Expanding the Circle

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

Hotel Nikko • San Francisco, California

March 3-6, 2011
About CIIS

California Institute of Integral Studies (CIIS) is a nationally recognized leader in integral education. CIIS has an enrollment of 1,400 students pursuing degrees in seventeen 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 award-winning counseling centers offering low-cost mental health services in the San Francisco Bay Area. CIIS is accredited by the Western Association of Schools and Colleges (WASC).

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

March 3–6, 2011
Welcome to the "Expanding the Circle 2011" conference and to San Francisco. I am extremely grateful to you for gathering at this conference to explore one of the most critical issues challenging us in higher education.

This year’s conference is a response to the overwhelming feedback we received at last year’s meeting. The need for discussion and planning to address the many LGBTQ issues has only intensified since our last gathering, particularly in light of the wave of bullying and student suicides. With the elimination of “Don’t Ask, Don’t Tell,” colleges and universities have new opportunities to educate their campuses and local communities in securing equality for all our citizens. We now recognize more than ever the role of the academy in the formation of public policy—we know that education can promote the quality of inquiry and awareness that can lead to civic engagement and social change.

This conference serves as a national forum for dialogue with more than 300 colleagues representing more than 100 colleges, universities, and organizations; members of ten national partnering organizations; and members from OUT THERE and the Consortium of Higher Education LGBT Resource Professionals, who are holding meetings for their constituents.

In the thirty-five concurrent sessions, you will be able to contribute your views, as these sessions have been designed to be interactive. In these sessions as well as in the hallway conversations, we have a unique opportunity to network, learn from each other, and build community.

In addition to the meetings at the Hotel Nikko, I hope that your conversations will spill over to the various venues throughout San Francisco, including the museums, restaurants, theaters, parks, and historic neighborhoods.

Thank you for making this a memorable experience for all of us—one that will improve higher education by increasing inclusion of all our students, faculty, administrators, and staff members.

Gratefully,

[Signature]

Joseph L. Subbiondo
President, California Institute of Integral Studies
The first Expanding the Circle conference was held here at the Hotel Nikko in San Francisco in February 2010. The response was enthusiastic: hundreds of participants converged from every region of the U.S. and several other countries. The attendees were from small rural campuses and large urban ones. They included faculty, university religious leaders, staff, students, and activists. The colleges and universities represented were public, private, and faith-based institutions. Some already had well-established lesbian, gay, bisexual, transgender, and queer (LGBTQ) centers and curricula, others were just beginning the process. California Institute of Integral Studies presented the conference in partnership with eight nonprofits concerned with equity in higher education (see inside back cover for current list of partnering organizations).

The result was a conference that included not just presentations, but countless lively dialogues and moving moments. The many topics that emerged at Expanding the Circle called for the conference to be convened and expanded this year.

This year's conference focuses on a variety of themes, several of which are new to Expanding the Circle. These themes highlight the relationship between classrooms and campuses on the one hand, and movements in LGBTQ communities and current developments in social justice on the other hand. We will direct our attention to best practices and initiatives in higher education on the following topics:

- Curricular revision and expansion in the arts, humanities, and social sciences
- Interrelationships between LGBTQ and ethnic/racial/cultural identities
- Religious and spiritual issues for LGBTQ students
- Faculty development programs concerning LGBTQ issues
- Transgender and gender issues across the campus spectrum
- Examples of LGBTQ research projects in higher education
- Counseling and support services for LGBTQ students
- Off-campus community resources for LGBTQ students
- Professional training programs for resource professionals, administrators, and educators
- Campus dialogues and public forums addressing LGBTQ issues
- The role of higher education in the formation of public policy
- The new politics of inclusion
- Community support and networking opportunities for counselors, faculty, and student services professionals working on LGBTQ issues in isolation
- The role of faculty, staff, and administration as allies in supporting LGBTQ students

As with last year's gathering, we hope to 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.
## Conference at a Glance

**All events at Hotel Nikko.**

### Thursday, March 3, 2011

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<tr>
<td>7:30AM–8:30AM</td>
<td>Continental Breakfast</td>
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<tr>
<td>7:30AM–7:00PM</td>
<td>Conference Information and Registration</td>
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<tr>
<td>9:00AM–4:30PM</td>
<td>Conference Workshop and Meetings</td>
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<tr>
<td>NOON–1:30PM</td>
<td>Lunch Break</td>
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<tr>
<td>6:00PM–7:15PM</td>
<td>Opening Night Reception</td>
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<td>7:30PM–9:00PM</td>
<td>Welcome and Opening Plenary Speaker: Gilbert Herdt</td>
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<td>LGBTQ Studies Tomorrow: A Call to Action</td>
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<td>Dinner On Your Own</td>
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### Friday, March 4, 2011

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<td>7:30AM–8:30AM</td>
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<td>Conference Information and Registration</td>
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<td>8:45AM–10:15AM</td>
<td>Plenary Speaker: Judy Grahn</td>
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<td>God is Gay and Other Queer Anomalies</td>
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<td>NIKKO BALLROOM</td>
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<td>10:30AM–NOON</td>
<td>Concurrent Sessions</td>
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<td>NOON–2:00PM</td>
<td>Lunch Break</td>
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<td>2:00PM–3:25PM</td>
<td>Plenary Speaker: Kenyon Farrow</td>
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<td>When the Rainbow Ain’t Enough: Creating Healthy Queer Spaces</td>
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<td>NIKKO BALLROOM</td>
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<td>3:45PM–5:15PM</td>
<td>Concurrent Sessions</td>
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<td>5:15PM–6:15PM</td>
<td>Hospitality Hour</td>
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<td>Dinner On Your Own</td>
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* Conference Map on Page 30.
SATURDAY, MARCH 5, 2011

