

## Chancellor's Committee on the Status of LGBT Issues

*Minutes from April 28, 2009*

In attendance: Teri Blain, Scott Boots, Amy Brainer, Brent Braveman, Jennifer Brier, Tina Copeland, Melanie D'Andrilli, Francesca Gaiba, Becky Lowery, Mark Martell, Alicia Matthews, Patrick Robinson, Philip Royster, Bernie Santarsiero, Liz Thomson, and David Weible.

### I. Welcome and Introductions

1. Welcome to the last official CCSLGBTI meeting of this academic year!

### II. New Business

1. CCSLGBTI 2009-10 nominee list: we had 19 nominees so far. Co-chair Bernie Santarsiero went over the people we have on the list so far.

We had two co-chair nominees to vote on, to replace outgoing chair Bernie Santarsiero, and to work next year with continuing co-chair Francesca Gaiba: Patrick Robinson and David Weible, both are male faculty members. The committee held a vote and Dr. Patrick Robinson was elected. Congratulations Patrick on your nomination for co-chair for next year!

2. There was approximately \$1,500 money left in the CCSLGBTI budget as of the day of the meeting, which will expire at the end of the fiscal year, June 30, 2009.

The Office of Business and Financial Services has issued a recent statement saying that we can no longer use funding for student organizations or non-UIC organizations, if they do not provide a tangible benefit to the university. CCSLGBTI members discussed fighting OBFS on this decision and justifying how all the events that our committee gives money to are educational and beneficial. We have already asked Joann Gras in the Office of Access and Equity to ask OBFS about this and she will get back to us with their answer.

Jennifer Brier suggested finding a LGBTQ person in OBFS and inviting them to come to our committee. Patrick Robinson spoke about this issue not being something that is only geared towards us, it is happening to everyone at the university due to recent budget issues.

We decided to contact Joann Gras about the recent Pride event we have agreed to co-sponsor, for which the funds have not been disbursed, as well as the summer LGBT youth events we were going to co-sponsor. We debated whether the policy means that we cannot give Pride or students any money ever, even if we always justify our expenses and the benefits the program has on the university? This restriction could now affect more student organizations and campus programs. It was suggested to contact Jill in campus programs. ([JillR@uic.edu](mailto:JillR@uic.edu)).

3. We reminded members of the College of Education event we co-sponsored, “Visibility Matters” being held in the Hull House and co-sponsored by one of our committee members Stacey Horn.

We also reminded members that The 2009 Rainbow Banquet featuring Lavender Graduation was upcoming! We are 3 people short of a 30 graduate goal. There are 85-90 RSVP’s for the banquet at Jak’s Tap, and 150 anticipated guests for the graduation ceremony.

4. Dr. David Weible suggested that our committee could have a summer event outing to one of the Chicago Dragons games. The Dragons are a Chicago gay rugby team. Mark Martell is a social member of the organization, and there is a UIC alumnus on the team as well.

5. The CCSLGBTI has funded a float for Pride to have in this year’s Chicago Pride Parade! This will be announced at Lavender Graduation and there will be a sign-up sheet for those who wish to march and be on the float.

6. Teri Blain has been working to create a “Diversity Conference” (see attached agenda). She circulated a written overview of what she has planned so far in regards to an agenda and the cost. She said she welcomes input from the whole committee.

Tracy Knofla, as a keynote speaker and facilitator, would cost approximately \$4,000, plus hotel lodging and airfare, which would add about another \$1,000.

Tina Copeland stated that if we cannot get the people who need to know the information being presented during this conference to come, then we need to get those people who need to use this information to come so they can learn how to use it and learn what their rights are.

Francesca Gaiba suggested we pursue this conference openly and keep our eyes on having it sometime in the fall semester. If we cannot have a big conference, then start with a smaller one and get bigger at the next one. Have it be the first annual conference, and go from there. Patrick Robinson agreed, stating that we should start it small and with attendees who are not mandated to go but who want to go, and let it grow organically. It would be easier to get the Human Resource representatives to go to the conference, than the Deans and department directors.

7. Dr. Philip Royster, Professor in the department of African-American Studies and the Department of English, and Director of the African-American Cultural Center, joined us to present a Faculty Institute Proposal (see attached proposal). He came to us for support and endorsement, and his proposal has been circulating at UIC for five years. The idea in his proposal came from a paper he presented five years ago at a conference.

