgbtcampus.org/campus_climate

<http://architect.lgbtcampus.org/standards>

http://architect.lgbtcampus.org/needs_surveys

<http://architect.lgbtcampus.org/assessment>

http://architect.lgbtcampus.org/sample_proposals

http://architect.lgbtcampus.org/incident_response

http://architect.lgbtcampus.org/unisex_and_gender-inclusive_restrooms

http://architect.lgbtcampus.org/queer_studies_programs

http://architect.lgbtcampus.org/discussion_and_support_groups

http://architect.lgbtcampus.org/lavender_graduation

http://architect.lgbtcampus.org/mentorship_program

http://architect.lgbtcampus.org/support_networks_and_safe_zones

http://architect.lgbtcampus.org/training_and_orientation_materials

Campus Pride	www.campuspride.net
National Gay and Lesbian Task Force	www.ngltf.org
Gay Lesbian Straight Educators Network	www.glsen.org
Parents and Friends of Lesbians and Gays	www.PFLAG.org
Gay and Lesbian Medical Association	www.GLMA.org
NASPA	www.naspa.org
ACPA	www.myacpa.org

excellent example of a campus LGBT center website

<http://www.sa.psu.edu/lgbt/apps/resources.aspx>