7:30AM–8:30AM  Continental Breakfast

7:30AM–5:30PM  Conference Information and Registration

8:45AM–10:15AM  Plenary Speaker:
                 Sivagami Subbaraman
                 In Dreams Begins Responsibility:
                 (En)Visioning LGBTQ Work
                 in Jesuit Higher Education
                 NIKKO BALLROOM

10:30AM–NOON  Concurrent Sessions

NOON–2:00PM  Lunch Break

2:00PM–3:25PM  Plenary Speakers:
                 Genny Beemyn and Susan Rankin
                 Beyond the Binary:
                 The Lives of Transgender People
                 NIKKO BALLROOM

3:45PM–5:15PM  Concurrent Sessions

Dinner On Your Own

SUNDAY, MARCH 6, 2011

8:00AM–9:00AM  Continental Breakfast

8:00AM–NOON  Conference Information and Registration

9:00AM–10:30AM  Concurrent Sessions

10:45AM–NOON  Plenary Speakers:
                 Amina Wadud
                 Coming Out as an LGBTQ Ally in
                 the Context of Islam and Muslims
                 NIKKO BALLROOM

Closing Remarks

* Conference Map on Page 30.
Conference Schedule

Thursday, March 3, 2011

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

7:30 AM–7:00 PM
Conference Information and Registration
SECOND FLOOR LANDING

9:00 AM–4:30 PM
Conference Workshop and Meetings

NOON–1:30 PM
Lunch Break

6:00 PM–7:15 PM
Opening Night Reception
NIKKO BALLROOM FOYER

7:30 PM–9:00 PM
Welcome and Opening
Plenary Speaker:
Gilbert Herdt
LGBTQ Studies Tomorrow:
A Call to Action
NIKKO BALLROOM

Conference Workshop

Creating an Open and Affirming Campus:
Faculty Development toward Institutional Change
MONTEREY ROOMS

In this highly interactive workshop, participants will work together and with the facilitators on designing a faculty development plan for greater LGBTQ engagement. We will share experiences and work together on common goals. Participants will develop a blueprint for engaging faculty and administrators at their own campus. We'll explore the benefits of student identity development, the dangers of stereotype threat, ideas for professional and disciplinary programming, opportunities and models for a more inclusive curriculum, and ways to address common faculty concerns. In order to include underrepresented programs, there will be an emphasis on science, technology, engineering, and math (STEM) disciplines, in addition to the social sciences and humanities.

Michele DiPietro, Executive Director, Center for Excellence in Teaching and Learning, Kennesaw State University; 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
The Consortium of Higher Education LGBT Resource Professionals is a national organization of professionals who provide support and services to lesbian, gay, bisexual, transgender, queer, and ally students, staff, and faculty at colleges and universities and who educate campus communities about sexual orientation and gender identity issues. The Consortium’s pre-conference meeting is open to anyone strategizing to create new LGBT services on campus, or who are striving to improve their current programs and centers. You are invited to join current professionals working in campus LGBT resource centers as we explore best practices for launching, maintaining, and improving campus LGBT services.

Toi Thibodeaux, Program Coordinator, LGBT Resource Center, University of California, Riverside; Nancy Jean Tubbs, Director, LGBT Resource Center, University of California, Riverside; and Additional Members of the Consortium of Higher Education LGBT Resource Professionals

Here are additional conference concurrent sessions facilitated by members of the Consortium of Higher Education LGBT Resource Professionals. Please check the conference schedule for additional information.

• A Campus Transitions: The Institutional Change Process Behind the University of Vermont’s LGBTQ Inclusive Successes
• A Student Services Primer on LGBT Concerns
• Allies: An LGBT Support Model for College Campuses
• Education and Human Development: A Visionary Partnership for Academic Diversity and the Inclusion of LGBTQ Studies
• Fostering Multivariate Inclusion: Multiple Marginalized Identities and the Interplay of Sexuality
• Is Faith Straight? An Ethical and Practical Approach to Exploring the Intersections of Sexuality, Spirituality, and Religion in Higher Education
• Measuring LGBTQ Student Success and the Role of Assessment in Academic and Student Affairs
• Meeting the Needs of Transgender Students: Best Practices and Lessons Learned
• Safe Space at Bucknell University: Peers Educating Peers
• Visioning Lesbian, Gay, Bisexual, Transgender Resource Centers for the Future: Working at the Intersections
OUT THERE: A Conference Meeting of Scholars and Student Affairs Personnel Involved in LGBTQ Issues on Catholic and Jesuit Campuses
MENDOCINO ROOMS

OUT THERE is a national meeting of scholars and student affairs personnel involved in LGBTQ issues on Catholic and Jesuit campuses. For our third meeting, we are offering a track within the Expanding the Circle program as part of a joint collaboration between the two conferences. The purpose of this pre-conference meeting is to continue our exploration of how we can understand the nexus between sexual orientation, gender identity, and gender expression in the context of Catholic and Jesuit values and principles in higher education. Attendees will have an opportunity to discuss their experiences and network with people from Catholic and other faith-based institutions. Participants from other colleges and universities will be welcome. The OUT THERE pre-conference meeting is free with full conference registration.

Mike Duffy, Director, Lane Center for Catholic Studies and Social Thought, University of San Francisco; 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; Michael A. Zampelli, S.J., Rector, Santa Clara Jesuit Community; Locatelli University Professor, Santa Clara University

Here are additional conference sessions created in partnership with OUT THERE. Please check the conference schedule for additional information.

