Expanding the Circle

Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies

CONFERENCE 2010

C O N F E R E N C E  2 0 1 0

H O T E L  N I K K O  •  S A N  F R A N C I S C O ,  C A L I F O R N I A

February 25-28, 2010
About CIIS

California Institute of Integral Studies (CIIS) is a nationally recognized leader in integral education. CIIS has an enrollment of 1,300 students pursuing degrees in twenty-two academic programs in its schools of Professional Psychology, Consciousness and Transformation, and Undergraduate Studies. In addition, CIIS hosts a vibrant array of events through its Public Programs division, including workshops, concerts, and conferences. The Institute sponsors six counseling centers offering low-cost mental health services in the San Francisco Bay Area.

For more information about CIIS, visit www.ciis.edu.
Expanding the Circle

Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies

HOTEL NIKKO • SAN FRANCISCO, CALIFORNIA

February 25-28, 2010
In order to advance pluralism, encourage an important area of scholarly investigation, and deepen learning in higher education, we need to expand our circle of inclusion and broaden our definition of diversity by increasing lesbian, gay, bisexual, transgender, and queer (LGBTQ) studies. In this conference, participants will not only address a variety of LGBTQ issues from academic study and student life, they will also discuss strategies to make our campuses more inclusive for all students. Although some colleges and universities have been incorporating LGBTQ studies for decades, courses and programs continue to be pockets of innovation, rather than models of inclusion for all of higher education.

This conference will raise a number of key questions relating to LGBTQ students and intellectual life on college campuses.

- How can we encourage faculty members to teach and research a wide range of LGBTQ topics as well as support student life professionals in building inclusive campus communities?
- What are the strategies and best practices that effectively integrate LGBTQ areas of teaching and research with student life activities?
- How can LGBTQ studies and co-curricular activities create inclusive and welcoming learning environments?
- How can we inspire and inform faculty members, whether part of the LGBTQ community or not, to examine their own attitudes and feelings about LGBTQ issues as they seek to incorporate these issues more fully into their courses and curricula?

This will be among the first national conferences in higher education focusing on LGBTQ issues by seeking connections across academic and student affairs, across diversities, across disciplines, and across LGBTQ subfields. This conference is designed for faculty, student life professionals, chaplains, faculty development specialists, academic administrators, and campus counselors. Through this gathering, we will engage in a heartfelt dialogue to create greater inclusion for all members of our campus communities as well as enhance the quality of education and scholarship in higher education.
**Thursday, February 25**

**7:30AM–8:30AM**  
Continental Breakfast

**7:30AM–7:00PM**  
Pre-conference and Conference Registration

**9:00AM–4:00PM**  
Pre-Conference Workshops  
Carmel, Mendocino, and Monterey Rooms

**NOON–1:00PM**  
Lunch on your own

**6:00PM–7:15PM**  
RECEPTION

**7:30PM–9:00PM**  
**WELCOME PLENARY**  
**SPEAKER: L. Lee Knefelkamp**  
Taking Stock: Where We Are, Where We Are Going, and the Work that Lies before Us  
Nikko Ballroom

L. Lee Knefelkamp, Professor of Education and Psychology, Teacher’s College, Columbia University; and Director of Dialogue and Assessment for AAC&U’s Core Commitments: Educating Students for Personal and Social Responsibility

**Dinner on your own**  
*pages 4–7*

**Friday, February 26**

**7:30AM–8:30AM**  
Continental Breakfast

**8:45AM–10:15AM**  
**PLENARY SPEAKER: Steven Tierney**  
What We Must Do, What We Can Do: The Leadership Responsibility of Higher Education in the Evolution of Inclusion  
Nikko Ballroom

Steven Tierney, Member of the San Francisco Health Commission; Chair, Counseling Psychology Department and Community Mental Health Program, California Institute of Integral Studies; and former Director of the San Francisco AIDS Foundation

**10:30AM–NOON**  
CONCURRENT SESSIONS

**NOON–2:00PM**  
Lunch on your own

**2:00PM–3:25PM**  
**PLENARY SPEAKER: Scotty McLennan**  
New Perspectives on Religion and Spirituality for LGBTQ Students and Allies  
Nikko Ballroom

Scotty McLennan, Dean for Religious Life, Stanford University

**3:45PM–5:15PM**  
CONCURRENT SESSIONS

**Dinner on your own**  
*pages 8–14*

* Conference Map on page 25.
SATURDAY, FEBRUARY 27

7:30AM–8:30AM  Continental Breakfast

8:45AM–10:15AM  PLENARY SPEAKER: John C. Hawley
Historical Transformations in Gay, Lesbian, and Transgender Autobiographies
Nikko Ballroom

John C. Hawley, Professor of English, Santa Clara University

10:30AM–NOON  CONCURRENT SESSIONS

10:30AM–NOON

11:00AM–11:20AM  Panel Discussion: "Intersectional LGBTQ+ Studies"
## Conference Schedule

**THURSDAY, FEBRUARY 25**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
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| 7:30AM–8:30AM | Continental Breakfast  
Ballroom Foyer                                                         |
| 7:30AM–7:00PM | CONFERENCE INFORMATION AND REGISTRATION FOR PRE-CONFERENCE WORKSHOPS  
(Pre-conference workshops require an additional registration fee of $95.)  
2nd Floor Landing |
| 9:00AM–4:00PM | PRE-CONFERENCE WORKSHOPS                                             |
| 6:00PM–7:15PM | RECEPTION                                                             |
| 7:30PM–9:00PM | WELCOME PLENARY  
**SPEAKER:**  L. Lee Knefelkamp  
Nikko Ballroom |

### When Soul Meets Sexuality: University Chaplains and LGBTQ Students  
Mendocino I

In this workshop, several college and university chaplains from the Association of College and University Religious Affairs (ACURA) will expand our understanding of the distinctive role that campus religious leaders can and do provide in supporting and advocating for LGBTQ students. We will address how various religious leaders on campus are including LGBTQ students in religious traditions, commitments, and practices. In the morning, we will consider some practical ideas and resources from a range of campus settings, including programs, rituals, and pastoral opportunities that welcome and address the distinctive needs of LGBTQ students. In the afternoon, we will hold a panel with deans for religious life and university chaplains to address the role these professionals provide in supporting LGBTQ students, in advocating for the distinctive religious needs of LGBTQ students within the university at large, and in fostering communication and understanding among student groups when their religious understandings of sexuality differ or conflict.

