

SUPB Inclusive Programming Guidelines
November 2017

Cleveland Hearing and Speech Center:
11635 Euclid Ave.
Cleveland, OH 44106-4319
Voice: (216) 231-8787
Appointments: (216) 325-7570

Consider having an interpreter / translator at all major events and allocating budget for any weekly events if accommodations are requested.

Is transportation to off-campus events handicapped accessible?

Communicate this request to Tom Kriz to learn the costs of a bus with a lift and budget accordingly. Share with your advisers the need for additional funds to cover the costs of this expense.

Eg. Homecoming, Cedar Point trips, Cavs Games, etc.

Is there a quiet space for attendees? (e.g. loud dance)

Communicate this with the facilities staff on or off campus. Ask for any additional costs for use of this space. How will you program in this space for students?

Will there be flashing lights that could harm those who experience seizures?

Communicate in your publicity that these pyrotechnics will be used.

Marketing

The Marketing and Communications Coordinator is responsible for promoting SUPB events to the campus including, but not limited to, posters, flyers, banners, Inside JCU emails and social media accounts.

Marketing

The content of any event marketing should be open-minded and inclusive to all of John Carroll University's population.

Be cautious of the names, images used, and descriptions of the events that are being promoted.

For example:

Posters of dances should NOT show only heterosexual couples as that signals exclusion of members of the LGBTQ+ community.

Pictures depicting a specific faith like a chapel may exclude people practicing other faiths.

Make sure to advertise to those of diverse backgrounds.

Make sure to advertise to students of all abilities. Advertising that we can accommodate to students in wheelchairs, students who are blind, student who are deaf, etc.

Place advertising materials in a variety of places on-campus. For example, place posters in the CSDI Lounge & the Commuter Lounge. Both rooms are located next to the Jardine Room in the DJ Lombardo Student Center. Include language in the publicity about how to request a translator or other accommodations by contacting the event coordinator.

Use inclusive language in the text of marketing materials. Refrain from using gendered pronouns or other language that would exclude students from opportunities.

Consider using page 22 of the [JCU StyleGuide](#):

Recruitment, Retention & Member Development

The Recruitment and Retention Coordinator is responsible for facilitating team member meetings, recruiting new members to the organization, and recognizing members for outstanding performance.

Recruitment

To make inclusion a conscious goal of the recruitment strategy, here are things to keep in mind before the selection process begins:

- Discuss with all people involved in the selection process why inclusion is a recruitment goal.

- Identify bias and barriers for diverse applicants in the selection process. Share your findings with SUPB.

- Establish a method of measuring how the selection and recruitment process successfully promoted inclusion.

 - Engage and work directly with the Student Union Vice President for Diversity, Equity & Inclusion to establish these measures and evaluate SUPB's inclusiveness.

The above 5 steps should occur before any recruitment efforts are made to ensure that the recruitment process is inclusive of all potential applicants' needs and interests.

Next, inclusion must be a central theme in the design of the recruitment process, materials and timeline. Here are some best practices:

- Avoid scheduling the recruitment timeline during major religious holidays, cultural celebrations, and other campus events.

- Hold recruitment events or information sessions at different locations, times, and days to give applicants with different schedules and commitments a chance to attend.

- Consider contacting a range of academic, social, cultural, and service campus organizations that may have interested applicants.

- Reach out to underrepresented populations such as students of color, commuters, etc..

- Craft recruitment materials that are varied in language, colors and style to appeal to a wider audience (a poster geared to attract commuter students, for example).

Recruitment materials should employ gender-neutral language and avoid phrases that are culture-specific.

For example, American culture uses a lot of baseball idioms that may not be understood by applicants of another cultural background:

"That exam sure threw me a curveball."

"The cafeteria food is definitely hit or miss."

"I really wish my group members would step up to the plate and work on our project."

Include a contact person's name, email, and phone number for interested applicants to address any questions or concerns.

The interview and selection process itself should be carefully evaluated for bias and barriers to applicants' success. Here are some best practices:

Use interview questions that seek information directly related to the position's and organization's requirements.

For SUPB, consider what the candidate's top three ranked positions are and select relevant questions.

"What past experience have you had in event planning?"

"What is your biggest strength when working on a team?"

Create a preselected list of interview questions before any interviews are conducted. Additional questions may be used to pull necessary information, but initial questions must be standardized for all candidates.

Retention

Inclusion should continue after the hiring process is completed. In other words, the Vice President for Programming and the Recruitment and Retention Coordinator (with the assistance of the advisors) must drive continuous efforts to increase SUPB's inclusivity. Here are some best practices for inclusive member retention:

Hold a discussion with the new Exec Board regarding the application and hiring process.

Did they encounter any problems?

Are there potential barriers for other applicants?

Consider holding a discussion with students that did not secure a position with SUPB to identify:

Did they encounter any problems?

Are there potential barriers for other applicants?

Identify at least 1-2 initiatives each semester that the entire Exec Board can work on together to achieve that focus on increasing inclusion within the organization and its events. Communicate these with the campus community.

Offer an Open Forum at the end of formal Exec Board meetings to give Exec members a chance to express their individual ideas and concerns.

At Team Member meetings, each committee should offer an informal Open Forum at either the beginning or end of the committee meeting.

Examples:

"What ideas do you have?"

"Is there something we could be doing better for this event?"

"How can we market this event differently?"

Member Development

Inclusive member development practices apply to both the Executive Board and Team Members of SUPB. Inclusion goes beyond the visible parts of a person's identity. Here are some questions to ask to determine whether your organization's member development practices are inclusive:

What are the current communication styles being used in your meeting? What communication styles exist? How can you go about identifying your leadership communication style.

Consider StrengthsFinder Training with OSE.

How does the Exec Board and organization include introverts and extroverts? How does SUPB assess who is an extrovert or introvert. How does this knowledge impact brainstorming session and shared airtime at meetings?

How are meetings conducted in a way that promote collaboratiTQq0.0007iQ.h

Resources

JCU Student Accessibility Services (A-7 in AD): <http://sites.jcu.edu/accessibility/pages/staff/>

Disability Awareness and Simulation Activities: <http://drc.arizona.edu/outreach-education/disability-awareness-and-simulation-activities>

American Sign Language Interpreting Services

http://www.alsglobal.net/interp.php?gclid=EAlaQobChMli4W33c2-1wIVw4KzCh19oAW9EAAAYASAAEqJSu_D_BwE

Checklist for Planning Accessible Events: <http://disability.cornell.edu/docs/accessibility-checklist.pdf>

<https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/strategicdiversitymanagementplan.aspx>

http://sudcc.syr.edu/_documents/InclusiveEventsSeminarsGuide.pdf

<https://www.skidmore.edu/leadership/documents/CreatingInclusiveEvents.pdf>

