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**April 21, 2021**

Faculty, Illinois Wesleyan University

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# MEETING OF THE GENERAL FACULTY

Wednesday, April 21, 2021

11:00 am

Zoom conferencing [link](#)

Join Zoom Meeting

<https://us02web.zoom.us/j/87823438466?pwd=aW9HekkrSkI2cVFyUzZWZlNjFE3dz09>

Meeting ID: 878 2343 8466

Passcode: 924684

One tap mobile: +13126266799,,87823438466#,,,,,,0#,,924684# US (Chicago)

1. Call to Order
2. Approval of the [April 7, 2021 Faculty Meeting Minutes](#)  
[Curriculum Council Consent Agenda](#)
3. Committee Reports
  - a. [CUPP \(written report\)](#) Professor A. Eckhardt
    - i. [CUPP Motion 1: Extend emergency allowance for electronic voting through the end of the Fall 2021 semester](#)
  - b. Curriculum Council (oral report) Professor D. Marvin
    - i. [Rationale: Hispanic Studies Major/Minor Revisions](#)
    - ii. [CC Motion 1: Revise Major in Hispanic Studies](#)
    - iii. [CC Motion 2: Revise Minor in Hispanic Studies](#)
    - iv. [CC Motion 3: Revise Minor in Hispanic Studies for Health Care Majors](#)
    - v. [CC Motion 4: Revise Minor in Hispanic Studies for Business \(amended\)](#)
    - vi. [CC Motion 5: Delete Bachelor of Music Major Sequence in Composition](#)
  - c. Promotion and Tenure Committee (oral report) Professor M. Perera
    - i. [PAT Motion 1: Instructional Staff Review \(amended\)](#)
  - d. [Faculty Development Committee \(written report\)](#) Professor L. Nillas
  - e. [Nominating Committee \(written report\)](#) Professor D. Roberts
  - f. Assessment Committee (oral report) Professor L. Nelson
  - g. Undergraduate Research Advisory Committee (oral report) Professor T. Fuist

- h. Faculty Committee on Diversity (written reports) Professor W. Kooken
  - i. [Faculty Support for LGBTQIA Students](#)
  - ii. [LGBTQIA Resources](#)
- i. [Council for Excellence in Teaching & Learning \(written report\)](#) Professor B. Reissenweber
- j. Old Business
- 4. New Business
- 5. Administrative Reports
- 6. [Announcements](#)
- 7. Adjournment

## MEETING OF THE IWU GENERAL FACULTY

Wednesday, April 7, 2021 over video conferencing. Voting was performed after the meeting via electronic ballot.

### Summary of business

- CUPP record keeping policy changes – **passed**
- CC: three motions regarding Chemistry and Biochemistry – **all passed.**
- CC: six motions related to School of Music – **all passed.**
- FDC: motion regarding CD grant eligibility – **passed.**

### Meeting minutes

1. **Call to Order.** President Nugent called the meeting to order at 11:06 am.
2. **Approval** of the March 3, 2021 **Faculty meeting minutes.** Minutes approved.
3. **Curriculum Council Consent Agenda.** Nothing removed, passed by consent.
4. **Committee Reports**
  - a. **CUPP** (written report), Prof. A. Eckhardt

CUPP worked on a new records policy, and that is coming forward for a vote today as a **motion**.

The addendum has proposed changes to the Instructional Staff Handbook, and also includes changes to Chapter 2. Notification was given to faculty via email on March 30, and a vote will come later.

- b. **Curriculum Council** (oral report), Prof. D. Marvin

**Three motions:** 1) Revise Major in Chemistry, 2) Revise Minor in Chemistry, 3) Revise Major in Biochemistry. Key rationale: flexibility for current students and for transfer students. Note the removal of writing on Chemistry 415, which was approved on the consent agenda.

**Six motions** related to the School of Music Transformation: 4) Revise Bachelor of Music Education Major, 5) Revise Bachelor of Music Major Sequence in Instrumental Performance, 6) Revise Bachelor of Music Major Sequence in Piano Performance, 7) Revise Bachelor of Music Major Sequence in Vocal Performance, 8) Revise Bachelor of Arts in Music Major, 9) Delete Concentration in Music Composition.

Faculty from the School of Music summarized the transformation. Three goals: (1) be mindful of past expenditure and sought to bring savings to the university, (2) contribute to a greater extent to the liberal arts on campus, (3) deliver the best possible music education to all our students.

Savings include reduction in adjunct units, reduction in accompanist spending, elimination of the requirement for a second instrument. The prior program had some courses that were open to most major programs, and many courses that were only open to particular majors. The new proposed structure has fewer degrees (from 7 to 3 in the bachelor of music), and the majority of courses would be open to students from many degrees. Including an increase in courses open for general education, most

courses have a better chance of being fully enrolled. On the program quality front, note that most degrees at other institutions don't include pedagogy for performance majors.

c. **Promotion and Tenure Committee** (oral report), Prof. M. Perera

The last three meetings the committee has been working on criteria to evaluate instructional staff cases.

d. **Faculty Development Committee** (oral report), Prof. L. Nillas

Distributed letters on April 1. Working on a web page update to show exemplary proposals. Additional members of FDC needed for next year.

**Motion:** Change FDC Handbook language to extend eligibility for CD grants to all instructional staff (note the typo in the document, which says course instructors rather than instructional staff).

Rationale: previous motions set the overall goal of Instructional Staff being eligible for CD grants but not ASD grants, nor sabbatical leaves. This motion instantiates this goal in the FDC handbook.

e. **Nominating Committee** (written report), Prof. D. Roberts

**Call for nominations:** need 2 for assessment committee, but would prefer 3. Prefer one more for faculty rep to the board. Prefer one more for PAT. Result: no nominations from the floor.

Note that a ballot for elected committees went out in March, but this was a mistake. After consultation with the handbook decided to wait until after the final call for nominations here at the first April meeting.

f. **Assessment Committee** (written report), Prof. L. Nelson

No questions.

g. **Undergraduate Research Advisory Committee** (written report), Prof. T. Fuist

Virtual John Wesley Powell is this weekend. Link: <https://www.iwu.edu/research-conference/details.html>  
Keynote is Saturday afternoon. Thanks to all those who helped build the virtual car while driving it. Q: chances for interaction? A: can ask questions during virtual poster sessions, or during presentations. Especially encourage people to attend keynote, where there will be a chance for interaction.

h. **Faculty Committee on Diversity** (written report), Prof. W. Kookan

Topic of the written report: retention of BIPOC faculty.

i. **Council for Excellence in Teaching and Learning** (written report), Prof. B. Reissenweber.

The Ctalk podcast has launched. Link: <https://www.iwu.edu/cetalk/>

j. **GREENetwork Committee** (written report), Prof. L. Brown.

Report on campus sustainability. Especially important are the key findings and recommendations on pages 6 – 10. Other highlights: reliance on Physical Plant for implementation, engaging students through course content, water and energy cost savings, and the first campus carbon footprint analysis.

5. **Old Business** – none.

6. **New Business** – none.

7. **Administrative Reports**

a. **VP Hughes, enrollment update.**

Lowered budget goal in response to reduction in application count from the state of Illinois, but the yield is high from that reduced application pool, at 275 deposits (compared to 280 last year). Current projection: 470 deposits. International students: more applications due to change in testing requirements, but many didn't make it to the admit pool because of admissions standards. Mclean county scholarship student count is high, diversity numbers holding. Overall, holding steady is a positive outcome considering the national picture where elite schools have a record number of applications while others are seeing decreases.

Q: Any changes in country of origin for international students? A: yes, e.g. one student from Ireland and many from Africa. Q: Visa issues? A: IWU crafted a policy to help alleviate this issue, but many students either chose to defer or took classes from their home countries. Two of these students have resolved their visa issues and will be on-campus for May Term. Note that international students will most likely be required to take the majority of these courses either in-person or hybrid this coming academic year. Q: Do domestic students also have affordability criteria as part of admissions standards? A: yes, which is dealt with through the financial aid office. Criteria are different though because of state and federal financial aid.