*Kate Holbrook, Chaplain, Colorado College; Patricia Karlin-Neumann, Senior Associate Dean for Religious Life, Stanford University; Gregory McGonigle, Director of the Office of Religious and Spiritual Life, Oberlin College; Joanne Sanders, Associate Dean for Religious Life, Stanford University; Dave Wright, University Chaplain, University of Puget Sound*
Does “Queering the Curriculum” Make Me Gay?

Monterey II

It is crucial to consider how incorporating LGBTQ people and issues into everyday teaching can contribute to improved pedagogy, deeper learning, and a more authentic and inclusive campus. Too often, faculty, faculty developers, and student support professionals do not incorporate LGBTQ materials in their work because they do not see LGBTQ elements as immediately relevant, they do not feel qualified, or they are concerned about potentially hostile classroom environments. This need not be the case—faculty developers and those who work closely with faculty are in a unique position to make a significant impression on campus—it is surprising how small shifts can lead to successful results. Taking a faculty development perspective, participants from different populations within higher education will engage with facilitators and each other on opportunities and challenges that we face if we move towards “queering the curriculum.”

Shaun Longstreet, Coordinator of Educational Enhancement, University of Texas at Dallas; Kathryn M. Plank, Associate Director, University Center for the Advancement of Teaching, The Ohio State University

Coming Out on Campus: Tools and Strategies for Supporting LGBTQ Students

Monterey I

Coming out on campus represents an enormous shift in one’s identity, consciousness, and relationship to others. It is often set against the painful matrix of a homophobic society, complex family systems, and religious dogma. Feelings of isolation, shame, and inadequacy can lead to negative self-perception, addictive behaviors, and an inability to maintain healthy relationships. Many student life professionals and faculty members on college campuses feel ill-equipped to support LGBTQ students in a culturally sensitive manner. In this workshop, we will take an integral approach and provide a safe environment for exploring the coming out process and develop tools/resources necessary for LGBTQ students with sensitivity, skill, and grace.

Richard Buggs, Counseling Psychologist and Dean of Alumni, California Institute of Integral Studies; Ronni Sanlo, Senior Associate Dean of Students, Student and Campus Life Program Director, and Adjunct Professor, Graduate School of Education; University of California, Los Angeles
**Reaching across Campus Divides: Developing Intergroup Dialogue**
Carmel II

In this workshop, participants will experience and learn an overview of the method of intergroup dialogue. We will explore intergroup dialogue as a pedagogy in higher education settings that engages diverse student populations in a critical kind of learning. This learning fosters democratic engagement, social responsibility, and ethical decision-making with regard to social action. Intergroup dialogue pedagogy involves active experiential learning as well as didactic lessons and outside-class activities. We will examine a four-stage pedagogical model of intergroup dialogue that includes group beginnings of forming relationships, exploring differences and commonalities of experiences, dialoguing about hot topics, alliance building, and action planning. We will present research on intergroup dialogue processes and outcomes for sexual orientation dialogues.

Adrienne Dessel, Co-associate Director, Program on Intergroup Relations, University of Michigan; Robin Routenberg, Program Manager, Program on Intergroup Relations, University of Michigan

**Does Your Campus Need an LGBT Center or Office?**
Mendocino II

Nearly 200 colleges and universities have created a dedicated LGBT center or office. This workshop, featuring presenters from diverse campuses, will discuss the programs and services typically provided by LGBT centers and offices, including campus-wide educational presentations, staff training, student advising, and policy development. How are LGBT offices created, funded, and staffed? What concerns do they address, and how do these differ by campus and over time? What challenges do they face, and how can their success be optimized? In this intensive workshop, participants will assess their institutions’ specific needs, and explore whether and how they might be served by a dedicated LGBT center or office.

Billy Curtis, Assistant Dean of Students and Director, Gender Equity Resource Center; University of California, Berkeley; Shane Snowdon, Director of the LGBT Resource Center; University of California, San Francisco
Creating an Inclusive LGBTQ Environment at Catholic and Other Faith-based Colleges and Universities

Carmel I

In this workshop, the facilitators will draw on their experiences in creating an inclusive environment at Catholic colleges and universities. While there has been a positive shift in inclusion of the LGBTQ community and studies at religious institutions, issues still exist. For example, there may be tensions between traditional and progressive members on campus, or faculty and staff may be working to obtain domestic partner benefits. We will discuss these and other issues while we explore strategies that could be used to create greater inclusion at Catholic and other faith-based colleges and universities. Moreover, we will discuss the role of the faith-based university in dialogues within the local community about LGBTQ civil rights. We will use examples of LGBTQ events on Catholic campuses, including the national meeting Out There, created to promote conversations about LGBTQ issues. Participants from other faith-based colleges and universities will be welcome and their experiences will be included in the discussion.