- Building a Successful LGBTQ Program at Catholic Institutions
- Forming Coalitions: Creating an Inclusive Climate on a Catholic Campus
- In Dreams Begins Responsibility: (En)Visioning LGBTQ Work in Jesuit Higher Education
- Ways of Proceeding: Deepening the Conversation between Campus Ministries and LGBQTQ Communities

Opening Night Reception and Welcome
NIKKO FOYER AND BALLROOM
6:00PM–7:15PM

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

Introduction: Joseph L. Subbiondo, President, California Institute of Integral Studies

7:30PM–9:00PM

Welcome Plenary Speaker: Gilbert Herdt
LGBTQ Studies Tomorrow: A Call to Action
NIKKO BALLROOM

Gilbert Herdt is a cultural and clinical anthropologist, professor, and founder of the Department of Sexuality Studies, and of the National Sexuality Resource Center at San Francisco State University. Previously he taught at Stanford University and the University of Chicago. A Fulbright, NIH, NEH, Ford Foundation, and Guggenheim Scholarship recipient, Professor Herdt is best known for his studies of the Sambia of Papua New Guinea on ritual homosexuality and his pioneering studies of LGBTQ youth in Chicago. He has published and edited thirty-five books and monographs and 100 peer-reviewed articles. He is the senior founding editor of the journal Sexual Research and Social Policy. His latest book is Sex Panics/Moral Panics (NYU Press, 2009). He is currently researching culture, sexuality, and HIV change in Papua New Guinea, and the twenty-year follow-up to his gay youth study.
FRIDAY, MARCH 4, 2011

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

8:45AM–10:15AM  Introduction: Dorotea Reyna,
Director of Development, California
Institute of Integral Studies

Plenary Speaker: Judy Grahn
God Is Gay and Other Queer Anomalies
NIKKO BALLROOM

Judy Grahn is the recipient of the 2009 Lambda Literary Award for Lesbian Poetry; and an internationally known poet, writer, and social theorist. She has been a gay/lesbian liberationist and feminist activist since 1965, when she picketed the White House for gay rights. Judy Grahn is known for her gay/lesbian/queer cultural history, Another Mother Tongue: Gay Words, Gay Worlds; for a new origin story based in ritual, Blood, Bread, and Roses: How Menstruation Created the World; and for her poetry, which includes two book-length poems.

She holds a Lifetime Achievement Award in Lesbian Letters and has a nonfiction award named for her. A mixed-genre collection of her work, The Judy Grahn Reader, was published in 2009 by Aunt Lute Press. She teaches in the Writing, Consciousness, and Creative Inquiry Department and in the Interdisciplinary Arts Program at CIIS, and is an Associate Professor in Women’s Spirituality at the Institute of Transpersonal Psychology.

10:30AM–NOON  Concurrent Sessions

1. Measuring LGBTQ Student Success and the Role of Assessment in Academic and Student Affairs
CARMEL I

This interactive session is designed to explore strategies for your institution to utilize assessment as a tool for policy development, institutional change, and student learning in relation to LGBTQ issues. In order to strengthen ties across student and academic affairs, connections with the assessment expectations from accreditation agencies, and standards for learning and development outcomes, such as those developed by the Council for the Advancement of Standards in Higher Education (CAS), will be examined.

By setting learning and action goals and measures to ascertain progress, an institution can create assessment policies and procedures that are supportive of LGBTQ students.

Luke Jensen, Director, Office of LGBT Equity; University of Maryland, College Park;
Judie Wexler, Academic Vice President and Dean of Faculty, California Institute of Integral Studies
2. Autobiography as the Liminal Space of Self-Creation
MONTEREY I

How can we utilize others’ autobiographies, and potentially our own, to bring the kind of understanding that instills a sense of empathy in our students? Aiming to include a more salient actualization of justice in teaching through the creation and consumption of autobiographies in the classroom, this panel directly links to the interdisciplinary frameworks of LGBTQ studies, highlighting the ways our multiple selves are understood or reflected via race/class/gender/sexuality/nation/etc.

Our various theoretical approaches to autobiography draw on postcolonial, queer, feminist, African American, and border and Latino/a studies to encourage students to find their authentic voices and enhance students’ connection with their cultural communities.

John C. Hawley, Professor of English, Santa Clara University, and editor of LGBTQ America Today; Aparajita Nanda, Visiting Faculty, African American Studies Department; University of California, Berkeley; Juan Velasco, Associate Professor of English and Spanish Studies, Santa Clara University

3. Challenging the Status Quo in Small-Town America
MONTEREY II

This session focuses on infusing LGBTQ studies/issues throughout the university curriculum with a focus on selected departments. The presenters will facilitate discussion on the challenges/obstacles facing LGBTQ faculty and students in smaller, rural colleges/universities. In many cases LGBTQ activists work in geographic isolation and have time constraints inherent to their jobs, not related to supporting the LGBTQ community on campus. The location of an institution may also affect the response of the university and community. These social facts provide the platform for a practical solution to the problem. One of the intended outcomes of this session is the creation of regional networks, designed to aid participants in the expansion of awareness, knowledge, and support that may be lacking in their own university communities.

Jerra Jenrette, Professor of History, Edinboro University of Pennsylvania; Rhonda Matthews, Associate Professor of Sociology, Edinboro University of Pennsylvania
4. Inside the Athletic Closet: Experiences of Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Student-Athletes

NIKKO III

The purpose of this session is to review the results of a research project funded by the National Collegiate Athletic Association (NCAA) that examined the climate for student-athletes in intercollegiate athletics and to highlight similarities and differences in the experiences of student athletes based on sexual identity. Recent research indicates that students experience campus climates differently based upon their social group membership. How students experience their campus environment influences both their learning and their development, but studies on the experiences of intercollegiate athletes are noticeably absent in the campus climate literature. Further, the experiences of LGBTQQ student-athletes are also under-studied.

Susan Rankin, Research Associate, Center for the Study of Higher Education, and Associate Professor of Education, College Student Affairs, Pennsylvania State University

5. University Chaplains and LGBTQ Students

MENDOCINO I

What is the distinctive role that campus religious leaders can and do provide in advocating for and supporting LGBTQ students? We will address how various deans for religious life and university chaplains are including LGBTQ students in their religious traditions, commitments, and practices. We will discuss 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. Also on the agenda will be consideration of how religious professionals advocate for the religious and spiritual needs of LGBTQ students within the university at large, as well as foster communication and understanding among student groups when their religious understandings of sexuality differ or conflict.