The Faculty Institute is a proposal for in-service training for faculty. It would be voluntary at first but he would like it to spread, with the ultimate goal being that all faculty must be in the Institute to get tenure and be a faculty member at UIC. He realizes that this is a radical and challenging proposal. There is no program around the country like this one. It would include all areas of diversity that we are aware of, and be open to any new issues or areas. The Institute would consist of ongoing classes that faculty members would attend. This proposal is aimed to teach and educate, and expose faculty to the diversity issues that surround the students that they teach.

Dr. Royster said that at this point he is trying to find out who is interested, and the next step is to launch it, starting with events such as brown bag lunches, etc. If we could get the university to agree to this proposal, we could change the educational character of UIC.

The Faculty Institute demands two things: a commitment to undergraduate studies, and faculty studying cultural competence. Staff are not included in this original proposal because it would create a more controversial and problematic proposal. Teaching Assistants are included with faculty, and due to the high number of courses at UIC being taught by TA's, they may need this Institute more than faculty.

Dr. Royster explained that we do not need to call this sensitivity training, because the more education a person receives the more sensitive they will become.

Dr. Royster presented his proposal to us to find out if we endorse the notion, so he can say that when he continues to publicize it. He already has the endorsement of the Chancellor's Committee on the Status of Blacks. In later stages of development, Dr. Royster will come back to us in regards to getting our ideas, initiatives, and helping to create a plan.

The CCSLGBTI co-chairs will talk about officially endorsing this proposal and send Dr. Royster an official endorsement e-mail if it is approved.

**The next CCSLGBTI meeting will be held early in the Fall 2009 semester. Have a wonderful summer!**

**The Faculty Institute: Preparing Instructors for Educating in the 21st Century**  
**Philip M. Royster,**  
**Professor, Department of African-American Studies**  
**Professor, Department of English**  
**Director, African-American Cultural Center**  
**University of Illinois at Chicago**  
**17 March 2009**

I propose the development of a Faculty Institute at the University of Illinois at Chicago to give faculty the cultural competence to teach a “racially,” ethnically, culturally, and economically diverse student body selected from the environs of the metropolitan, global city, Chicago, from across the country, and around the world, students who are also preparing to live in a global universe progressively challenging biases related to gender identity, sexual preference, disability, and religious affiliation. For this project, the term faculty includes teaching faculty, graduate teaching assistants, and university administrators. The concerns of the Faculty Institute shall be open to all areas of inquiry that will enable the faculty to educate a diverse student body.

This institute will teach faculty to understand salient and critical ethnic, cultural, and economic class characteristics and behaviors that may be encountered in the classroom setting; and it will teach faculty to understand how their own ethnic, cultural, and economic class characteristics and behavior operate in the classroom. Likewise, the institute will examine how gender, sexual preference, disability, and religious background shape the educational experiences of faculty and students, with careful attention to intersections with “race,” ethnicity, culture, and class.

This proposal for such a Faculty Institute is based on the crucial assumption that faculty are ill-prepared to understand how their attitudes and behavior towards students are inextricably engaged and communicated during acts of pedagogy. Unwittingly, teachers carry into the classroom strongly felt preferences, prejudices, and stereotypes that reflect their background. Most of the faculty have no formal environment in which to encounter, negotiate and resolve these matters. The Faculty Institute will provide the settings in which teachers will be able to study and examine the rational, emotive, and behavioral content of conditioned preferences, prejudices, and stereotypes and their relationship to history, the present social order, and goals for shaping the future. This is the heart of the Faculty Institute: “Physician, heal thyself.”

One of the issues related to this first assumption is another assumption: that students should be the primary recipients of lessons in cultural competency. Let’s admit that they should be, but culturally competent students who are subjected to culturally incompetent faculty are subject to inadequacy. This is a major problem at UIC and at other institutions of higher education across the country.

The secondary and yet also crucial assumption of the Faculty Institute is that the preferences, prejudices, and stereotypes that burden faculty also contribute to their ignorance of crucial characteristics and behaviors that students bring to the classroom setting based on their “racial,” ethnic, cultural, and economic class backgrounds. Faculty face similar limits which must be challenged regarding gender, sexual preference, disability, and religious affiliation. The Faculty

Institute will be the setting in which teachers learn to understand and negotiate such characteristics, attitudes, perceptions, and behaviors.

Such an institute will enable the faculty to teach more effectively; to produce more relevant scholarship; to play a greater role in attracting, retaining, and graduating students from the university; to become a declining factor in the university's failure to attract, retain, and graduate students; and to prepare students for selecting and entering fulfilling careers and professions.