Gary Cestaro, Professor, Department of Modern Languages, and Director, LGBTQ Studies, DePaul University; Shirley McGuire, Professor of Psychology and President of the LGBTQ Caucus, University of San Francisco; Sara Solloway, Director of Student Retention and Success Programs and Outreach Director of the LGBTQ Caucus, University of San Francisco; Sivagami Subbaraman, Director, LGBTQ Resource Center, Georgetown University

OPENING NIGHT RECEPTION AND WELCOME
NIKKO BALLROOM

6:00PM–7:15PM

RECEPTION

WELCOME: Karim Baer
Director of Public Programs, and Dustin Smith, Special Events and Conference Coordinator, California Institute of Integral Studies

INTRODUCTION: Joseph Subbiondo
President, California Institute of Integral Studies

7:30PM–9:00PM

WELCOME
PLENARY SPEAKER:
L. Lee Knefelkamp
Taking Stock: Where We Are, Where We Are Going, and the Work that Lies before Us

L. Lee Knefelkamp, Professor of Psychology and Education, Teachers College, Columbia University; teaches in the programs of Social-organizational Psychology and Higher Education; and is Director of Dialogue and Assessment for AAC&U’s Core Commitments: Educating Students for Personal and Social Responsibility. She also directed the student development graduate program at the University of Maryland, served as Dean of the School of Education at American University, and as Academic Dean of the Faculty at Macalester College. For thirty years, she has researched and written about student intellectual, ethical, identity, and intercultural development; curriculum transformation; issues of race, ethnicity, and gender; campus climate assessment; and the psychology of organizational change and resistance to change.
FRIDAY, FEBRUARY 26

7:30AM–8:30AM
Continental Breakfast
BALLROOM FOYER

8:45AM–10:15AM
INTRODUCTION: Barbara Garcia
Deputy Director of Health, Department of Public Health, City and County of San Francisco

Plenary Speaker: Steven Tierney
What We Must Do, What We Can Do: The Leadership Responsibility of Higher Education in the Evolution of Inclusion
NIKKO BALLROOM

Steven Tierney is the Program Director of CIIS’s graduate counseling psychology concentration in Community Mental Health. He has an MA in Counseling and Social Psychology from Wayne State University and an EdD in Education, Leadership, and Supervision from Northeastern University. He has also done post-graduate work in Child and Adolescent Psychotherapy, and has worked in community-based organizations in Boston and San Francisco for three decades, creating and providing innovative mental health and medical service models for adolescents and transition-aged youth. He has been the principal investigator on several Special Projects of National Significance (SPNS), examining models of adolescent HIV, mental health, and substance abuse services.

He serves as a member of the Health Commission for the City and County of San Francisco, has taught at a number of universities, and has a lifelong interest in experimental education, begun in his days as a student leader at Monteith College (a university-without-walls program in Detroit).

PLEASE NOTE: The concurrent sessions have limited seating to promote interaction and dialogue. We encourage you to arrive early to secure a seat, and to have a second session in mind in case your first choice is filled.

10:30AM–NOON
CONCURRENT SESSIONS

1. Bringing Research out of the Closet: Libraries, Librarians, and LGBTQ Collections
Monterey I

To integrate LGBTQ perspectives and concerns into the curriculum and into research, we need access to materials that represent these voices—bringing both challenges and opportunities for academic libraries. How do we go about building a collection that truly represents the far-ranging, diverse views and issues of these communities at a time when library budgets are increasingly constricted? How do we deal with potential controversy (perhaps even backlash) over the inclusion of LGBTQ materials into library collections? How can libraries and librarians partner with colleagues and organizations in and out of academe to further our goals, and truly become agents of change? We will tackle these and other questions both theoretical and practical in this session’s discussion.

Jim Van Buskirk, Book Group Coordinator, Jewish Community Library and Former Director, James C. Hormel Gay & Lesbian Center at the San Francisco Public Library; Lise Dyckman, Library Director, California Institute of Integral Studies; Ellen Greenblatt, Associate Director for Scholarly Communication and Digital Initiatives, Auraria Library, University of Colorado at Denver; Bharat Mehra, Assistant Professor, School of Information Science, University of Tennessee, Knoxville
2. Bridging Teaching and Learning Centers with LGBTQ Allies/Pride Programs on Campus: Exploring Mutual Benefits
Mendocino II

This session is an opportunity for participants to engage each other on how a faculty development center can be a useful asset for campus LGBTQ allies/pride programming. Ally training workshops and seminars tend to rely heavily on group discussions and experiential learning. As such, faculty development staff can facilitate the adoption of best practices for active learning by LGBTQ programming trainers. Likewise, many faculty development centers are key stakeholders in institutional assessment and can thus lend their experience and expertise in that area. In this session, we will examine ways to assist with assessing LGBTQ programming from a teaching and learning perspective. At the same time, we will actively reflect on how working with LGBTQ resource coordinators can help a teaching and learning center pursue its mission within the university or college, develop further connections across campus, and cultivate a culture of excellence in teaching, in surprising places.

Shaun Longstreet, Coordinator of Educational Enhancement, University of Texas at Dallas

3. Pedagogies of Engagement and the “Transformation of Silence”
Monterey II

Audre Lorde called for a “transformation of silence” in an effort to bridge the differences among us. As Lorde pointed out, “it is not difference which immobilizes us, but silence.” This presentation will address pedagogies of engagement that have the potential to both break and transform the many silences that have existed and continue to exist on our campuses and in our classrooms. Attention will be given to models of engaged pedagogies, conditions that promote engagement, and engaged learning activities for the classroom.

Patricia Owen-Smith, Professor of Psychology and Women’s Studies, Director of Service Learning, Oxford College of Emory University; Isa Williams, Associate Professor and Chair, Women’s Studies Program; and Director, Experiential Learning, Agnes Scott College
4. Queering Harvard: Transforming Harvard into a Community Inclusive of LGBTQ Students and Studies
   Carmel I

   This interactive session will examine a host of recent changes that have been implemented to improve and strengthen the bonds of community among LGBTQ students, faculty, staff, and alumni at Harvard University. Topics will include LGBTQ student and faculty interaction, curricular reform, alumni involvement and advocacy, residential life issues, staff/workplace concerns, co-curricular programming on gender and sexuality, changes in the university’s nondiscrimination policy, mental health resources, and trans health advocacy.