Patricia Karlin-Neumann, Senior Associate Dean for Religious Life, Stanford University; Scotty McLennan, Dean for Religious Life, Stanford University; Joanne Sanders, Associate Dean for Religious Life, Stanford University
6. Allies: An LGBT Support Model for College Campuses
CARMEL II

Allies Safe Zone Programs have been implemented on college campuses nationwide to provide a support network for LGBT 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. Learn tools and resources for creating an Allies Safe Zone program on any campus.

M. David Kessler, Founder, Sexual and Gender Diversity Studies Program, University of Texas at San Antonio; and PhD Candidate in Higher Education, University of North Texas; Nancy Jean Tubbs, Director, LGBT Resource Center; University of California, Riverside

7. Reimagining Sexual Desire and Spiritual Longing in Sacred Texts
MENDOCINO II

Sacred texts have traditionally been re-imagined mystically to explore alternative views of gender, identity, and sexuality. Often gender identity dissolves in the divine union, and at the same time, bodily ecstasy becomes evidence of this direct sacred contact. During this interactive and participatory session, we will explore together how we ourselves can re-imagine sacred texts, mystical writings, and personal experiences. How might reimagining the connection between sexual desire and spiritual longing be brought into our teaching and research in the humanities and social sciences?

Brendan Collins, Core Faculty, East West Psychology and Integral Counseling Psychology, California Institute of Integral Studies; Elizabeth Ursic, Professor of Religious Studies, Mesa Community College
Lunch Break

Introduction: Steven Tierney, President of the San Francisco Health Commission; and Chair, Counseling Psychology Department and Community Mental Health Program, CIIS

Plenary Speaker: Kenyon Farrow, When the Rainbow Ain’t Enough: Creating Healthy Queer Spaces for Low Income Students and/or People of Color

NIKKO BALLROOM

Kenyon Farrow is the Executive Director of Queers for Economic Justice—a New York City-based organization dedicated to community organizing, research, leadership development, and advocacy on issues that impact low-income and working-class queer and transgender communities. He has also served as the organization’s National Public Education Director. As the Communications Director with Community HIV/AIDS Mobilization Project (CHAMP), he organized the convening that led to the launch of Project UNSHACKLE, an alliance of HIV and criminal justice organizers, researchers, and advocates. Kenyon Farrow was a Policy Institute Fellow at the National Gay and Lesbian Task Force, researching and writing on the impact of the HIV epidemic on Black gay men. He is also the co-editor of three anthologies, Letters from Young Activists: Today’s Rebels Speak Out (Nation Books), A New Queer Agenda (a Queers for Economic Justice produced e-book), and the forthcoming Stand Up: The Politics of Racial Uplift (South End Press).

Concurrent Sessions

1. A Campus Transitions: The Institutional Change Process Behind the University of Vermont's LGBTQ Inclusive Successes

CARmEL I

The mention of the University of Vermont’s (UVM) preferred name option in the June 27, 2010 Chronicle of Higher Education article “New Policies Accommodate Transgender Students” comes at the end—not the beginning—of an institutional-change story that started at UVM more than a decade ago. In this session, UVM faculty, staff, and students involved in bringing about institutional progress at UVM share their perspectives about changes that made noticeable differences in day-to-day life at UVM, opportunities that allowed changes to occur, strategies that helped overcome obstacles, resources necessary to the change process, and barriers that prevented progress.

Dot Brauer, Director, LGBTQA Center, University of Vermont; Christopher Purcell, Peer Advising Coordinator, Berklee College of Music, Student Affairs MA, University of Vermont ’07; Kelly Riel, Assistant to UVM Presidential Commissions, University of Vermont class of ’08, and founder of VETO (Vermonters Ending Transgender Oppression); Jacqueline Weinstock, Associate Professor, Human Development and Family Studies, University of Vermont
2. Does G-d Really Hate Me: Reconstructing and Reinterpreting Challenging Religious Texts

MENDOCINO I

This session will examine specific religious texts that have been used to alienate and silence LGBTQI students, staff, and faculty on campus. We will present an in-progress curriculum responding to this concern. Particular attention will be paid to issues that affect students who come from strong text-based traditions.

Mychal Copeland, Rabbi, Hillel at Stanford, Stanford University; D’Vorah Rose, Rabbi and Spiritual Care Coordinator, Washington Hospital, Fremont

3. That’s SO Gay: Queering the Curriculum in High Schools through Community Collaboration

NIKKO III

With young people questioning their identities and coming out at younger ages, it’s vital that as educators we’re able to support them before they reach university campuses. This session will focus on service learning projects as a model that can address LGBTQ issues in both K–12 and higher education settings. How can the obstacles to incorporating queer content in college courses become opportunities for students to gain experience in dealing with tough issues as they prepare to become educators themselves? The session will focus on collaboration between Mills College and Frameline, in which graduate-level students developed standards-based, high school curricula to accompany LGBTQ-themed films.

David Donahue, Associate Professor of Education, Mills College; T. Aaron Hans, Advocacy Program Manager, Gay Straight Alliance Network; Harris Kornstein, Community Engagement and Communications Coordinator, Frameline
4. Get Psychological! LGBT Affirmative Theory and Practice as the Next Stage of the LGBT Movement  
MENDOCINO II

The emerging field of LGBT affirmative theory and practice offers a life-saving, ethical, and cultural practice for working relationally and systemically with clients about the way heterosexism has an impact on psychological functioning from early age onward. In this interactive session, we will assert that affirmative theory and practice represents the next stage of a progressive LGBT movement. We will also discuss incorporating into our psychology courses and practice the concept of psychological mindfulness as the cutting edge of political activism, as well as including a non-heteronormative working condition across the academic department and in the curriculum. In addition, we will discuss how the LGBT Specialization at Antioch University is developing the first comprehensive center for LGBTQ Youth in Los Angeles.

