SUPB Inclusive Programming Guidelines
November 2017

Guidelines for Inclusive Programming, Marketing, Recruitment, Retention and Membership Development

Compiled by: Brittany Adams, McKenna Cordier, Justice Estrada, Lisa Ramsey, Salomon Rodezno, Yanu Sou & Natalie Talerico

Introduction

The purpose of these guidelines is to outline best practices for creating inclusivity in the programming, marketing, recruitment, retention and member development efforts of the Student Union Programming Board (SUPB) at John Carroll University.

A huge thank you to the staff from the Center for Diversity and Inclusion (CSDI) for their feedback and support in creating these guidelines. An additional thank you to all of the students and staff who helped to turn one idea into a progressive and robust reality for the Student Union Programming Board (SUPB). It is the authors' hope that all student organizations at John Carroll University seek to create and adopt their own guidelines for inclusivity and strive to make our beautiful campus a safe, welcoming, and accessible community for every person.

Guidelines for programming, marketing, recruitment, retention, and membership development are included in this document. References and resources can be found on the last page. Even though these guidelines are written by category and position, the responsibility of ensuring the organization follows these guidelines lies with the entire Executive Board of SUPB with assistance from the Student Union Vice President of Diversity, Equity & Inclusion.
<u>List of Authors:</u>

Brittany Adams
 badams19@jcu.edu
Graduate Assistant, SUPB

McKenna Cordier
 mcordier18@jcu.edu
Vice President for Programming, SUPB

Justice Estrada
 jestrada18@jcu.edu
Event Coordinator, SUPB

Lisa Ramsey
 lramsey@jcu.edu
Associate Director, Student Engagement

Salomon Rodezno
 srodezno@jcu.edu
Director, CSDI

Yanu Sou
 ysou18@jcu.edu
Major Events Coordinator, SUPB

Natalie Talerico
 ntalerico20@jcu.edu
Graduate Assistant, CSDI

Programming

The Event Coordinators are in charge of planning and implementing a variety of social, weekend, and late night events throughout the academic year when school is in session. When planning the events, please keep the following best practices in mind:

Programming

- Ensure that the event that you would like to work on is something original and not being offered by another organization around the same time period; if there is a similar event planned, consider collaborating with the alternate organization.
  - When possible, vary the days and times of year that events are held to give the maximum number of students an opportunity to attend.
  - If appropriate, consider planning major events on Thursdays or other a-typical times/days in order to be inclusive of students with weekend conflicts or commuter students that are not on-campus on the weekends.
- If the event being planned includes a diversity aspect, make sure to follow the newly created Diversity/Cultural Programming Protocol.
  - Make sure to constantly exchange ideas with cultural/student organizations to talk about potential events.
- Consult an interfaith holidays calendar when planning events in order to be respectful of all religions / faiths.
  - See the 2018 one: http://www.interfaith-calendar.org/2018.htm
  - Consult with Campus Ministry if you have any questions on dates, accommodations, dietary restrictions, etc.
- Ask yourself the following questions during the event planning process:
  - If there is a ticket price for the event, is it appropriate given the scope of the event and most students' monetary capabilities?
  - Is the food served at events labeled?
    - Order food inclusive of those with allergies or dietary restrictions, such as vegans, kosher food, gluten-free food, etc.
- Strive to make event themes inclusive and welcoming for all.
  - For example, if a theme is being used make sure to first discuss it with the SUPB Exec Board and any other applicable parties.
  - If a provocative theme is being considered, consult with your advisers.
    - Eg. The Drag Show, some comedians, etc.
- Keep all disabilities in mind when planning events.
  - Eg: Bringing a translator to events for those that are hearing impaired.

- ■ 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.
  - ■ Create a uniform statement that details these special effects and incorporate the statement in any publicity that requires it.

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.

<u>Marketing</u>

- 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.

<u>Recruitment</u>

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 <u>why</u> 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 <u>before</u> 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 <u>before</u> any interviews are conducted. Additional questions may be used to pull necessary information, but initial questions must be standardized for all candidates.

<u>Retention</u>

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 collaboration and active listening?
- Does the organization's policies and practices promote a culture of mutual learning? If so, how?

If your answer to any of these questions is "No" or "Kinda", consider implementing changes to make your answers "Yes".

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=EAIaIQobChMIi4W33c2-1wIVw4KzCh19oAW9EAAYASAAEgJSu_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

https://www.ziprecruiter.com/blog/the-right-way-to-incorporate-diversity-hiring-goals-and-strategies/

https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/build-inclusive-culture-recruiting-diversity.aspx

https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/understandinganddevelopingorganizationalculture.aspx

https://www.w3.org/WAI/training/accessible