   Sara Kimmel, Staff Psychologist, Harvard University Health Services; Susan Marine, Assistant Dean of Harvard College; and Director, Harvard College Women’s Center; Timothy Patrick McCarthy, Lecturer on History and Literature and on Public Policy; and Director, Human Rights and Social Movements Program, Carr Center for Human Rights Policy, Kennedy School, Harvard University; Paul J. McLoughlin, Assistant Dean of Harvard College, and Senior Aide to the Dean of Harvard College

5. Getting Past Leviticus and Other Silencing Texts: LGBTQ Students’ Struggles with Religious Texts, Dual Identities, and Minority Religious Background
   Nikko III

   In this session, we will consider LGBTQ students’ spiritual needs on campus. We will be looking at issues that affect students who come from strong text-based traditions and who are dual minorities—both LGBTQ as well as minority religious and/or ethnic groups. We will also discuss some of the difficulties faced by LGBTQ students when they try to combine campus-based social action with a positive religious/ethnic self-identity.

   Mychal Copeland, Rabbi, Hillel at Stanford, Stanford University; D’vorah Rose, Rabbi and Chaplain, the Jewish Chaplaincy at Stanford University Medical Center
6. Navigating Contradictions: Building Transnational Queer Studies at a Women’s College
Carmel II

This session will discuss the development of a formal (and informal) queer studies curriculum at Mills College. The facilitators will discuss the politics and strategies behind the Queer Studies Initiative recently developed by the Mills College Diversity Committee; student activism and strategies towards developing a queer studies curriculum; and current and historic curriculum paradigms for courses marked, and unmarked, as “queer.”

Rebekah Edwards, Visiting Assistant Professor, Letters Division, Mills College; Julia Sudbury, Chair, Ethnic Studies Department and Chair, Diversity Committee, Mills College; Nic Weinstein, 2009 graduate, participant, Queer Studies Initiative, Mills College

7. Sexuality Studies and LGBTQ Studies: The San Francisco State University Experience
Mendocino I

Exploring the interlinkages between contemporary culture and the need for LGBT studies, an anthropologist, a sociologist, and a social psychologist on the faculty of the Department of Sexuality Studies at San Francisco State University consider the roles of contemporary culture, multidisciplinary theory and methodology, critiques of heteronormativity, and the continuing role of sexual politics in graduate and undergraduate teaching. The panelists will also consider the cross-cultural study, the impact of LGBTQ studies beyond the classroom, and minority stress.

Gilbert Herdt, Professor of Sexuality Studies, San Francisco State University; Jessica Fields, Associate Professor of Sociology, San Francisco State University; David Frost, Assistant Professor of Sociology, Department of Sexuality Studies, San Francisco State University
12:00PM–2:00PM  
Lunch on your own

2:00PM–3:15PM  
**INTRODUCTION:** Judie Wexler  
Academic Vice President and Dean of Faculty, California Institute of Integral Studies

**Plenary Speaker:** Scotty McLennan  
New Perspectives on Religion and Spirituality for LGBTQ Students and Allies  
NIKKO BALLROOM

Scotty McLennan is the Dean for Religious Life at Stanford. He is a Unitarian Universalist minister and an attorney. McLennan teaches classes on campus through the Ethics in Society Program, Urban Studies, and the Graduate School of Business. His most recent book is *Jesus Was a Liberal: Reclaiming Christianity for All.*

3:45PM–5:15PM  
**CONCURRENT SESSIONS**

1. **Out in the Field: Guiding Clinical Students in Navigating the Question of Self Disclosure at Practicum and Internship Sites**  
Monterey I

   In this session, we will focus on the complex and multilayered interactions clinical educators encounter as they work with LGBTQ students entering practicum. We will discuss the challenges of facilitating greater inclusivity at training sites and the systemic thinking required for effective communication between university and student, student and training site, and university and training site.

   Adrienne Dessel, Associate Codirector of the Program on Intergroup Relations at the University of Michigan; Ellen T. Goodman, Assistant Professor and Director, Field Education Department, Simmons College School of Social Work; Thomas Harrigan, Assistant Professor and Assistant Director of Field Education, and Coordinator of Advanced Standing Program, Simmons College School of Social Work; Peter Kassell, Assistant Professor of Psychology, Harvard Medical School; and Training Director, Student Psychological Services; UCLA

2. **The Role of Philanthropy in Supporting Inclusion of LGBTQ Students, Studies, and Research**  
Nikko III

   Foundations and corporations are supporting LGBTQ inclusion in every arena of American life through philanthropy. This session will explore how donors view their giving in the context of the broader struggle for equality, and how colleges and universities can position themselves to receive support for LGBTQ initiatives.

   Matt Foreman, Program Director, Rights, Evelyn and Walter Haas, Jr. Fund; Navin Moul, Multicultural Fellow, Social Justice, The San Francisco Foundation; Ray Mulliner, Secretary, Small Change Foundation; Dorotea Reyna, Director of Development, California Institute of Integral Studies; Diane Sabin, Executive Director, Lesbian Health and Research Center; UCSF; Deborah Stallings, Director of Development and Gift Planning, Horizons Foundation
3. Navigating Discourses of Discomfort: Transgender Students at Women’s Colleges
Carmel I

As transgender and other gender nonconforming students, who identify as male and/or genderqueer, stake visible claims of belonging at women’s colleges, what happens to women-only identified spaces, when transgender individuals and movements are effectively changing the way we think and know about gender? The results of a recently completed dissertation on women’s college administrators’ perceptions of, and responses to the presence of these students will be shared, accompanied by dialogue about the importance of creation of integrated environments for transgender students at women’s colleges.

Joie Lewis, Dean of Student Life, Mills College; Susan Marine, Assistant Dean for Student Life and Director of the Women’s Center, Harvard College

4. Allies: An LGBT Support Model for College Campuses
Carmel II

Allies Safe Zone Programs have been implements on college campuses nationwide to provide a support network for LGBTQ students. Allies are students, staff, and faculty of any sexual orientation or gender identity who pledge to support LGBT people, educate themselves about LGBT issues and resources, and publicly declare their ally status by displaying a placard. In this session, learn tools and resources for creating an Allies Safe Zone program on any campus.