Douglas Sadownick, Founder and Director, LGBT Specialization in Psychology, Antioch University; and Founding Member, Institute for Contemporary Uranian Psychoanalysis

5. Safe Space at Bucknell University: Peers Educating Peers  
MONTEREY I

Safe Space is an LGBT peer education program at Bucknell University designed to create safe and inclusive environments for LGBTQ students and allies in areas such as housing, Greek letter organizations, and athletic teams. We will explore distinctive elements of the program and present the results of both quantitative and qualitative analyses of program evaluation data. Also, we will discuss implications of these results for best practices in the design and implementation of peer education programs to facilitate LGBTQ inclusiveness on college campuses.

Robert Midkiff, Associate Provost and Dean of Summer Session, Bucknell University; Kristin Vallis, Student, Office of LGBT Awareness, Bucknell University; Frances McDaniel, Director of the Office of LGBT Awareness, Bucknell University*

*In Memoriam: Fran McDaniel, 67, of Lewisburg, Pennsylvania, passed away on Wednesday, January 12, 2011. As director of the Office of LGBT Awareness at Bucknell, Fran was a mentor, teacher, and advocate for all university students, faculty, and staff, but especially for members of the Bucknell community who identified as LGBT or allies. Beloved by students and colleagues alike, she always kept the best interests of students at the heart of her work.
6. Where the Rubber Meets the Road: LGBT Development for Students, Staff and Institutions
MONTEREY II

Participants roll up their sleeves in this high-energy session to assess their individual, group, and institution’s health and maturity level, and build a unique roadmap designed to cultivate allies, leverage power sources, and drive engagement. This session will utilize the Maturity Model for maximum benefit to both LGBT employees and institutional performance and include both discussion and strategic planning. The result is a set of practical steps that participants can quickly implement to take themselves, staff, students, and faculty, as well as their institution, to the next level of value, where the rubber meets the road.

Lyne Desormeaux, Senior Vice President, Consulting Services and Business Development, Corporate Counseling Associates; Patrick Vitale, Diversity, Inclusion and Engagement Executive, American Automobile Association Northern California, Nevada and Utah

7. A Student Services Primer on LGBT Concerns
CARMEL II

The Council for the Advancement of Standards in Higher Education (CAS) Standards and Guidelines for LGBT Programs and Services outline considerations for campuses to meet the needs of LGBT students. Professionals in academic advising, admissions, career services, financial aid, health and 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 LGBT-friendly resources, policies, and best practices.

Deryl B. Johnson, Director of GLBTQ Resource Center, Kutztown University of Pennsylvania; Members of the Consortium of Higher Education LGBT Resource Professionals

5:15PM–6:15PM  Hospitality Hour:     
NIKKO BALLROOM FOYER  
Join us for refreshments and an opportunity to meet and network with colleagues.
SATURDAY, MARCH 5, 2011

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

8:45AM–10:15AM  
Introduction: Luke Jensen,  
Director of LGBT Equity;  
University of Maryland, College Park

Plenary Speaker:  
Sivagami Subbaraman,  
In Dreams Begins Responsibility:  
(En)Visioning LGBTQ Work in Jesuit Higher Education  
NIKKO BALLROOM

Sivagami (Shiva) Subbaraman is the first director of the LGBTQ Resource Center at Georgetown University. Since fall 2008 she has worked to make the center integral to the campus experience. She serves on national boards of several organizations and has presented at dozens of conferences, including the National Association of Student Professional Administrators, Jesuit Association of Student Personnel Administrators, National Conference for Race and Ethnicity in American Higher Education, National Association for Multicultural Education, Modern Language Association, and the American Sociological Association. Subbaraman works with colleagues at various Jesuit colleges and universities to find ways to make campuses more inclusive. Prior to Georgetown, she worked at the University of Maryland, Macalester College, and Drake University.

10:30AM–NOON  
Concurrent Sessions

1. Is Your Campus LGBT-Friendly?  
NIKKO III

Finding an LGBT-friendly college campus is no easy task. This session will explore the questions students ask while searching for a gay-friendly college, share available resources, and discuss how educators can support a student throughout the search process. Participants will also learn how to access the LGBT-friendliness of their institutional policies, programs and practices using the Campus Pride LGBT-friendly Campus Climate Index: www.CampusClimateIndex.org.

Shane L. Windmeyer, Executive Director and Founder, Campus Pride
2. Building a Successful LGBTQ Program at Catholic Institutions
   CARmEL I

In this session, we will explore strategies to establish an LGBTQ program (networking, preliminary organization, contacts with university officials), to ensure its maintenance (articulation of goals, recruitment of faculty, course offerings) and to continue its enhancement (cross-disciplinary enrichment, multiple program alliances, student outreach). It will be an open exchange about the emergence and growth of LGBTQ programs in Catholic higher education.

Miho Matsugu, Assistant Professor, Modern Languages, DePaul University; William A. Mirola, Professor of Sociology, Marian University; Andrew Suozzo, Professor, Modern Languages and LGBTQ Studies Program, DePaul University; Jason Zingsheim, Assistant Professor of Communications, Governors State University

3. Fostering Multivariate Inclusion: Multiple Marginalized Identities and the Interplay of Sexuality
   CARmEL II

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

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

MENDOCINO I

Tricia Seifert states that educators need to help students develop the ability and willingness to question educational practices and programs that privilege the spiritual identity development of one group over others. Drawing on intentional collaborations between the Center for Ethics and Religious Affairs and the LGBTA Student Resource Center at The Pennsylvania State University, this session is designed to provide insight and ideas on how to ethically and practically initiate conversations with students on sexual, spiritual, and religious identity development. By challenging the conventional notions of affirming and non-affirming religious groups with the integration of non-Western-based spiritualities, we hope to expand our approaches as practitioner-scholars working on a college campus through a directed dialogue and discussion on ethical and practical considerations for program implementation.