Announcement: April 17 will be an admitted students event.

b. **President Nugent.**

The President recently attended a zoom-based event with administrators from a variety of liberal arts colleges in the Middle-East and Africa region. Inspiring to hear people from other countries express support for American-style liberal arts education. The President of a university in Pakistan said that the country needs citizens informed about art, literature, and society.

Tomorrow is All-In for Wesleyan.

c. **Provost Brodl**

Switching to all in-person residential instruction this Fall 2021 semester. Current plan is for classroom assignments at pre-pandemic capacities with Illinois phase 5 safety protocols. If Illinois not in phase 5, then revert to reduced capacity, with the instructional modes chosen in January.

Course evaluations for this Spring semester will be through the Smart Evals platform, found in the upper left corner of the Moodle page. Open April 9 – 27. Instructors can set specific times for access, and can create individual QR codes. Results available May 11. Questions same as before.

A method is needed for students to finish their language instruction (referred to as “teach-out”). There will be options during May 2021, Summer 2021, Fall 2021, Spring 2022. Also off-campus options, for example French and Italian at Bradley University.

Proposals have been received from 8 academic units for tenure-line searches; shared with CUPP. Complete review over the next three weeks, then decision in the first week of May.

Q: Can faculty add additional questions to the course evaluations? A: At this point no, but in future yes. For now faculty are encouraged to use other platforms such as Qualtrics for additional questions.

Q: Will there be some students doing remote learning in the Fall 2021 semester? A: Yes, some language teach-out will be online, and some students and faculty with health conditions will be online. Follow-up: the chair of CETAL reported that the committee shares the concern of some faculty that teaching an in-person class with 1-2 students remote poses a unique pedagogical challenge that requires training and support. Responses: support on a case-by-case basis, if advising reveals accommodation needs faculty should refer the student to academic advising office, and this situation has some overlap with instructional solutions developed during the 2020-21 academic year.

Q: Have faculty with termination letters been offered the chance to teach-out the needed language classes? If not, doesn't this conflict with handbook language regarding replacement? A: Don't believe it is side-stepping; policy is following rules set by Higher Learning Commission. Note that contracts go until August 31.

Q: How does teach-out interact with transfer courses. A: HLC guidelines say that teach-out courses count as IWU courses, so they don't count as one of four transfer courses.

Q: Who makes safety calls (context: labs with cramped space and the possibility of students not being vaccinated)? Also note that a 200 page lab manual is not easy to create in multiple modalities at the last minute. A: Plan is to follow State of Illinois guidelines.

8. **Announcements.** See link. Also: John Wesley Powell conference, All-in for Wesleyan.
9. **Adjournment.** Meeting adjourned at 12:33 pm.

Respectfully submitted,

Andrew Shallue, Faculty Secretary

## **Appendix A – Ballot results**

CC Motion 1: Revise Major in Chemistry

**Motion passed**

Yes = 75

No = 1

CC Motion 2: Revise Minor in Chemistry

**Motion passed**

Yes = 76

No = 1

CC Motion 3: Revise Major in Biochemistry

**Motion passed**

Yes = 75

No = 1

CC Motion 4: Revise Bachelor of Music Education Major

**Motion passed**

Yes = 72

No = 3

CC Motion 5: Revise Bachelor of Music Major Sequence in Instrumental Performance

**Motion passed**

Yes = 71

No = 3

CC Motion 6: Revise Bachelor of Music Major Sequence in Piano Performance

**Motion passed**

Yes = 72

No = 3

CC Motion 7: Revise Bachelor of Music Major Sequence in Vocal Performance

**Motion passed**

Yes = 70

No = 3

CC Motion 8: Revise B.A. in Music Major

**Motion passed**

Yes = 72

No = 3

CC Motion 9: Delete Concentration in Music Composition

**Motion passed**

Yes = 70

No = 4

FDC Motion: Curriculum Development (CD) Grant Eligibility

**Motion passed**

Yes = 69

No = 5

CUPP Motion: Record Keeping Policy

**Motion passed**

Yes = 59

No = 0

## **Appendix B – Remarks from the Director of the School of Music**

First, I would like to thank my School of Music colleagues for their hard work and commitment to the transformation of our programs presented here today. In particular, I want to thank Adriana Ponce for her leadership, and also Scott Ferguson and Ilia Radoslavov, with all of whom I worked very closely. I



also want to thank the Curriculum Committee for reviewing our documents, and the university at large for giving us the opportunity to transform and to continue making our contribution to the goals and mission of Illinois Wesleyan.

I trust that you have read the SoM documents; however, I will provide a summary of our transformation.

In our deliberations we kept three goals in mind:

1. We are mindful of our past expenditure and have sought to bring significant savings to the university;
2. We want to become less insular and to contribute to a greater extent to the liberal arts project; we are seeking to increase our broader campus contribution, and also to welcome more non-music students to Presser Hall;
3. We wish to continue to deliver the best possible music education to all of our students, through a unique range of courses that will best prepare them for life beyond Illinois Wesleyan.

I believe that our transformation delivers on all three of these goals.

With regard to cost-saving measures, we submit the following:

1. Through stacking some courses, we will eliminate under-enrollment in them.
2. We are closing 2 ensembles. The closure of Unlicensed Syncopation will eliminate adjunct expenditure while that of Symphonic Winds will free up a faculty member to teach academic courses.
3. We are eliminating the requirement for a secondary instrument in the BM degree. Based on current figures, this will eliminate 4 semesters of applied lessons for 22 BM majors, as well as the service of an accompanist for most of them.
4. In the BM there will be a broader shared curriculum among the different specializations. We are also canceling the courses specific to the degrees we have discontinued, which will eliminate adjunct expenditure. We propose to discontinue both the BM and the Minor in Composition.
5. A 50% reduction in the delivery of accompanist services to students will save us \$33,240 per year, based on current enrolment.
6. Measures already implemented include the reduction our student-worker budget from \$109,500 in 2020 to \$34,000 in 2021.
7. Since my appointment, reorganization and reassignment of courses to full-time faculty have resulted in savings to our adjunct budget, which decreased from \$351,869 in 2019/20 to \$278,861 in 20/21.

As I mentioned, one of our goals is to become less insular. We propose to continue the BA in order to provide opportunities for students who wish to pursue double majors and to contribute to the recruitment efforts of the broader university. Several of our courses will be open to non-music majors, and will require no prior knowledge in music.

Our students—across our programs—continue to excel in music competitions, and are admitted to the most sought-after schools for graduate studies. Our BME program is ranked among the best in the state of Illinois, and our vocal studies program attracts talented young singers from across the country. Our stronger focus on pedagogy in our BM degrees will make us stand out among our peers.

## **CUPP Faculty Meeting Report 4/22/21**

CUPP has met twice since the last faculty meeting.

The chair would like to express her appreciation to all CUPP colleagues for their work this year including significant work over the summer. Thank you to David Bollivar (Natural Sciences), Tara Gertsner (Interdisciplinary/Library), Pennie Gray (Social Science), Bill Kauth (Interdisciplinary/Library- March/April), Jean Kerr (Fine Arts), Molly Robey (Humanities- Spring), Scott Sheridan (Humanities- Fall), Gabe Spalding (Board of Trustees representative), Mike Theune (Vice Chair, Board of Trustees representative), and David Wallace (Business, Accounting/Finance, and Economics) for your time and commitment throughout this year. A special thank you to Freya Jennison (Student Senate Representative- Fall) and Daniel Maisch (Student Senate Representative- Spring) who provided important insight throughout a challenging year.

The CUPP turnover meeting will occur next week and we will welcome the following new members: Stephanie Davis-Kahl (Board of Trustees representative), Monica Hall (Nursing & Kinesiology, Sports, and Wellness), Bill Hudson (Fine Arts), Jaime Peters (Business, Accounting/Finance, and Economics), and Tari Renner (Social Sciences). Thank you to the new members in advance for their service.

**Resource Advisory Workgroup.** The group is continuing its work. No updates since the last faculty meeting at this time.

**Tenure lines.** The Provost asked CUPP to review and provide recommendations for 3 tenure line searches during 2021-2022. CUPP received a total of 9 requests and recommended Costume Design (School of Theater Arts), School of Nursing, and Sociology for searches.