David Kessler, Director, LGBT Studies Program, University of Texas, San Antonio; Tamika Odum, Program Manager for Outreach, Promotion, and Education, UC Women’s Center, University of Cincinnati

5. Religious Activism for LGBTQ Issues
Mendocino I

With religious organizations on both sides of the United States culture war over issues such as same-gender marriage and “Don’t Ask, Don’t Tell” in the military, how can we provide leadership to help college students understand and engage conscientiously and effectively in social change efforts? What role should religion play in LGBTQ activism?

Greg McGonigle, Director of Religious Life, Oberlin College; Scotty McLennan, Dean for Religious Life, Stanford University

6. What Do We Really Know About College Students’ Views on Same Sex Relationships?
Mendocino II

Researchers often study the attitudes, beliefs, and values of college students to examine how institutions of higher learning are influencing future generations of citizens and leaders. Looking at how college students’ views on same sex relationships change over time may be instructive in generating the right questions. In this session, we will show how the percentage of college students that agree we should have laws to prohibit same sex relationships has declined significantly over time, while the percentage of students who feel that same sex couples should have the right to legal marital status has increased. We will also show how opinions vary by racial groups, religious affiliation, and institutional type (public versus religiously affiliated) and then engage in a large group discussion about the implications of these findings for our work.

Lisa Millora, Research Analyst, Higher Education Research Institute; University of California, Los Angeles
7. Creating an Inclusive LGBTQ Environment at Catholic and Other Faith-based Colleges and Universities
Monterey II

While there has been a positive shift in inclusion of the LGBTQ community and studies at religious institutions, issues still exist. We will explore strategies that could be used to create greater inclusion at Catholic and other faith-based colleges and universities. We will discuss the role of the faith-based university in dialogues within the local community about LGBTQ civil rights, using examples of LGBTQ events on Catholic campuses. Participants from other faith-based colleges and universities will be welcome and their experiences will be included in the discussion.

Shirley McGuire, Professor of Psychology and President of the LGBTQ Caucus, University of San Francisco; Sara Solloway, Director of Student Retention and Success Programs and Outreach Director of the LGBTQ Caucus, University of San Francisco

SATURDAY, FEBRUARY 27

7:30AM–8:30AM
Continental Breakfast
BALLROOM FOYER

8:45AM–10:15AM
INTRODUCTION: Dustin Smith, Special Events and Conference Coordinator, California Institute of Integral Studies
Plenary Speaker: John C. Hawley
Historical Transformations in Gay, Lesbian, and Transgender Autobiographies
NIKKO BALLROOM

John C. Hawley, Professor and former Chair of the English Department at Santa Clara University, is the recent editor of the three-volume encyclopedia, LGBTQ America Today. Among his other related publications are Postcolonial, Queer and essays such as “Lavender Ain’t Pink: Emerging Queer Self-Expression in a Non-White World,” and “The Emerging Fictionalization of AIDS in Africa.” He serves on the Modern Language Association’s executive committee on postcolonial studies, is Associate Editor of the South Asian Review, and is President of the U.S. Association for Commonwealth Literature and Language Studies.
1. Fostering Multivariate Inclusion: Multiple Marginalized Identities and the Interplay of Sexuality
Carmel I

Many LGBTQ students are also members of other marginalized and disenfranchised communities including race, disability, ethnicity, and socio-economic status. Students have a fair expectation that support service providers and faculty infuse their programs and curricula with sensitivity to their experiences. It is also an imperative for us to engage in continued dialogue about the simultaneous effects of homophobia, transphobia, ablism, racism, etc., on various portions of the LGBTQ community. We are also challenged with the changing experiences of LGBTQ youth coming to our campus and must foster an awareness of what it means to engage intergenerational dialogue. Join us and share your questions, challenges, and successes for creating inclusive curricula and programs for LGBTQ students who often feel they must choose between being within the LGBTQ community or their other identity communities.

Billy Curtis, Assistant Dean of Students, and Director, Gender Equity Resource Center; University of California, Berkeley

2. Integrating LGBTQ Studies into the Undergraduate Curriculum
Monterey I

Why is it important to provide LGBT perspectives across the undergraduate curriculum—in the humanities, sciences, and social sciences? What have been the barriers to this integration, and what are some models and resources for overcoming those barriers? Answering these questions helps us to evaluate the advantages and disadvantages of the three leading models of integration: first, offering individual LGBT studies courses; second, creating a minor in LGBT studies; and third, integrating LGBT material into existing courses, especially into required survey courses.

Sharon Marcus, Orlando Harriman Professor of English and Comparative Literature, Columbia University
3. The Coming Out Process: What Every Member of the Campus Community Needs to Know

Mendocino I

Coming out represents an enormous shift in one’s sense of self and relationship to others, and college campuses are frequently the setting for this process. Students may experience a sense of isolation, shame, and inadequacy leading to negative self-perception, drug/alcohol abuse and depression. Many student life professionals and faculty members on college campuses feel ill-equipped to support gay and lesbian students in a culturally sensitive manner. In this session, we will explore what factors are necessary to create a safe environment for supporting students in the coming out process.

Richard Buggs, Clinical Psychologist and Dean of Alumni, California Institute of Integral Studies; Michael Fresé, Health Science Specialist, Center for Neurobiology of Stress; University of California, Los Angeles; Connie Hills, Clinical Psychologist

4. A Global Circle: International LBTQ Movements

Mendocino II

One of the largest funders of lesbian rights internationally, the Global Fund for Women has provided critical support to women’s groups working to ensure the rights of sexual minorities for two decades. In this time, the Global Fund has funded nearly 300 grassroots LBTQ rights organizations in seventy countries, including ten countries where laws officially ban homosexuality such as Nicaragua, Sri Lanka, and Uganda. In this session, we will discuss what the Global Fund has learned from its grantmaking to these emerging and innovative movements, its successes and challenges, and the connections that are building between LBTQ and other social justice and human rights movements.