Beth Bradley, Assistant Director, Center for Ethics and Religious Affairs, The Pennsylvania State University; Brian Patchcoski, Assistant Director; LGBTA Student Resource Center; The Pennsylvania State University

5. Including Theory: Pedagogical Approaches to Queering Curriculum

MONTEREY I

Since its beginnings, the field known as queer theory has investigated the dynamics of exclusion and inclusion in society, language, and culture. As it has developed, however, queer theoretical scholarship has frequently been charged with exclusivity because of its difficulty, specialized language, and counterintuitive methods. What impact does this tension have on our students? Offered by scholar-teachers who incorporate theory into their teaching, this session will address how the use of theory in the classroom might relate to student life, campus climates, and activism.

Matt Bell, Assistant Professor of English, Bridgewater State College; Nick Davis, Assistant Professor of English and Gender Studies, Northwestern University; David A. Gerstner, Professor of Cinema Studies at The City University of New York’s Graduate Center, Department of Theater; and at the College of Staten Island, Department of Media Culture
MENDOCINO II

Gender-specific bathrooms are a powerful and visible manifestation of binary gender norms that function to not only exclude and devalue genderqueer and transgender experience, but also put these communities at risk of verbal and physical assault. In partnership with the Dean of Students Office, Human Resources, and Operations Departments, Queer@CIIS, a student-led organization, conducted a mixed-gender bathroom campaign at California Institute of Integral Studies in spring 2010. This session will explore the underlying ethical concerns, practical approaches, and implications of the campaign, as well as present an opportunity to reflect on the role of the campus community in the decision-making process.

Hollis Dale, Member, Queer@CIIS, and Master’s Candidate, Social and Cultural Anthropology, CIIS; Erin McElroy, Member, Queer@CIIS and Master’s Candidate, Social and Cultural Anthropology, CIIS; Jonathan Mills, Director of Facilities and Operations, CIIS; Shirley Strong, Dean of Students and Director of Diversity, CIIS

7. Organizing on Campus for LGBTQ-Supportive Policies: Activating Faculty and Staff for Change
MONTEREY II

This session will present findings from “Harvesting the Grapevine: Collecting LGBTQ Success Stories to Change Campus Policies.” This project of the Committee on Sexual Diversity and Gender Identity of the American Association of University Professors (AAUP) is a nationwide study of colleges and universities that have added domestic partner health benefits or other LGBT-supportive policies. The discussion will focus on the role of faculty and staff in advocacy around policy issues, highlighting useful strategies that improve quality of life for LGBT faculty, staff, and students. Factors that hinder as well as promote change will be explored as well as recommendations for policy implementation.

Lori Messinger, Associate Professor, School of Social Welfare, University of Kansas

NOON–2:00PM  Lunch Break
2:00PM–3:25PM

**Introduction:** Judie Wexler, Academic Vice President and Dean of Faculty, California Institute of Integral Studies

**Plenary Speaker:** Genny Beemyn

*Beyond the Binary: The Lives of Transgender People*

Genny Beemyn has published and spoken extensively on the experiences and needs of transgender people, particularly the lives of gender nonconforming students. Ze has written or edited six books/journal issues, including a special issue of the *Journal of LGBT Youth* on “Trans Youth.” Genny’s most recent work, written with Susan Rankin, is *The Lives of Transgender People*, forthcoming from Columbia University Press. The director of the Stonewall Center at the University of Massachusetts, Amherst, ze is also a board member of the Transgender Law and Policy Institute and an editorial board member of the *Journal of Bisexuality* and the *Journal of Homosexuality*. Genny has a PhD in African American Studies and master’s degrees in African American Studies, American Studies, and Higher Education Administration.

**Plenary Speaker:** Susan Rankin

*Beyond the Binary: The Lives of Transgender People*

Susan Rankin has presented and published widely on the impact of sexism, racism, and heterosexism in the academy and in intercollegiate athletics. Rankin’s current research focuses on the assessment of institutional climate and provides program planners and policy makers with recommended strategies to improve the campus climate for underserved communities. She has collaborated with more than ninety institutions and organizations in implementing assessments and developing action plans. In her advocacy work, Rankin is a founding member of the Consortium of Higher Education LGBT Resource Professionals and the Statewide Pennsylvania Rights Coalition. She is the recipient of the American College Personnel Association (ACPA) 2008 Voice of Inclusion Medallion, an award that recognizes individuals who embody the student affairs values of social justice.

3:45PM–5:15PM

**Concurrent Sessions**

1. **(Re)vamping the Queericulum: Issues in the Teaching of Language and Sexuality**

   MONTEREY I

Courses at the intersection of language and sexuality are increasingly popular on campuses around the country, offering a critical nexus for efforts to “queer the curriculum.” Students in such courses often find themselves encouraged to reflect on and problematize instances of sexual categorization and identification in their own lives and critically examine the various ideological pressures to add or subtract letters/communities to the LGBTQQI taxonomy (such taxonomies themselves being highly problematic). What constitutes appropriate pedagogy and respectful discourse around differences in gender and sexuality at a time of intense social change and experimentation? Two linguists will share the lessons they have learned from teaching in this highly mercurial area and frame some questions for open dialogue.

Matthew C. Bronson, Associate Professor of Social and Cultural Anthropology, California Institute of Integral Studies; Gregory Ward, Professor of Linguistics, Northwestern University
2. Approaching Queer Cinema:
Persistent Problems and New Directions
NIKKO III

Moving from the work of pioneering Black gay filmmaker Marlon Riggs to present-day educational filmmaking projects, this session will offer an opportunity for discussion on the changing nature and uses of queer cinema: How can film be used to create a dialogue, to provoke controversy, or as a call to action? In what ways does film engage with changing and stagnant understandings of race, religion, and gender? How do changes in distribution and exhibition—from movie theaters to classrooms, laptops, and cell phones—affect the way we teach or consume media?