Many of the colleges, disciplines, specialties, and sub-specialties of the university have expanded their approaches to include concerns relevant to the Faculty Institute during the last half of the 20th Century, so much so that it may be unwise to situate the Faculty Institute in any one college or academic unit. Situating the Faculty Institute is a question that also should consider the fact that many of the faculty whose disciplines have been negligibly influenced by the broadening university and societal discourses on "race," ethnicity, gender, sexual orientation, disability and other cultural concerns such as religious affiliation are nevertheless strongly committed to and engaged in such discussions as they impact both the university and the life of the larger community and society. Some of the most vital discussions on our campus have been organized and carried out by faculty and administrators in the health sciences and professional schools. It therefore seems prudent to locate the Faculty Institute in the office of the Provost.

The "curriculum" of the Faculty Institute should be determined by its participants— faculty identifying themselves as primarily university instructors and secondarily as professors of a particular discipline. This approach might help the Faculty Institute to avoid becoming the stronghold of a particular discipline, especially those to whom the institute will naturally look for leadership: the humanities, social sciences, and behavioral sciences that have been on the cutting edges of discourse concerning diversity.

Despite the meta-university character of the curriculum of the Faculty Institute, that curriculum should take full advantage of the progress of knowledge in the disciplines that have squarely focused on diversity. The Department of African-American Studies, the Latino Studies Program, Asian-American Studies, Jewish Studies, Women's Studies, Gender Studies, Disability Studies and other relevant academic programs should contribute to the curriculum. These academic departments and programs should be in direct and ongoing consultation with their cultural centers or office of affairs, and with their chancellor's committees. The curriculum content should be guided by a committee of representatives from each of the interest groups indicated above. The Institute for Research on Race and Public Policy should be invited to play a major role in developing the curriculum of the Faculty Institute. All colleges should be represented at the table, especially the College of Education, and the professional colleges and schools. Seats on the curriculum committee should also be reserved for those faculty who belong to disciplines not directly related to the expansion of the discourse on diversity. Among those who should be advisory to the Faculty Institute should be representatives from all the chancellor's committees, all cultural centers, and all units providing support for students on campus.

The Faculty Institute should seek the endorsement of the Faculty Senate and all university committees concerned with teaching performance, evaluation, and excellence. The curriculum of the Faculty Institute should take advantage of the rich artistic, cultural, business, and

entertainment resources in the Chicago metropolitan region to use them as educational resources as well as enrichment and entertainment. The university should use its resources to gain privileged access to these venues, as one of the perks that will attract and sustain faculty participation. Attendance to these events and activities can be followed by discussions and lectures which will serve to increase engagement and heighten awareness.

The Faculty Institute assumes that the profession of teaching can profitably be approached from various perspectives, including those of the craft, the skill, and the creative performance. The institute assumes also that, willy-nilly or conscious, the instructor teaches the self as constructed by heredity and environment as well as the content of the discipline to learning selves constructed similarly.

Ideally, all UIC faculty should attend the Faculty Institute. Practically, attendance to the Faculty Institute will have to be phased in to the culture of UIC. Rewards and incentives could be used to attract the first recruits, along with the fact that the subject matter and purpose of the institute will interest early clientele. At some later stage, faculty, chair, and deans should hire new faculty on the basis of their commitment to participating in the Faculty Institute and their commitment to undergraduate instruction. The productivity of the Faculty Institute (research, publication, creativity, performance, etc.) should be given considerable value in the deliberations and assessments regarding promotion, tenure, and annual increases.

The curriculum of the Faculty Institute should be designed to appeal to diverse learning styles and proclivities displayed by any random sampling of a classroom population.

Sample lessons:

1. Confronting the notion that the function of the instructor is to teach the student his or her limitations.
2. Identifying stereotypes based on “racial” and ethnic classifications.
3. Identifying how the environment is formed and structured to discriminate against those with disabilities.
4. Identifying and discussing the history of the crucial assertion within the ideology of racism—biological inferiority.
5. Understanding the changing-sameness of discriminatory practices in the United States.
6. Understanding the rational and emotive content of ideologies such as racism, sexism, and homophobia.
7. Instructors identifying the content of their individual conditioning related to “race,” gender, ethnicity, disability, religious affiliation, etc.
8. Describing the history of the instructor’s discipline in relationship to concerns related to dominance, diversity, or imperialism.
9. Viewing and discussing a play that confronts issues related to cultural competence, including interviewing writers, directors, and actors.
10. Viewing and discussing any artistic production that displays and brings light to a culture.
11. Each faculty participant develops a lesson for the entire class.