Preeti Shekar, Communications, Global Fund for Women; Caitlin Stanton, Senior Development Officer, Global Fund for Women
5. Making the Connection between Theory and Practice in LGBTQ Religious Studies

Carmel II

This session will explore some current trends in queer theological education and how these trends influence graduate ministry students preparing for work in a variety of settings including congregations, chaplaincies, and academic settings. Issues such as marriage and family equality, inclusive practices within congregations of color and transgender communities, and the intersection between faith and politics affecting LGBTQ people will also be discussed.

Bernard Schlager, Visiting Associate Professor of Historical and Cultural Studies, Pacific School of Religion; and Executive and Director, The Center for Lesbian and Gay Studies in Religion and Ministry (CLGS); Roland Stringfellow, Chaplain and Coordinator of the Bay Area Coalition of Welcoming Congregations, The Center for Lesbian and Gay Studies in Religion and Ministry, Pacific School of Religion

6. How to Achieve LGBT Equity and Inclusion at the Institutional Level

Monterey II

Many campuses want to ensure that their institutional policies and practices are equitable from an LGBT standpoint, and that their institutional diversity efforts are LGBT-inclusive. This session will discuss key indicators of institutional equity, including nondiscrimination statements; transgender and same-sex partner benefits; and policies and practices in housing, admissions, human resources, and more. It will also discuss how institutional diversity efforts—including leadership statements, campus celebrations, and public relations materials—can be truly LGBT-inclusive. Participants will leave with an LGBT institutional equity assessment tool, as well as tested institutional strategies for making their campus more equitable and inclusive for LGBT students, staff, and faculty.

Shane Snowdon, Director of the LGBT Resource Center; University of California, San Francisco
7. *Situating Transgender within Sociocultural and Biological Contexts of Sex/Gender*

**Nikko III**

In thinking about the progress of transgender movements in the United States, this session will provide an opportunity for participants to explore the intersections of history, politics, and culture in the current understandings of transsexual/transgender individuals and communities’ relationship to labels of sex/gender. In order to address the shifting clinical perceptions, this session will also review changes in the Diagnostic and Statistical Manual of Mental Disorders (DSM), and the Harry Benjamin Society Standards of Care, and how cultural/ethnic diversity in gender/sexuality challenges the current medical model of transsexual/transgender diagnosis, treatment, and care.

**Vernon Rosario**, Clinical Professor, The David Geffen School of Medicine, Department of Psychiatry; University of California, Los Angeles; **Susan Stryker**, Associate Professor of Gender Studies, Indiana University Bloomington

**NOON–2:00PM**  **Lunch on your own**

**2:00PM–3:25PM**

**INTRODUCTION:** Dorotea Reyna
Director of Development, California Institute of Integral Studies

**Plenary Speaker:** Pauline Park
*Transgendering the Academy: Transforming the Relationship between Theory and Praxis*

NIKKO BALLROOM

This talk will focus on how an academic background helps to inform advocacy work and how activism in turn can help inform theory construction and academic institution-building. The topics will include possible avenues for “transgendering” the academy through a queering of the curriculum and the faculty as well as the development of infrastructure, such as the establishment of LGBT student services offices on college campuses. The talk will offer thoughts on how to pursue theory construction that is both accessible and relevant to the communities being theorized about, as well as useful to those communities in advancing a progressive and inclusive public policy agenda.

Pauline Park, PhD, currently serves as Chair of the New York Association for Gender Rights Advocacy, a statewide transgender advocacy organization that she cofounded in 1998; and as Copresident of the Out People of Color Political Action Club, the first political club by and for LGBT people of color in New York City, which she cofounded in 2001; as well as Vice President of the Board of Directors of the Transgender Legal Defense & Education Fund. Park led the campaign for the transgender rights law enacted by the New York City Council in 2002. In 2003, she became the first openly transgendered grand marshal of the New York City Pride March. Park has written widely on LGBT issues and has conducted transgender sensitivity training sessions for a wide range of organizations. She was the subject of *Envisioning Justice: The Journey of a Transgendered Woman*, a documentary that premiered in 2008.
3:45PM–5:15PM  CONCURRENT SESSIONS

1. Identity, Images of the Sacred, and the Spiritual Quest
   Nikko III

   In this session, we will consider the representation of the sacred in art and its relevance to LGBTQ studies. Through an experiential process, we will explore and demonstrate a variety of teaching techniques for integrating art into the curriculum and engaging students in multiple ways of knowing.

   Carol Anderson, Professor of Religion, Kalamazoo College; Constance M. Pierce, Professor of Art, St. Bonaventure University; Elizabeth Ursic, Professor of Religious Studies, Mesa Community College

2. Terms of Enqueerment: Expanding the Circle in Graduate Curricula and Pedagogical Practice
   Monterey II

   This session draws on the experience of three professors who have been grappling with how “queer the curriculum” at the graduate level. Complexities include: disclosure of one’s own orientation and story, choice of sources and materials, and the creation of a critical pedagogical practice that embraces and responds to difference of all sorts. Through a series of presentations, experiential exercises, and a collaborative inquiry, participants will build their capacity to reflect critically on their own unconscious assumptions, form alliances with others in the session, and develop practical strategies for queering the curriculum and pedagogical practice in an ongoing way.