Vivian Kleiman, Independent Filmmaker and President, Signifyin’ Works; Harris Kornstein, Community Engagement and Communications Coordinator, Frameline; Jennifer Morris, Festival Director of Frameline International LGBT Film Festival

3. Education and Human Development:
A Visionary Partnership for Academic Diversity and the Inclusion of LGBTQ Studies
CARMEL I

In contrast to the predominant approach of locating ethnic and other cultural studies programs within humanities and social sciences divisions, the University of Texas at San Antonio will expand its academic diversity programs such as African American, Mexican American, and Women’s Studies by incubating a new program in Sexual and Gender Diversity (LGBTQ) Studies within the College of Education and Human Development. In this interactive session, we will draw on a case study detailing the impetus and process of this unique partnership of program and division to facilitate a conversation among participants on ways to address challenges to institutionalize successful programs in LGBTQ Studies.

M. David Kessler, Founder, Sexual and Gender Diversity Studies Program, University of Texas at San Antonio; and PhD Candidate in Higher Education, University of North Texas
In an ideal world, all organizations would be accepting and inclusive of differences in individuals; however, most fraternity and sorority nondiscrimination policies and educational efforts neglect to discuss or mention sexual orientation or gender identity. Building a climate of acceptance in fraternities and sororities requires a commitment at all levels, ranging from individual members to the inter/national headquarters and the university administration. Drawing from the work of the “Lambda 10 Project—National Clearinghouse for Gay, Lesbian, Bisexual, and Transgender Fraternity and Sorority Issues,” this session will offer a guide for creating a climate of acceptance in fraternities and sororities—a climate where a brother/sister who is LGBTQ may feel a sense of safety and support.

Shane Windmeyer, Executive Director and Founder, Campus Pride

Since 1971, over 165 Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Centers have developed on college campuses across the country. Although building connections with cultural and women’s centers has been a crucial aspect of creating inclusive campus communities, it has often been limited to co-sponsoring programs financially. How can we take our collaborative work deeper? How are LGBT Resource Centers affected by changes in the ways that cultural and women’s centers function? How do we work for social justice and across intersecting identities within and among separate spaces? How do we envision successful LGBT Resource Centers for the future? Join this interactive discussion and brainstorm to bring out the best of our work.

Sheri Atkinson, Director of Lesbian, Gay, Bisexual, Transgender Resource Center, University of California, Davis; Shaun Travers, Campus Diversity Officer and Director of Lesbian, Gay, Bisexual, Transgender Resource Center, University of California, San Diego
6. Forming Coalitions: Creating an Inclusive Climate on a Catholic Campus
MENDOCINO II

At Stonehill College, a four-year Catholic liberal arts institution, students, staff, faculty, alumni, and community members are collaborating to reduce LGBTQ bias and increase responsibility towards a more socially just community. Our collaborative but decentralized approach has encouraged greater involvement from across the campus and has contributed to a greater sense of community and support among those involved. In our presentation we will discuss the successes and challenges we’ve faced in building these partnerships and invite conversation about strategies for working across institutional differences to create inclusivity at Catholic colleges.

Anne F. Mattina, Associate Professor, Department of Communication; and Member, Bias Response Team, Stonehill College; George Piggford, Associate Professor, Department of English; and Director of Stonehill College Honors Program; Liza Talusan, Director of Intercultural Affairs, Stonehill College; Stacy Grooters, Director of the Center for Teaching & Learning, Stonehill College

7. It Doesn’t Always Get Better: Bullying, Suicide, and What Higher Education Should Know About Its LGBTQ Students
MONTEREY II

This session traces the journeys that many LGBTQ youth make through hostile K–12 school environments, and what they need from their colleges and universities in order to shift from surviving to thriving. If higher education fails in its promise to be bully-free and inclusive of all students, it can often be the last in a series of let-downs that can lead to student disenchantment with education; alienation from their peers; and in some cases, suicide.

Cristin Brew, Program Director, Spectrum LGBT Center; Nicholas Carlisle, Executive Director, No Bully; James Guay, Adjunct Faculty, John F. Kennedy University
SUNDAY, MARCH 6, 2011

8:00AM–9:00AM  Continental Breakfast
NIKKO BALLROOM FOYER

9:00AM–10:30AM  Concurrent Sessions

1. “Stop the Hate!” Developing a Bias Incident Response Team on Your Campus
   NIKKO III

Hate and bias have an impact on every college and university. Effective hate crime and bias prevention efforts include a way for campuses to report, monitor, and respond to bias incidents when they happen. One way for institutions to take responsibility for creating a safe learning environment is to have a Bias Incident Response Team (BIRT) for students, faculty, and staff to report bias and ultimately to support victims. This session will help put your campus on track to develop a BIRT by providing an understanding of the impact of a BIRT, guiding principles to developing a BIRT, and proposed BIRT models for your campus.

Greg Miraglia, National Program Coordinator, Stop the Hate! Campus Pride; and Dean of Career Technical Information, Napa Valley College;
Shane Windemeyer, Executive Director and Founder, Campus Pride

2. Meeting the Needs of Transgender Students: Best Practices and Lessons Learned
   CARMEL 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.

Genny Beemyn, Director, Stonewall Center; University of Massachusetts, Amherst; Nancy Jean Tubbs, Director, LGBT Resource Center; University of California, Riverside
3. Ripe for the Picking: Queer-Themed FIGs (First-Year Interest Groups)
MENDOCINO I

For the past six years, University of Wisconsin–Madison has offered a First-Year Interest Group (FIG) entitled “Sexuality and Gender in 20th-Century French Literature” for incoming students. In this interactive session, we will discuss the FIG program as a whole, and why it is ideal for teaching queer topics and useful for building a vibrant community of LGBTQ students and allies. Lastly, this session will briefly present the results of the program and share student experiences, as those who’ve taken queer-themed FIGs not only become informed activists and scholars, but they also frequently enroll in UW Madison’s LGBTQ Certificate Program.