**Instructional Staff Handbook Language.** The instructional staff handbook language was emailed to faculty on 3/30/21. Since some changes are in the Constitution requiring a 30-day notice prior to vote, we will vote on the proposal in the fall.

**Electronic voting for fall.** Since CUPP does not anticipate being able to return to in person meetings in Fall 2021, we propose continuing electronic voting through Fall 2021 (motion below). A carryover item for CUPP 2021-2022 will be to discuss whether to codify electronic voting in the *Faculty Handbook*.

**Motion 1.** Assuming that COVID restrictions will not allow for in-person faculty meetings during the Fall 2021 semester, the IWU Faculty extends its emergency allowance for electronic voting through the end of the Fall 2021 semester.

#### CUPP Motion 1

Assuming that COVID restrictions will not allow for in-person faculty meetings during the Fall 2021 semester, the IWU Faculty extends its emergency allowance for electronic voting through the end of the Fall 2021 semester.

## Rationale: Hispanic Studies Major/Minor Revisions

### Summary of Proposed Changes to the Hispanic Studies Major and Minors

The proposed changes to the Hispanic Studies Program are a continuation of the curricular revisions started in 2018, and a direct response to the recommendations of the PETF in spring of 2020. These changes include the following:

1. Remove the study abroad requirement for majors in Hispanic Studies.
2. Remove the requirement of two 400-level courses for majors in Hispanic Studies.
3. Change Hispanic Studies Minors titles:
  - a) from Minor Sequence in Hispanic Studies for Business Majors to *Minor Sequence in Hispanic Studies for Business, Accounting, Finance, and Marketing*; and
  - b) from Minor sequence in Hispanic Studies for Health Care Majors to *Minor Sequence in Spanish for Nursing and the Health Care Professions*.
4. Re-organize offerings at the 300-level into three curricular areas: (1) Communities, Communication, and Language; (2) Cultures and Identities; and (3) Texts and Con(texts).
5. Delete the under enrolled 400-level literature classes, and replace them with 300-level courses in the curricular area of *Texts and Con(texts)*.
6. Develop a menu of new and revised 300-level courses for majors and minors in Hispanic Studies.
7. Develop a menu of new and revised cross-listed courses with the Literature and Culture in English Translation rubric (LC) for General Education students and as potential electives for other relevant programs.
8. Offer the option of taking one LC course as an elective for the major or minors.

With this proposal we are submitting:

Appendix I: Master list of courses for Course Catalog 2021-2022 with new numbering and organized by curricular area.

Appendix II: Master list of CC Action Forms.

Appendix III: New and revised course numbers, titles and descriptions for Course Catalog 2021-2022.

Current HS Major/Minor requirements	Proposed HS Major/Minor requirements
1) Three core courses required for all majors and minors: Spanish 303 Spanish 307 Spanish 308  2) Spanish 314 (Spanish culture & civ) and Spanish 316 (Latin American culture & civ).  3) Two courses at the 400-level (one of them must be a literature course).  4) A minimum of one semester abroad.  5) Three electives beyond the basic sequence.	1) Three core curriculum courses required for all majors and minors: Span 303 Span 307 Span 308  2) At least two additional courses in <i>Cultures and Identities</i> taken from courses numbered SPAN 320-339.  3) At least two additional courses in <i>Texts and Con(texts)</i> taken from courses numbered SPAN 340-369.  4) Three additional Hispanic Studies elective courses above SPAN 201. One of these can be a cross-listed SPAN/LC course.

- Clarify the proposed changes, describing how they differ from current requirements.

• *Upon what are your new program requirements based? (Are they supported by a survey of similar programs, recommended by external evaluators, externally mandated?)*

The proposed changes are both a continuation of the curricular revisions the Hispanic Studies program started in 2018 (diversifying and streamlining the curriculum and responding to student interests suggested in their major and minor exit surveys) and a direct response to the recommendations that the Program Evaluation Task Force (PETF) made in spring of 2020.

For the past couple of years, Hispanic Studies has been refining course offerings to maximize seat enrollment while simultaneously offering enough variety in the curriculum. Based on the recent information provided by the Registrar's Office in Banner, currently Hispanic Studies has 15 majors and 63 minors bringing our total number of majors and minors to 78. This year we offered six upper-level classes in the fall and seven upper-level classes in the spring with a total of 288 seats combined. Of those, 261 seats were filled for a 91% average of seats filled in all our upper-level classes. The caps for these classes range from 15 (for seminars, writing intensives, and classes with

a community-engagement component) to 18 (for full discussion-based classes). Because students need to have opportunities to produce in the target language these class sizes of 18 are the standard for instruction in a second language (L2) classroom. Thus, we have been optimizing seat distribution in our classes.

The PETF task force suggested the following changes, citing that the major in Hispanic Studies is not sustainable and that 300- and 400-level classes are expensive. (Though please note that their data did not include our robust minor programs). PETF recommendations are in italic font and the departmental responses, in regular font.

1. *Remove the study abroad requirement.*

Program response: reluctantly, we have eliminated this requirement but are committed to pointing out the measurable effects a study abroad experience has on language and cultural competencies.

2. *Incorporate Latinx issues into the curriculum and reorient curriculum to address domestic as well as non-US literatures and cultures.*

Program response: Hispanic Studies has provided a strong foundation in Latinx related courses since 2003. However, based on the PETF feedback, it is clear that we need to promote these courses better. In order to do so, we have reorganized 300-level course offerings, updated titles, and cross-listed courses in an effort to collaborate with other departments and programs.

3. *Offer 300-level courses in both English and Spanish languages to increase enrollment.*

Program response: We are developing a new and/or revised series of 300-level literature and culture courses. Each year the department is committed to offering one or two courses that are cross-listed with the LC rubric so that students who do not know Spanish can also benefit from the LC cross-listed courses. In an effort to attract students, LC offerings include courses with CHC, LIT, IT, U and G attributes.

4. *Delete courses with low enrollments. The 400-level courses have especially low enrollments.*

Program response: We are deleting all but one of the 400-level classes. SPAN 403, SPAN 418, SPAN 468, SPAN 470 and SPAN 478 will be eliminated from the program after spring 2022. It is true that students are reluctant to enroll in 400-level classes. We will leave SPAN 491 on the books for those students who desire to pursue advanced directed study and research honors.

5. *Cross-list appropriate upper division courses with other units, including English and History.*

Program response: All LC courses cross-listed with Spanish will be electives for the newly revised major in the International and Global Studies Program under "Analysis of Cultural Expressions." In addition, Hispanic Studies is reaching out to colleagues in other programs to make them aware of the LC courses we are developing.

● *If you are making significant revisions to a major or concentration, will they affect student learning outcomes? If so, provide a revised list of student learning outcomes.*

Hispanic Studies is not significantly altering the learning goals and outcomes of our programs. Our core curriculum, SPAN 303, SPAN 307 and SPAN 308, remains intact as does the range of our electives in culture and literature. The majority of this transformation is repackaging and re-organizing the way we present our offerings to the students.

• *How does the proposed change affect staffing?*

We have scaled back our curriculum so that each of the four tenure-line faculty can teach approximately three courses each year at the upper level and approximately three courses at the 100 and 200 level. Based on enrollments this year, we believe we are offering the right amount of required and elective courses for students. The proposed changes also offer students greater flexibility in the courses they choose.

• *Are any courses required or recommended outside your department? (If so, has the other department been consulted and do these colleagues agree?)*

No. Though we have reached out to chairs of program who may consider the new LC courses as possible electives for their programs.

• *Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)*

Currently the library, computer, and media resources are adequate. However, as faculty revise and create courses and as new resources come out on the market, we are committed to working with our library liaison to keep our library and other media resources in line with those of an institution of our size and resources. WLLC also strives to keep the LRC computer lab up to date. This commitment to best practices regarding library, computer, media and other resources will not change.