   Matthew Bronson, Associate Professor of Social and Cultural Anthropology, California Institute of Integral Studies; Terri Davis, Professor of Clinical Psychology, John F. Kennedy University; Shoshana Simons, Chair, Expressive Arts Therapy Program, California Institute of Integral Studies

3. HIV Update: Colleges and Universities’ Role in HIV Prevention, Education, and Care
   Carmel I

   University medical centers have provided leadership and creativity in the prevention and treatment of HIV disease since the early 1980s. University health services and counseling programs have also played critical roles in educating, counseling, testing, and treating HIV. As the epidemic has changed, moving into older and younger populations, the role of higher education in responding to HIV is being reevaluated. This session will look at best practices that can help us provide excellence in health and counseling services and effectively undertake efforts to identify and reduce stigma and discrimination related to HIV. In order to address stereotypes and myths associated with HIV/AIDS, as well as the current sociopolitical realities of disease transmission, this session will explore the contemporary HIV/AIDS research generated by medical, educational, and public health entities. By situating a brief historical background of the illness and its current statistical prevalence within the contexts of student health services, strategies for college campuses to combine sex education and prevention outreach in collaboration with local public health and community organizations will be prioritized.

   Grant Colfax, Director of HIV Prevention, San Francisco Department of Public Health; Steven Tierney, Member of the San Francisco Health Commission; Chair, Counseling Psychology Department and Community Mental Health Program, California Institute of Integral Studies; and former Director of the San Francisco AIDS Foundation
4. Negotiating Identities: Gender and Islam  
Mendocino I

A multitude of factors distinguish the religious ideals of Islam and the cultural practices of specific Muslim societies. A notion of Islamic masculinities provides a framework for an inclusive and progressive approach to the study and practice of Islam. This session will address the complexities of religion, culture, and gender in identity formation; explore the emerging body of Muslim feminist scholarship on the Qur’an in North America; and assess its viability as a new field of theological inquiry.

Aysha Hidayatullah, Assistant Professor, Theology and Religious Studies, University of San Francisco; Amanullah De Sondy, Assistant Professor of World Religions, Department of Philosophy and Religion, Ithaca College

5. A Student Services Primer on LGBT Concerns  
Carmel II

The CAS Standards and Guidelines for LGBT Programs and Services outline considerations for campuses to meet the needs of LGBTQ students. Professionals in academic advising, admissions, career services, financial aid, health, counseling, housing, study abroad, etc., often collaborate with LGBT Resource Centers to meet these standards. This session will feature dialogue with members of the Consortium of Higher Education LGBT Resource Professionals on how your campus can assist students with LGBTQ-friendly resources, policies, and best practices.

Deryl Johnson, Director, GLBTQ Resource Center, Kutztown University of Pennsylvania

6. Mythologizing Queer Studies  
Monterey I

What does the inclusion of the mythological in literature contribute to diversity of outlook? How do LGBTQ perspectives shape the topic of mythology? We will address these questions as well as some psychological and ontological possibilities, along with the questions: who is making these contributions, and what other meanings surface in this approach? We will also comment on how our own contributions to LGBTQ poetry, fiction, and creative nonfiction bear on these subjects.

Jewelle Gomez, Writer; Activist; Director of Grants and Community Initiatives, Horizons Foundation; and former Executive Director, the Poetry Center and American Poetry Archives, San Francisco State University; Judy Grahn, Adjunct Professor, Writing, Consciousness, and Creative Inquiry Department, California Institute of Integral Studies; and Codirector and Core Faculty, the Women’s Spirituality Program, Institute of Transpersonal Psychology

7. The Role of Assessment in Measuring the Inclusion of LGBTQ Studies in the Curriculum  
Mendocino II

This interactive session is designed to assist faculty and administrators interested in encouraging the infusion of LGBTQ diversity into the curriculum, using assessment as a tool for institutional learning and change. By setting learning and action goals and creating assessment measures to ascertain progress, an institution can create an environment supportive of change. Participants will discuss key questions in the development of such a program.

Richard Giardina, Associate Vice President for Academic Planning and Assessment (retired), San Francisco State University; Judie Wexler, Academic Vice President and Dean of Faculty, California Institute of Integral Studies
SUNDAY, FEBRUARY 28

7:30AM–8:30AM  Continental Breakfast
BALLROOM FOYER

8:45AM–10:15AM  CONCURRENT SESSIONS

1. Meeting the Needs of Transgender Students:
Best Practices and Lessons Learned
Monterey I

What are the diverse experiences of transgender and other gender nonconforming students? How are college campuses creating trans-friendly policies to meet the needs of transgender students? Join members of the Consortium of Higher Education LGBT Resource Professionals as we explore best practices and lessons learned regarding gender identity and expression and the student experience.

Dot Brauer, Director of Lesbian, Gay, Bisexual, Transgender, Questioning, and Ally Services, University of Vermont; J’Lissabeth Faughn, Resident Director, University of California, Berkeley; Shaun Travers, Director, Lesbian, Gay, Bisexual, Transgender Resource Center, University of California, San Diego

2. Integrative Contemplative Practices:
Creating Space for Affirming LGBTQ Students
Mendocino I

In this session, we will focus on ways that integrative contemplative practices help students be fully embodied within the context of an academic setting. By paying particular attention to the challenges, gifts, and needs of LGBTQ students, we will focus the session on nonsectarian spiritual practices that help to create affirming spaces for students to be present with their gender and sexuality. Acknowledging that many LGBTQ students have been hurt by religious communities, we will share insights from our work that balance the intellectual life of the academy and the holistic growth of LGBTQ students. We will consider how we can help LGBTQ students learn to integrate the physical, intellectual, and spiritual dimensions of their identities.

Ellie Coriell, Psychotherapist; Kate Holbrook, Chaplain, Colorado College; Ginger Morgan, Associate Dean of Students, Colorado College
3. Teaching Queer Art, Media, and Popular Culture
Nikko III

Queer art, media, and popular culture often explore sexual desires and gender identities that do not conform to socially constructed norms. This session focuses on how to teach queer art and visual culture in light of queer theory, popular representations of queer identity, and the array of visual works by LGBTQI artists and communities. We will also discuss the challenges of thinking beyond simple binaries of straight and gay, positive and negative images, visibility and invisibility in order to engage with the complexity of representing alternative sexualities, genders, and desires.