12. Each faculty participant writes an essay and uses it as the basis of leading a class discussion of cultural autobiography (the history of their discovery of their attitudes and feelings about their own cultural background and what that background has taught them about the cultures of others, especially groups that are the victims of systematic discrimination).
13. Identifying pedagogical approaches that assault diversity.
14. Identifying pedagogical approaches that enhance diversity.
15. Understanding the roles of group conflict and assimilation in the United States.
16. Developing proposals to increase access to resources and institutions for diverse populations.

## Special Events Subcommittee--- [Diversity] Conference Task Force

Chair: Teri [Blain---OVCHR---terilynblain@uic.edu](mailto:terilynblain@uic.edu)

Volunteers from CCSLGBTI:

- Brad Elwood – Study Abroad [belwood@uic.edu](mailto:belwood@uic.edu)
- Liz Thomson – Gender & Sexuality Center [lthomson@uic.edu](mailto:lthomson@uic.edu)
- Becky Lowery – UIC Library [rplowery@uic.edu](mailto:rplowery@uic.edu)
- Bernie Santarsiero – College of Pharmacy [bds@uic.edu](mailto:bds@uic.edu)
- Brent Braveman – Applied Health Sciences, OT [bbravema@uic.edu](mailto:bbravema@uic.edu)

Resources:

- Linda Deanna – Student Affairs [ldeanna@uic.edu](mailto:ldeanna@uic.edu)
- Dana Wright – VCAA [dcwright@uic.edu](mailto:dcwright@uic.edu)
- Caryn Bills – OAE
- Joann Gras – OAE
- Valerie Searcy-Cox – OAE
- Tom Riley, OVCHR Employee and Labor Relations
- Liaison Team members from OVCHR
- Tracy Knofla, High Impact Training

ASSUMING THE FOLLOWING:

- 100 participants
- Located in SCW Chicago Rooms and Conference Rooms 206 and 213
- Full-day agenda
- Cold lunches and beverages through Catering

Estimated Program cost:

- \$295 for meeting space
- \$150 A/V in Chicago Rooms
- \$1,030 classic lunches with 10 gallons ice tea/lemonade as beverage
- \$154 for 7 gallons coffee (reg/decaf) in am
- \$65 for 5 additional gallons ice tea/lemonade in afternoon
- TBD – Guest Presenter/Consultant (depends on whether or not we hire High Impact)

\$1,694 plus Guest Presenter/Consultant

Conference on Supporting a GLBT Inclusive Workforce  
University of Illinois Chicago  
Proposed on March 19, 2009  
Draft. Subject to change.

Consider Tracy Knofla for multiple roles in the project.

- I. Day of the Event (conference)
  - A. Facilitate Opening Keynote Presentation (90 minutes)
    1. Set the tone of the day
    2. Focus on creating & empowering change
    3. Positive experience for participants
    4. Get people to talk & feel comfortable
  - B. Include Tracy as a facilitator for break-out sessions, i.e.
    1. Assertive Communication
    2. Working with People who are Different
    3. Creating Meaningful Relationships in the Workplace
  - C. Closing Wrap-up Presentation (30-40 minutes)
    1. Review of what happened and what was learned
    2. Action Plan
    3. What next
- II. Prior to the Day of the Event
  - A. Design & Development of the conference
    1. in concert with committee & Teri
  - B. Create advance message (learning phrases, tone setting)
    1. distributed to people registered in advance (e-mail)
  - C. Create advance message (addressing the issue, promoting the conference)
    1. distributed to prospective participants
  - D. Write article for employee newsletter (addressing the issue, promoting the conference)
    1. distributed to university employees
- II. Post Event (after the conference)
  - A. Follow up phone calls with Teri and/or committee
    1. Action plan check up
    2. Progress report on participants

B. Facilitate e-mail list-serve of participants

1. Post challenges, ask questions
2. Provide reminders
3. Process inquiries

C. Follow up article for employee newsletter

1. Review of the experience
2. Highlight successes & points learned

Package includes airfare, local area ground travel, materials, her personal meals when she is on her own, and all aspects of this outline.

University of Illinois Chicago provides lodging at a local hotel, copying of handouts.

University of Illinois Chicago responsible for distribution of all e-mail materials concerning the event to University employees, students, event participants, etc.