## **Appendix I: Master list of courses for Course Catalog 2021-2022 with new numbering and organized by curricular area.**

Content areas at the 300-level will include the following number system:

300-309 Core courses and travel seminars

310-319 Communities, Communication, and Language

320-339 Cultures and Identities (prerequisite: Span 307 for all courses in this curricular area)

340-369 Texts and Con(texts) (prerequisite: Span 308 for all courses in this curricular area)

390-399 Internships and Directed Studies

### **(1) Communities, Communication, and Language**

Span 203 Spanish as a World Language (G)

Span 223 Radio **Latina** (0.5 units; Credit/No Credit; new course)

Span 230 Medical Spanish and Cultural Competency for Health Care (U) (*no change*)

Span 240 Spanish for Social Justice (U)

Span 250 Business Spanish and its Cultural Context (G)

Span 300 Intensive Language Studies (Abroad only) (*no change*)

Span 301 Topics in Hispanic Studies (abroad only)

Span 303 Communicating Across Cultures in the Spanish-speaking World

Span 305 Travel Seminar (*no change*)

Span 311 Spanish Across the Curriculum

Span 317 Introduction to Spanish Linguistics (FR)

### **(2) Cultures and Identities**

Span 307 Reading and Writing Culture (G, W)

Span 321 The Spanish Baroque (IT)

Span 322 The New Spanish Citizen (IT, G)

Span 324/LC 224 Muslim Spain: the Rise and Fall of the Caliphate of Cordoba (912-1031)  
(CHC)

Span 326 Latin American Film (AR, G)

Span 327 Revolution in Latin America (CHC, G)

Span 328 Pre-columbian and Colonial Latin America (CHC)

Span 332/LC 232 Resisting Dictatorship: Spain and Chile (CHC, G)

Span 334 Cultures of the Spanish-speaking Caribbean (CHC)

Span 336 Underground Hip Hop Culture in the Spanish-speaking Caribbean. (CHC, G)

### **(3) Texts and Con(texts)**

Span 308 Introduction to Literature (LIT, G)

Span 341/LC 241 Don Quixote: the First Modern Novel (LIT)

Span 344/LC 244 Dangerous Texts (LIT, G)

Span 346/LC 246 Visual Cultures of Modern Spain (IT, G)

Span 347 Latin American Short Story (LIT, G)

Span 348 Latin American Women Writers (LIT)



Span 351/LC 251 Identity and Alterity in Latino Literature (LIT, U)  
Span 353 Afro-Latino/x Literature (LIT, U)

(4) Independent Research in Hispanic Studies

Span 395 Directed Study

Span 397 Internship (.75 or 1)

Span 491 Advanced Directed Study

## Appendix II: Master list of CC Action Forms, March 31st, 2021

### 2) Changes in titles, description, numbers, frequency of offerings, prerequisites

Span 203 change in title and eliminate prerequisites  
Span 240 change in offering to alternate years, spring semester  
Span 250 change in offering to alternate years, spring semester  
Span 301 change in number \*old 330  
Span 303 change in title and description  
Span 311 change in number \*old 340  
Span 317 change in number \*old Span 373  
Span 326 change in number and title \*old Span 360  
Span 327 change in number and title \*old Span 320  
Span 347 change in number and title \*old Span 478  
Span 348 change in number and title \*old Span 478

### 3) Revised courses/New courses to replace existing courses at 400 and 300-level

(change number, title, description, prerequisites, offerings, and offerings at 300-level instead of 400-level for the literature courses)

CC forms (change in number; change in title and description; prerequisites, offerings: all in alternate years)

Span 223 Radio **Latina** (0.5 unit of credit; Credit/No Credit; **new course**)  
Span 321 The Spanish Baroque (IT)  
Span 322/LC 222 The New Spanish Citizen (IT, G)  
Span 324/LC 234 Muslim Spain: The Rise and Fall of the Caliphate of Cordoba (912-1031)  
Span 328 Pre-columbian and Colonial Latin America (CHC) (**new course**)  
Span 332/LC 232 Resisting Dictatorship: Spain and Chile (CHC, G)  
Span 334 Cultures of the Spanish-speaking Caribbean (CHC, G) (**new course**)  
Span 336 Underground Hip Hop in the Spanish-speaking Caribbean (CHC, G) (**new course**)  
Span 341/LC 241 Don Quixote: the first modern novel (LIT)  
Span 344/LC 244 Dangerous Texts (LIT, G)  
Span 346/LC 246 Visual Cultures of Modern Spain (IT, G)  
Span 351/LC 251 Identity and Alterity in Latino Literature (LIT, U)  
Span 353 Afro-Latino/x Literature (LIT, U) (**new course**)

### 4) Courses to be deleted after the new and revised courses are approved (courses replaced with 300-level courses)

Span 314  
Span 316  
Span 360

Span 403  
Span 418  
Span 468  
Span 470  
Span 478  
LC 135

*Note:* these courses were deleted in spring of 2018: Span 408 Early Modern Spanish Literature, Span 488 Latin American Literature, Span 490 Senior Seminar, together with Span 320 Topics in Cultural Studies.

**New courses:**

Span 223 Radio **Latina** (.5)  
Span 328 Pre-Columbian Colonial Latin America  
Span 334 Cultures of the Hispano-Caribbean World  
Span 336 Underground Hip Hop in the Latino/x World  
Span 353 Afro-Latino/x Literature

### Appendix III: New and Revised Course Titles and Descriptions for 2021-2022 Course Catalog

#### **SPAN 203 Spanish as a World Language (G)** *(new title)*

This course reviews Spanish structural forms and builds vocabulary in the context of developing speaking, listening, reading, and writing skills, and examines the diverse Spanish-speaking cultures. In-class time focuses on the development of interpersonal and presentational skills, while out-of-class time will be directed toward the development of interpretative skills. Cannot be taken if the student has already taken Span 303. *Offered each semester.*

#### **SPAN 223 Radio Latina** (.5 units) *(new course)*

A weekly guided conversation with Hispanic Studies faculty and students. If you are curious about current events in the Spanish-speaking world and you want to practice your reading and speaking skills in Spanish, this class is for you. Credit/No Credit. Prerequisites: Spanish 201 or equivalent. *Offered occasionally.*

#### **SPAN 230 Medical Spanish and Cultural Competency of Health Care (U)** *(no change)*

This course is designed for students planning to work in health care and who want to acquire more skills in medical Spanish. We will discuss Hispanic culture in the U.S., particularly how it relates to health care. Students will participate in an informal internship at a local community clinic. Prerequisite: Spanish 201 or equivalent. *Offered each fall semester.*

#### **SPAN 240 Spanish for Social Justice (U)** *(frequency change)*

Students develop language skills and cultural competency for situations that focus on social justice. Fieldwork in one of the following areas--immigration, housing, education, employment and voter rights--is a key part of the course. Prerequisite: Spanish 201 or equivalent. *Offered alternate years, spring semester.*

#### **SPAN 250 Business Spanish and its Cultural Context (G)** *(frequency change and modification of course description)*

This course is designed for students planning to work in business, accounting, finance or marketing and who want to acquire more business-related language and cultural competency skills before entering the workforce. Students will read and analyze business documents in Spanish, present oral reports, and work 1-3 hours/week as part of a group project related to the local Latinx community. Prerequisite: Spanish 201 or equivalent. *Offered alternate years, spring semester.*

**SPAN 300 Intensive Language Study (Abroad only) (no change)**

When taken abroad in an approved program. This course should be an intensive practice of intermediate/advanced oral and written communication skills in the language. Credit should be discussed and approved by the department chair before departure. Prerequisite: Spanish 203 or equivalent. *Offered each semester.*

**SPAN 301 Topics in Hispanic Studies (Abroad only) (new number, \*old 330)**

Taken abroad in an approved program. Subject matter might include anthropology, economics, history, literature, political science, or other. Credit should be discussed with the department head before departure. Prerequisite: Spanish 303. *Offered as needed.*

**SPAN 303 Communicating Across Cultures in the Spanish-Speaking World (title change)**

Practice of advanced oral communication strategies and a thorough review of basic problems of Spanish grammar for English-speakers. The class focuses on practicing interpersonal, presentational, and interpretive communication skills while comparing and contrasting different cultures within the Spanish-speaking world and placing the language in the socio-cultural context where it arises. Prerequisite: Span 203 or equivalent. *Offered each semester.*