This session is cosponsored by the Queer Cultural Center of San Francisco and Queer Conversations on Culture and the Arts (QccA) at California College of the Arts.

Julia Bryan-Wilson, Associate Professor and Director, PhD Program in Visual Studies, School of the Humanities; University of California, Irvine; Juana Maria Rodriguez, Associate Professor of Gender and Women’s Studies; University of California, Berkeley; Tina Takemoto, Associate Professor of Visual Studies, California College of the Arts

4. Building Community: Creating Opportunities for Empowerment and Social Engagement for Historically Marginalized Groups
Carmel 1

In this session, we will focus on building relationships among diverse campus constituencies (e.g. students/faculty of color, LGBTQ students/faculty, and white students/faculty actively engaged in anti-oppression work). We will engage in an interactive conversation utilizing case studies designed to build a community comfortable with difference, create a culture of inclusivity congruent with institutional mission and values, and incorporate diverse perspectives and theories into the curriculum.

Kenneth P. Monteiro, Dean of the School of Ethnic Studies, San Francisco State University; Shirley Strong, Dean of Students and Director of Diversity, California Institute of Integral Studies
Carmel II

While Massachusetts became the first state to grant same-sex couples the right to marry in 2004, this legal milestone was not enough to prevent Carl Joseph Walker-Hoover from hanging himself in April after being repeatedly victimized by anti-gay bullying at his Springfield middle school. The death of this child—several days short of his twelfth birthday and five years after the gay marriage ban was lifted—demonstrates that hard-won political rights in court and at the ballot box do not directly translate to freedom from harassment, let alone social equality for the LGBTQ community. How do academic institutions respond to and engage in the high-profile LGBTQ social and political issues of our time? Face Value, an organization committed to erasing the social stigma against LGBTQ people, has entered into a partnership with Harvard’s Carr Center for Human Rights Policy to conduct joint research on the public’s attitudes and behaviors toward LGBTQ people that culminates in a public education campaign. In this session, the facilitators will discuss their academic-activist partnership and project goals, summarize their research, and point out future directions for research and curricula development.

Julie Davis and Anne Marks, Face Value; Timothy Patrick McCarthy, Lecturer on History and Literature and on Public Policy, and Director, Human Rights and Social Movements Program, Carr Center for Human Rights Policy, Kennedy School, Harvard University

Monterey II

Through reflective and experiential work, we will seek to become more thoughtful, creative, and variegated in our efforts to empower diverse, non-normative expressions of gender, pleasure, culture, relationality, and care. How can movements for gender and sexual liberation in the Global North be attentive to issues of power, privilege, and difference in building alliances? What are the openings, tensions, and dangers in human rights discourses and practices that circulate globally? In this session we will discuss how higher education can be more inclusive of forms of social change that do not mirror Western historical developments.

Richard Shapiro, Associate Professor and Chair, Social and Cultural Anthropology Department, California Institute of Integral Studies
Several regional accrediting agencies have standards on diversity that include campus climate and curriculum dimensions. All require assessment of learning outcomes. What gets raised in accreditation reviews gets institutional attention. Yet rarely are LGBTQ issues raised in institutional self studies or evaluation team reports. This session will explore possible models and approaches to include LGBTQ issues in the accrediting process as a means of expanding the definitions both of diversity and learning outcomes.

Ralph Wolff, President and Executive Director, Western Association of Schools and Colleges (WASC)
Questions? Concerns? Thoughts? Need Help?
Stop by the Conference Information Desk, Hotel Nikko, Second Floor Landing
California Institute of Integral Studies
would like to thank the following partnering organizations
for their generous support of this conference:

The American Academy of Religion/Western Region (AAR/WR)
The mission of the AAR/WR is to promote the academic study of religion in California, Arizona, Nevada, Hawaii and the Pacific Islands; to mentor students in the profession of religious studies; to create opportunities for research, dialogue, and engagement for religious studies scholars; and to foster awareness of the importance of religious studies for understanding contemporary issues.

Association for College and University Religious Affairs (ACURA)
ACURA is an ecumenical and interfaith group of women and men who serve as religious life administrators and currently includes twenty-seven institutions of higher education. All areas of higher education in which religious or spiritual perspectives might enrich and enliven conversations and strengthen the quality of life in community are of interest to ACURA.

Association of American Colleges and Universities (AAC&U)
The mission of the Association of American Colleges and Universities is to make the aims of liberal learning a vigorous and constant influence on institutional purpose and educational practice in higher education.

Campus Climate
The LGBT-Friendly Campus Climate Index is a vital tool for assisting campuses in learning ways to improve their LGBT campus life and ultimately shape the educational experience to be more inclusive, welcoming, and respectful of LGBT and ally people.
Campus Pride
Campus Pride represents the only national nonprofit 501(c)(3) organization for student leaders and campus groups working to create a safer college environment for LGBT students. The organization is a volunteer-driven network for and by student leaders. The primary objective of Campus Pride is to develop necessary resources, programs, and services to support LGBT and ally students on college campuses across the United States.

Consortium of Higher Education LGBT Resource Professionals
The combined vision and mission of the consortium is to achieve higher education environments in which lesbian, gay, bisexual, and transgender students, faculty, staff, administrators, and alumni have equity in every respect. Our goals are to support colleagues and develop curriculum to professionally enhance this work; to seek climate improvement on campuses; and to advocate for policy change, program development, and establishment of LGBT Office/Centers.

Global Fund for Women
The Global Fund for Women is an international network of women and men committed to a world of equality and social justice. They advocate for and defend women’s human rights by making grants to support women’s groups around the world.

Professional and Organizational Development (POD) Network in Higher Education
POD believes that people have value, as individuals and as members of groups. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD’s philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community.

On behalf of Expanding the Circle, a special thank you to the Small Change Foundation and Al Baum for their generous donations, as well as the conference committee, mentors, staff, volunteers, our partners, and all of you for making this a groundbreaking 2010 conference.