Thomas Armbrecht, Associate Professor of French, University of Wisconsin–Madison

4. Ways of Proceeding: Deepening the Conversation between Campus Ministries and LGBTQ Communities
CARMEL II

The panelists will share their work at Catholic and Jesuit colleges in creating spaces for LGBTQ communities to work creatively and collaboratively with those in Campus Ministry. Panelists will explore how those working in Ministry can provide frameworks of legitimacy, care, and support for the creation of safe learning environments, and create support for students, faculty and staff. We will share our experiences and ask participants to come with their own in order to have an open conversation about the positive role that Campus Ministry can play in creating an inclusive campus.

Donal Godfrey, SJ, University Ministry, University of San Francisco; Jim Schexnayder, SJ, Resource Director, Catholic Association for Lesbian and Gay Ministry; Sivagami Subbaraman, Director, LGBTQ Resource Center, Georgetown University
5. Building a Research Infrastructure to Examine LGBTQ Issues in Education
MONTEREY I

In this session, the facilitators discuss the essential tools and resources needed to study LGBTQ issues in education. By analyzing large-scale datasets, conducting case studies on campuses, as well as interviewing students, parents, teachers, and school administrators, researchers can address topics such as: child learning and development, factors affecting sexual minority youth, the impact of harassment and victimization on educational achievement, and the role of school policies or programs in fostering a safe school environment and promoting success. This session focuses on gaining access to research sites and subjects; implementing quantitative and qualitative research methods; building capacity among researchers to examine LGBTQ topics; and disseminating research findings across academic disciplines, applied fields, and to policymakers.

Stephen T. Russell, Professor, Family Studies and Human Development, University of Arizona; George L. Wimberly, Director of Social Justice and Professional Development, American Educational Research Association

6. Imagining Queer Selves: LGBTQ Literature, Libraries, and the Coming Out Process
MONTEREY II

While queer folk can be seen today in movies, television, on the web, all too often we don’t get to tell our own stories in mainstream media. We need the work of LGBTQ authors and artists to present us with possibilities; and we need their biographies, memoirs, and nonfiction to tell us how dreams can become real lives. But for the most part our works are still banned, censored, and inaccessible to young people. If queer-produced voices and images are segregated into adult-only venues, ghetto-ized in specialized gay bookstores, not available on library shelves, what’s the impact on young adults struggling to create their own sexual identities? How can an “It Gets Better” campaign succeed, if its audience has to take that message on faith alone? This session will look at what’s missing; and, moving towards action, at how we can form alliances and advocate that these works are just as available on our campuses as manifestos of queer critical theory.

Lise Dyckman, Library Director, CIIS
10:45AM–NOON

Introduction: Karim Baer,
Director of Public Programs,
California Institute of Integral Studies

Closing Plenary Speaker:
Amina Wadud
Coming Out as an LGBTQ Ally in
the Context of Islam and Muslims
NIKKO BALLROOM

Amina Wadud is an internationally acclaimed scholar, human rights activist, and educator. Currently a Visiting Scholar at the Starr King School for the Ministry at the Graduate Theological Union, Wadud has also held positions at Gadjah Mada University in Indonesia, and the Harvard Divinity School. She is Professor Emeritus of Islamic Studies at Virginia Commonwealth University. Her recent publications include *Inside the Gender Jihad: Women’s Reform in Islam* and articles such as “Islam and Patriarchy,” “Muslim Women: Between Citizenship and Faith,” and “Qur’an, Gender, and Interpretive Possibilities.” Wadud is the recipient of numerous awards, honors, and grants, including the Valor Award, presented by al-Fatihah at the Fifth International Retreat for Queer Muslims and Their Allies; and the Democracy Prize, from Democratic Muslims of Denmark. She was selected for the 2009 Library of Congress “Women Who Dare” book series.

Closing Remarks:
Joseph L. Subbiondo,
President, California Institute of Integral Studies
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California Institute of Integral Studies
would like to thank the following partnering organizations for their generous support of this conference:

**American Association of University Professors (AAUP)**
The mission of the American Association of University Professors (AAUP) is to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education’s contribution to the common good. Founded in 1915, the AAUP has helped to shape American higher education by developing the standards and procedures that maintain quality in education and academic freedom in this country’s colleges and universities.

**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.

**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.

**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.
Frameline Distribution
Frameline Distribution is the only nonprofit distributor solely dedicated to LGBT film and video. Frameline’s collection of more than 250 award-winning films reaches hundreds of thousands of students, educators, community activists, and festival audiences across North America. In addition to serving universities, public libraries, film festivals, and community groups, Frameline’s groundbreaking titles can be seen on broadcast and cable television stations, on the Internet, and on home video.

National Sexuality Resource Center
The mission of the National Sexuality Resource Center is to equip advocates, scholars, and researchers with the facts, skills, and resources to improve lifelong sexual literacy and sexual well-being for all Americans. The National Sexuality Resource Center, the Center for Research on Gender and Sexuality, and the Department of Sexuality Studies comprise the National Centers on Sexuality at San Francisco State University.

Out There
OUT THERE is a national meeting of scholars and student affairs personnel involved in LGBTQ issues on Catholic and Jesuit campuses. The purpose of this grassroots organization is to explore the nexus between sexual orientation, gender identity, and gender expression in the context of Catholic and Jesuit values and principles in higher education.

Point Foundation
Point Foundation provides financial support, mentoring, leadership training, and hope to meritorious students who are marginalized due to sexual orientation, gender identity, or gender expression.

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 for their generous donations, as well as the conference committee, mentors, staff, volunteers, our partners, and all of you for making this a successful 2011 conference.
Questions? Concerns? Thoughts? Need Help?
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