**SPAN 305 Travel Seminar (no change)**

Travel with a faculty member to countries in which Spanish is spoken. Will include independent projects, a daily journal, and field trips to cultural monuments, museums, and other sites of interest. An experience in linguistic and cultural immersion. Prerequisites vary. *Offered occasionally.*

**SPAN 307 Reading and Writing Culture (W, G) (no change)**

In this assignment-based course, students will strengthen reading and writing skills in Spanish through a variety of cultural texts; use writing as a tool for discovery, and explore research paths beyond the basics (accessing authoritative, quality information; using information ethically, and understanding MLA-style conventions). Prerequisite: Spanish 303 or equivalent. *Offered annually.*

**SPAN 308 Introduction to Literature (LT, G) (no change)**

An introduction to literary analysis. ~~of Spanish in texts.~~ Major authors, themes, and genres from both Latin America and Spain are included, with basic concepts of contemporary literary criticism and theory. Prerequisite: Spanish 303 or equivalent. *Offered annually.*

**SPAN 311 Spanish Across the Curriculum (new number, \*old 340)**

Taken in conjunction with a course outside the department, this course integrates Spanish language and cultural competency with studies in disciplines commonly taught in English. For example, Business Law and Marketing in Spanish. May be repeated as topics change. Prerequisite: SPAN 303 or equivalent. *Offered occasionally.*

**SPAN 317 Introduction to Spanish Linguistics (FR)** (*new number, \*old 373*)

Examines Spanish language as a functional system of communication. Emphasis is on general principles of linguistic analysis: sound, form, order and on linguistic changes related to temporal, regional and social pressures. Prerequisite: SPAN 303. *Offered occasionally.*

**SPAN 321 The Spanish Baroque (IT)** (*\*old Span 470, change in gen ed*)

This course examines the intellectual history of the Spanish Baroque from the seventeenth-century to expressions of the neo-Baroque today. Works studied may include Calderón's theatre, Velázquez's painting, Zayas' novels, essays by Wölfflin and Sarduy, and Gehry's Guggenheim Museum in Bilbao. This course fulfills the pre-1900 requirement. Prerequisite: SPAN 307 *Offered in alternate years.*

**SPAN 322 The New Spanish Citizen (IT, G)** (*\*old Span 314, change in gen ed*)

This class explores citizenship as it relates to cultural identity in the Iberian Peninsula. Through the lenses of art, film, and literature, we will analyze how different notions of home and belonging have shaped contemporary Spanish society over time. Prerequisites: SPAN 307. *Offered in alternate years.*

**LC 222 The New Spanish Citizen (IT, G)** (*cross-listed with SPAN 322*)

This class explores citizenship as it relates to cultural identity in the Iberian Peninsula. Through the lenses of art, film and literature, we will analyze how different notions of home and belonging have shaped contemporary Spanish society over time. *Offered occasionally.*

**SPAN 324 Muslim Spain: the Rise and Fall of the Caliphate of Cordoba (912-1031) (CHC)** (*cross-listed with LC 234; \*old Span 320; deleted in 2018*)

This course studies Islamic Spain from the cultural splendor of al-Andalus, with a focus on the Caliphate of Córdoba (912-1031), to its legacy present in Spain today. We will explore accounts of paradise and expulsion and analyze the complex portrait of Muslims, Christians, and Jews coexisting as they transformed the Western world. This course fulfills the pre-1900 requirement. Prerequisite: SPAN 307 *Offered in alternate years.*

**LC 224 Muslim Spain: the Rise and Fall of the Caliphate of Cordoba (912-1031) (CHC)** (*cross-listed with SPAN 334*)

This course studies Islamic Spain from the cultural splendor of al-Andalus, with a focus on the Caliphate of Córdoba (912-1031), to its legacy present in Spain today. We will explore accounts of paradise and expulsion and analyze the complex portrait of Muslims, Christians, and Jews coexisting as they transformed the Western world. *Offered occasionally.*

**SPAN 326 Latin American Film (AR, G) (\*old Span 360)**

This course will strive to understand the scope and relevance of Latin American film, in general, and the specifics of the filmic production of Mexico, Brazil, Cuba and Argentina. The course will develop the ability to read, understand and discuss films as a unique medium and teach the ability to understand films as cultural products that are the result of particular historical conditions.

Prerequisites: SPAN 307 or equivalent. *Offered in alternate years.*

**SPAN 327 Latin American Revolutionaries (\*old Span 320, deleted in 2018)**

This course will analyze different instances of insurgency in Latin America, including peaceful leftist mobilizations and violent revolutions. We will look at the development of national identities, the wars of independence in the Americas, the Mexican Revolution, the Cuban Revolution, the Cold War, Central America's civil wars, transnationality and immigration.

Prerequisite: SPAN 307 or equivalent. *Offered in alternate years.*

**SPAN 328 Pre-columbian and Colonial Latin America (CHC) (new class)**

This course will study the pre-Columbian background of the Americas, the conquest period, and three centuries of Spanish colonial rule. Students will understand the interplay between culture, power, encounter, and exchange in the Americas, as well as the basic frameworks of Hispanic culture, the organizing principles of various Mesoamerican and Andean cultures, and the material frameworks of conquest and colonization. Prerequisites: SPAN 307 or equivalent. *Offered in alternate years.*

**SPAN 332 Resisting Dictatorship: Spain and Chile (CHC, G) (cross-listed with LC 232) \* Hum 270, replacement)**

This class explores how Chilean and Spanish societies endured decades-long brutal dictatorships and how both nations emerged as democratic systems in the late 20th century. We will examine the on-going legacies of dictatorship and the politics of memory as these play out in contemporary Spain and Chile. Prerequisite: SPAN 307. *Offered in alternate years.*

**LC 232 Resisting Dictatorship: Spain and Chile (CHC, G) (cross-listed with SPAN 332)**

This class explores how Chilean and Spanish societies endured decades-long brutal dictatorships and how both nations emerged as democratic systems in the late 20th century. We will examine

the on-going legacies of dictatorship and the politics of memory as these play out in contemporary Spain and Chile. *Offered occasionally.*

**Span 334 Cultures of the Spanish-speaking Caribbean (CHC) (*new class, replacing SPAN 316*)**

Introduction to the cultures of Cuba, The Dominican Republic and Puerto Rico. **Focus on historical development of culture and national identity, given the multicultural Indigenous, Spanish and African heritage, to understand** the complexities of race, color, class. Students analyze the question of equity, justice and power in **contemporary Caribbean societies**. Prerequisite: SPAN 307. *Offered in alternate years.*

**Span 336 Underground Hip Hop Culture in the Spanish-speaking Caribbean (CHC, G) (*new class*)**

**Focus on the underground hip hop movement that affirms Afro-Hispanic identity through lyrics which examine the notion of beauty through an Afrocentric lens rather than one of the dominant Eurocentric culture. We analyze critical issues that affect justice, equity and inclusion for self-identifying Black and Indigenous People of Color (BIPOC).** Prerequisite: SPAN 307. *Offered in alternate years.*

**SPAN 341 *Don Quijote: The First Modern Novel* (LIT) (cross-listed with LC 241) (*\*old Span 408, deleted in 2018*)**

This course formulates and develops our ideas of Cervantes, of Spain in the 16th and 17th centuries, and of literature in general. It explores the multiplicity of genres and cultural practices that exist within *Don Quijote* and examines its enduring influences on both literature and popular culture. Prerequisite: SPAN 308. *Offered alternate years.*

**LC 241 *Don Quixote: The First Modern Novel* (LIT) (*cross-listed with SPAN 341*)**

This course formulates and develops our ideas of Cervantes, of Spain in the 16th and 17th centuries, and of literature in general. It explores the multiplicity of genres and cultural practices that exist within *Don Quixote* and examines its enduring influences on both literature and popular culture. *Offered occasionally.*

**SPAN 344 *Dangerous Texts* (LIT, G) (*cross-listed with LC 244; \*old Span 418*)**

This course explores contemporary Spanish literature as a site for denunciation and resistance. What makes a text dangerous? How does the Spanish society deal with this threat? How does it affect the nature of writing? We will analyze different genres and authors from the 20<sup>th</sup> and 21<sup>st</sup> centuries. Prerequisite: SPAN 308. *Offered in alternate years.*



**LC 244 Dangerous Texts (LIT, G)** *(cross-listed with SPAN 344)*

This course explores contemporary Spanish literature as a site for denunciation and resistance. What makes a text dangerous? How does the Spanish society deal with this threat? How does it affect the nature of writing? We will analyze different genres and authors from the 20<sup>th</sup> and 21<sup>st</sup> centuries. *Offered occasionally.*

**SPAN 346 Visual Cultures of Modern Spain (IT, G)** *(cross-listed with LC 246; \*old Span 360 with focus on Spain)*

Analysis of main aesthetic, cultural, and philosophical questions as articulated in Spanish film and the visual arts. Prerequisite: SPAN 308. *Offered in alternate years.*

**LC 246 Visual Cultures of Modern Spain (IT, G)** *(cross-listed with SPAN 346)*

Analysis of main aesthetic, cultural, and philosophical questions as articulated in Spanish film and the visual arts. *Offered occasionally.*

**SPAN 347 Latin American Short Story (LIT)** *(\*old Span 478)*

This course will study the short story in Latin America, including Quiroga, Rulfo, Cortazar, Borges, Bombal, Garcia Marquez and Allende, and the principal literary, social and political movements that produced those stories, such as Regionalism, the Avant Garde, Existentialism, the Boom, the post-Boom and Feminism. Prerequisite: SPAN 308 or equivalent. *Offered in alternate years.*

**SPAN 348 Latin American Women Writers (LIT)** *(\*old Span 478)*

This course will provide a general knowledge of Latin American women writers through a literary, cultural and historical study. We will establish the historical importance and cultural contributions of Sor Juana, Gomez de Avellaneda, Bombal, Ferre, Mastretta and Allende, including their marginalization from the canon and emergence from traditional inaccessibility to the production of official culture. Prerequisite: SPAN 308 or equivalent. *Offered in alternate years.*

**SPAN 351 Identity and Alterity in Latino Literature (LIT, U)** *(\*replacing SPAN 468)*

Explores literature by Latinos/as/xes born or raised in the United States to examine the notion of individual and collective identity. How do they define their identity in relation to that of their parents and ancestors, or fellow Americans? We analyze prose from the 20<sup>th</sup> and 21<sup>st</sup> centuries. Prerequisite: SPAN 308. *Offered alternate years.*

**LC 251 Identity and Alterity in Latino Literature (LIT, U)**

Explores literature by Latinos/as/xes born or raised in the United States to examine the notion of individual and collective identity. How do they define their identity in relation to that of their

parents and ancestors, or fellow Americans? We analyze prose from the 20<sup>th</sup> and 21<sup>st</sup> centuries. *Offered occasionally.*

**Span 353 Afro-Latino/x Literature (LIT, U) new class**

Analysis of Afro-Hispanic literature from Latin America and the United States to understand the representation of racial and cultural identity through literature. Focus on understanding denial and affirmation of blackness in the Caribbean and other Latin American nations. Emphasis on literary readings and critical texts by authors from these nations. Prerequisite: SPAN 308. *Offered in alternate years.*

**SPAN 395 Directed Study in Spanish (no change)**

A project of interest to the student related to the advanced study of the Spanish language, or the cultures and literatures of Spanish-speaking countries. Normally topics may not duplicate the content of regularly offered courses. Prerequisites: Consent of instructor and the chair of the department. Students must submit a plan of study prior to enrollment, see form [here](#). *Offered as needed.*

**SPAN 397 Internship (no change)**

Opportunities to apply linguistic and cultural skills in a professional context in a wide variety of professional areas and locations including local, domestic, and international sites. Visit the [Career Center](#) for procedures and requirements. Prerequisites: Spanish 303 and consent of instructor. *Offered occasionally.*

**SPAN 491 Advanced Directed Study (no change)**

A major research project developed in consultation with a Hispanic Studies faculty member. Emphasizes original research in Spanish, and may lead to the completion of a research honors project. Prerequisites: Hispanic Studies majors and minors with senior standing, and consent of department chair. Students must submit a plan of study prior to enrollment, see form [here](#). *Offered as needed.*

## **Motion 1:**

### **Revise Major in Hispanic Studies**

#### **Current (Catalog p. 332):**

##### ***Major Sequence in Hispanic Studies:***

Ten Hispanic Studies courses beyond the basic language sequence including:

- 1) Spanish 303
- 2) Spanish 307
- 3) Spanish 308
- 4) Spanish 314
- 5) Spanish 316
- 6) Two courses at the 400-level (one of them must be a literature course)
- 7) A minimum of one semester abroad
- 8) Three electives beyond the basic sequence

#### **Proposed:**

##### ***Major Sequence in Hispanic Studies:***

Ten Hispanic Studies courses beyond the basic language sequence including:

- 1) The three core curriculum courses:  
SPAN 303    Communicating Across Cultures in the Spanish-speaking World  
SPAN 307    Reading and Writing Culture (W, G)  
SPAN 308    Introduction to Literature (Lit, G)
- 2) At least two additional courses in *Cultures and Identities* taken from courses numbered SPAN 320-339.
- 3) At least two additional courses in *Texts and Con(texts)* taken from courses numbered SPAN 340-369.
- 4) Three additional Hispanic Studies elective courses above SPAN 201. One of these can be a cross-listed SPAN/LC course.

#### **Additional notes:**

- Although study abroad is not required for the Hispanic Studies major and minors, it is highly encouraged.
- Span 203 is meant as a bridge class between the basic sequence and the core curriculum; once Span 303 has been taken, students cannot enroll in Span 203.
- One class from requirements (2) or (3) must be focused on pre-1900 literature or culture.
- One LC class with a focus on Spain, Latin America, and/or Latinx in the US can count toward the major.

- For advanced students, an independent research project is highly encouraged (Span 491). Please speak with Hispanic Studies faculty about this possibility.

### **Current Catalog language (pp. 331-332):**

Hispanic Studies at Illinois Wesleyan University introduces students to the Spanish language as it is used in Spain and in the Americas. In addition to language and linguistics at all levels, our program offers study in literature and cultural history. The courses in cultural history stress the connections between literature, the other arts, and the sociopolitical environment from which they emerge. Literature courses sharpen analytical skills and foster greater sensitivity to particular cultural issues and their more broadly human and universal implications. Hispanic Studies majors who seek teacher licensure declare a second major in Secondary Education. Refer to the Educational Studies section in this Catalog and the Teacher Education Program Handbook for further information (<http://www.iwu.edu/edstudies/handbooks/>).

The general purpose of the Basic Sequence Spanish courses is tri-fold: to develop the four basic language skills of speaking, reading, listening, and writing; to develop an understanding of the nuances of Hispanic cultures; and to help students recognize and use elements of Spanish to increase knowledge of their own language. Students are encouraged to begin basic language sequence (101, 102, 201) at a level determined by placement tests in August of their first year. Students who complete the minor program should be able to demonstrate: 1) an intermediate level of oral skills in both speaking and comprehension, 2) the ability to write, constructing an extended argument with analysis of historical or literary texts, and 3) an understanding of the variety of Hispanic cultures around the globe.

Upon completion of a major, students should demonstrate: 1) an intermediate-high or advanced proficiency in written and spoken Spanish, 2) a complex awareness of issues of cultural difference, 3) comprehension of linguistic components of the Spanish language 4) critical analysis of literary works in Spanish and, 5) an appreciation for the aesthetic and intellectual currents of the Hispanic world. The major sequence lists minimum requirements only: students are encouraged to strengthen their program of study by taking additional upper level courses. In particular, one should seek a balance between courses dedicated to Spain and to Latin America, striving for a broad knowledge of issues on both sides of the Atlantic.

Study abroad programs are available through affiliated colleges and universities. They are selected by the student with a faculty advisor according to the student's individual needs, goals, and abilities.

## Proposed Catalog Language:

Hispanic Studies at Illinois Wesleyan University seeks to develop students' proficiency in Spanish as it is used in Spain and in the Americas and to expose students to the literature and culture of other societies in the Spanish-speaking world. Our language, literature and culture classes address both transnational themes and what is particularly Spanish/Latin American/Latinx about the issues that each course studies.

Advanced work in Spanish focuses on honing the four language skills of speaking, reading, listening, and writing while providing a foundation for acquiring competence in dealing with a variety of considerably more complex communicative, cultural and literary materials. All majors and minors will explore courses in the following three curricular areas and be required to take one core course in each area:

(1) In *Communities, Communication, and Language* students explore Spanish as a world language as it is spoken in Spain, the Americas and elsewhere with emphasis on oral and written communication strategies. Various 200-level classes focus on specific pre-professional development in the health care, non-profit, and business sectors.

The core course is Span 303: Communicating Across Cultures in the Spanish-speaking World.

(2) In *Cultures and Identities* students analyze and compare issues of identity and inequity within the rich cultural diversity of the Spanish-speaking world.

The core course is Span 307: Reading and Writing Culture.

(3) In *Texts and Con(texts)* students interpret and synthesize primary and secondary literary and/or visual texts placing them in the socio-cultural context in which they arise.

The core course is Span 308: Introduction to Literature.

### *Learning Goals of the major in Hispanic Studies*

Upon completion of a major, students should demonstrate: 1) an intermediate-high or advanced proficiency in Spanish, 2) an awareness of the complexity of issues of cultural difference, 3) the ability to analyze literary works in Spanish and, 4) an appreciation for the aesthetic and intellectual currents of the Spanish-speaking world. The major sequence lists minimum requirements only: students are encouraged to strengthen their program of study by taking additional upper-level courses. In particular, one should seek a balance between courses dedicated to Spain, Latin America, and Latinx in the US, striving for a broad knowledge of issues in all three contexts.

[Study abroad programs](https://www.iwu.edu/study-abroad/) are available through affiliated colleges and universities and given the measurable effects a study abroad experience has on language and cultural competencies, it is highly recommended for all majors and minors. Students select a program with a faculty advisor according to the student's individual needs, goals, and abilities. The Hispanic Studies Program offers scholarships for studying abroad through the Luis Leal Fund. (<https://www.iwu.edu/study-abroad/>)

*For those who will become teachers*

Hispanic Studies majors who seek teacher licensure declare a second major in Secondary Education. Refer to the Educational Studies section in this Catalog and the [Teacher Education Program Handbook](#) for further information (<http://www.iwu.edu/edstudies/handbooks/>).

## **Motion 2:**

### **Revise Minor in Hispanic Studies**

#### **Current (Catalog p. 332):**

##### ***Minor Sequence in Hispanic Studies:***

Six Hispanic Studies courses beyond the basic language sequence including:

- 1) Spanish 303
- 2) Spanish 307
- 3) Spanish 308
- 4) One cultural history course from 314 or 316
- 5) Two electives beyond the basic sequence

Hispanic Studies Minors are strongly encouraged to participate in IWU's Spain Program in the spring of their sophomore year.

#### **Proposed:**

##### ***Learning Goals of the minors***

Students who complete one of the three minor programs should be able to demonstrate: 1) an intermediate level of oral skills in both speaking and comprehension, 2) the ability to write, constructing an extended argument with analysis of historical or literary texts, and 3) an understanding of the variety of Hispanic cultures around the globe.

Students with a minor sequence in Hispanic Studies for Nursing and the Health Care Professions and those with a minor sequence in Hispanic Studies for Business, Accounting, Finance and Marketing will acquire specialized language and cultural competency skills that will better prepare them for their respective areas of employment.

Hispanic Studies Minors are strongly encouraged to participate in IWU's Spain Program in the spring of their sophomore year. The Hispanic Studies Program offers scholarships for studying abroad through the Luis Leal Fund. Please visit the [IWU Study Abroad Office webpage](#), and discuss options with your academic advisor.

##### ***Minor Sequence in Hispanic Studies:***

Six Hispanic Studies courses beyond SPAN 201 including:

- 1) The three core curriculum courses:
  - SPAN 303    Communicating Across Cultures in the Spanish-speaking World
  - SPAN 307    Reading and Writing Culture (W, G)
  - SPAN 308    Introduction to Literature (Lit, G)
- 2) One additional course in Cultures and Identities taken from courses numbered SPAN 320-339
- 3) One additional course in Texts and Con(texts) taken from courses numbered SPAN 340-369

- 4) One elective which can be a cross-listed SPAN/LC course



### **Motion 3:**

#### **Revise Minor in Hispanic Studies for Health Care Majors to: Minor in Hispanic Studies for Nursing and the Health Care Professions**

#### **Current (Catalog pp. 332-333):**

##### ***Minor Sequence in Hispanic Studies for Health Care Majors:***

(See Spanish language study for Nursing Majors.)

Six Hispanic Studies courses beyond the basic language sequence including:

- 1) Spanish 230
- 2) Spanish 303
- 3) Spanish 307
- 4) Spanish 308
- 5) Two electives beyond the basic sequence

#### **Proposed:**

##### ***Minor Sequence in Hispanic Studies for Nursing and the Health Care Professions:***

(See also Spanish language study for Nursing Majors.)

Six Hispanic Studies courses beyond SPAN 201 including:

- 1) The three core curriculum courses:
  - SPAN 303     Communicating Across Cultures in the Spanish-speaking World
  - SPAN 307     Reading and Writing Culture (W, G)
  - SPAN 308     Introduction to Literature (Lit, G)
- 2) Span 230     Medical Spanish and Cultural Competency for Health Care
- 3) One additional course in *Cultures and Identities* taken from courses numbered SPAN 320-339
- 4) One additional course in *Texts and Con(texts)* taken from courses numbered SPAN 340-369

#### **Motion 4:**

#### **Revise Minor in Hispanic Studies for Business to:**

#### **Minor in Hispanic Studies for Business, Accounting, Finance, and Marketing**

#### **Current (Catalog p. 333):**

##### ***Minor Sequence in Hispanic Studies for Business Majors:***

Six Hispanic Studies courses beyond the basic language sequence including:

- 1) Spanish 303
- 2) Spanish 307
- 3) Spanish 308
- 4) Spanish 250 or BARC 250
- 5) BARC 322 or one SPAN 311 course or another elective

#### **Proposed:**

##### ***Minor Sequence in Hispanic Studies for Business, Accounting, Finance and Marketing:***

Six Hispanic Studies courses beyond SPAN 201 including:

- 1) The three core curriculum courses:
  - SPAN 303    Communicating Across Cultures in the Spanish-speaking World
  - SPAN 307    Reading and Writing Culture (W, G)
  - SPAN 308    Introduction to Literature (Lit, G)
- 2) SPAN 250    Business Spanish and its Cultural Context or BARC 250
- 3) One additional course in *Cultures and Identities* taken from courses numbered SPAN 320-339
- 4) One additional course in *Texts and Con(texts)* taken from courses numbered SPAN 340-369

Additional notes for all three minor sequences:

- Although study abroad is not required for the Hispanic Studies majors and minors, it is highly encouraged.
- Span 203 is meant as a bridge class between the basic sequence and the core curriculum, once Span 303 has been taken, students cannot enroll in Span 203.
- One SPAN/LC class can count toward the minor.
- SPAN 311 Spanish Across the Curriculum with a focus on business law or marketing is recommended for the Minor in Business, Accounting, Finance, and Marketing.
- For advanced students, an independent research project is highly encouraged (SPAN 491). Please speak with Hispanic Studies faculty about this possibility.

## Motion 5:

### Delete Bachelor of Music Major Sequence in Composition

#### Current Catalog Language (page 251):

#### ~~4) Major Sequence in Composition:~~

~~A minimum of 27 course units in music to include:~~

- ~~A. Three and one-half units of applied concentration study~~
- ~~B. 103, 104, 201, 202, 203, 204 and either 205/206 or 207/208 (seven units)~~
- ~~C. 358 or 358w and one unit in music history and literature taken as a writing intensive course (W) selected from 353w, 354w, 355w, 356w, or 357w.~~
- ~~D. One unit: 227 and either 209, 328, or 329~~
- ~~E. Two units of work in appropriate ensembles and organizations. Pianists may fulfill up to one unit with accompanying, 031-01~~
- ~~F. One semester of 14X~~
- ~~G. Six semesters of 15X~~
- ~~H. One and one-half units of music electives~~
- ~~I. 111, 112, 211, 212, 311, 312, 411, and 412 (seven units)~~
- ~~J. 301, 302, 309 and 313 (four units)~~

#### *Other specific requirements:*

All students pursuing the Bachelor of Music degree in Performance must present both junior and senior recitals of acceptable quality for completion of the applied music requirements for the respective levels. ~~Students pursuing the Bachelor of Music degree with a major in composition must present a public recital of original work during the senior year.~~

Rationale: The evaluation timeline was approved by the faculty but no criteria was stated at that point. This motion outlines the criteria for 3<sup>rd</sup> and 5<sup>th</sup> reviews of the instructional staff.

Motion: PAT requests from the faculty to adopt the following criteria for instructional staff evaluations.

## Chapter IV

### C.3. Evaluation materials

#### h. Review of Instructional staff

The third- and fifth-year reviews will be conducted by April 1 of the employee's third and fifth year by PAT and shared with the candidate, unit chair/director, and the Provost. Successful review of third year will grant a one-year contract and successful fifth-year review will consist of a recommendation for a four-year contract. If the fifth-year review is negative, the employee will be given a one-year terminal contract.

The following documents are needed by the Promotion and Tenure Committee (PAT) for the evaluation:

- Curriculum vitae - A curriculum vitae with a complete listing of professional achievements over the instructional staff member's career, highlighting scholarly/artistic achievements since the last evaluation.
- Thoughtful self-assessment of one's development as a teacher, including strengths and areas of desired growth. For example, the teaching section should have an overview of representative courses in terms of the design of the class, teaching goals, pedagogical approach, assessment, changes made, etc.
- Thoughtful self-assessment of one's development as an instructional staff member and whether how these responsibilities intersect with or operate independently from teaching responsibilities.
- Supervisor's letter - Supervisor's assessment of teaching based in part on classroom visits. Provide context on teaching (each course), need for the specific class (role in the curriculum), delivery assessment and execution, evaluation of assigned/expected responsibilities and what goes above, brief overview of staff member's role listed on the appointment letter. Specific examples to support opinions.
- If preferred, an additional letter can be submitted to support the instructional staff member's role and contributions to the department. This colleague has to be someone who has worked directly with the instructional staff and has first-hand knowledge about the instructional staff position.

- Instructional staff member's and supervisor's summaries of student evaluations. To facilitate PAT's interpretation of student evaluation summaries, Department Chairs, School Directors and Interdisciplinary Program Directors should keep on file the three most recent years of student evaluations for each staff/faculty member. The evaluations themselves would be made available to PAT with advance notice to a instructional staff member if, in its opinion, raw data were necessary to render an appropriate judgment. Evaluations older than three years should be returned to staff/faculty members for their personal files.
- Appointment letter with confidential information redacted, provided by the provost's office.
- Review letter immediately preceding the current evaluation, provided by the unit chair/director.
- Thoughtful self-assessment of one's development in service and scholarship areas should be included in the narrative if service and/or scholarship are considered responsibilities for the position.

Under compelling circumstances, and in consultation with the candidate and the Provost, a supervisor may designate another faculty member to write addressing any part of a case: teaching, staff duties, and/or service. When a supervisor elects this option, they should submit a letter as part of the case articulating the compelling circumstances and the appropriateness of the designee. In all cases, the candidate shall have the opportunity to read the supervisor's letter (or the designee's letter) and to sign the letter indicating that they had read it and understands that they had the opportunity to respond, in writing, directly to PAT.

In preparing any file for PAT, instructional staff members should follow one basic principle: be thorough and straightforward in the self-evaluation, and back up claims with appropriate documentation. It is this attention to carefully selected, well-organized, and thoughtfully analyzed materials, not sheer quantity, that makes an impressive file.

The candidate's entire self-evaluation narrative should not exceed 12 pages, double-spaced, with a 12-point font.

**Faculty Development Committee Report**  
**21 April 2021**  
***Prepared by: Leah Nillas***

This academic year, FDC approved for funding a total of 25 grant proposals: 10 (ASD), 13 (CD), and 2 (ID). We also reviewed five sabbatical proposals. We thank all proposal submitters for on time submissions and being patient with our review process.

We will be meeting new committee members on April 21 for a change-over meeting. We would like to welcome Kristine Nielsen and Abigail Kerr who will serve as new members for two years.

If you are new to the FDC grant writing process and planning to write a proposal this summer, watch our [recorded information session](#) and browse the list of [exemplary proposals](#). This list will be updated sometime this summer to include recently approved exemplary proposals. Updated FDC Handbook will be uploaded to the [Mellon Center website](#) by late summer. If we can be of help as you prepare your proposal, feel free to ask any current FDC members or send your questions to [fdc@iwu.edu](mailto:fdc@iwu.edu).

Special thanks to my hardworking and thoughtful team members.

Meg Miner: Thanks for always willing to serve and for your assistance in leading our team.

Jim Simeone: We appreciate learning from your thoughtful review and feedback.

Marie Nebel-Schwalm and Tyler Schwend: We have another year to work together, another year to learn together.

Christine Horner: Your assistance has helped us to be organized with letter distribution and record keeping.

Most especially, we would like to thank Kevin Sullivan, Associate Dean of Curricular and Faculty Development.

Kevin's experience advising previous FDC's proved invaluable to our committee work this year. He provided insights into the relationship of our work to the University's administration and budgeting processes and to faculty governance procedures.

Kevin was a sure guide when it came to procedural issues and fairness. But he was more than that. He was a creative problem-solver who helped FDC achieve its goals.

Report from the Nominating Committee to the Faculty  
April 14, 2021 faculty meeting

The updated regular election results are listed below. Thank you to everyone who ran! There were two changes from the initial email sent to faculty on April 13. Two positions were voluntarily vacated, so the runners-up became elected.

The appointive committee survey was sent on April 13 and was due on April 18. If you didn't get the chance to fill it out, but would still like to serve on an appointive committee, then please contact anyone on the Nominating Committee.

**Election winners (all 2-year terms beginning fall 2021)**

Assessment: Franklin Larey

Academic Appeals Board: Given Harper, Abby Jahiel

FDC: Kristine Nielsen, Abigail Kerr

Faculty rep. to BOT: Stephanie Davis-Kahl

Hearing: Andy Engen, Seung-Hwan Lee, Adriana Ponce, Brian Brennan, Ram Mohan

Nominating: Dan Roberts, Rick Alvey

PAT: Amanda Hopkins, Jean Kerr, Zahia Drici

University Speakers: Scott Ferguson

URAC: Tyler Schwend, Bill Hudson

Submitted by Dan Roberts, chair

## Faculty as Sources of Support for LGBTQ College Students

Jodi L. Linley<sup>a</sup>, David Nguyen<sup>b</sup>, G. Blue Brazelton<sup>c</sup>, Brianna Becker<sup>b</sup>, Kristen Renn<sup>b</sup>, and Michael Woodford<sup>d</sup>

<sup>a</sup>The University of Iowa; <sup>b</sup>Michigan State University; <sup>c</sup>Northern Michigan University; <sup>d</sup>Wilfrid Laurier University

### ABSTRACT

This study, drawn from a subset of qualitative data from a national study of LGBTQ (lesbian, gay, bisexual, transgender, queer) student success, explores the role of faculty support in promoting LGBTQ student success. Six aspects of faculty support are identified and illuminated within formal and informal contexts. Students' voices show how LGBTQ students interact with faculty and what kinds of interactions students experience as supportive.

### KEYWORDS

Bisexual; college; faculty; gay; lesbian; LGBTQ; queer; student success; transgender

The positive influence of faculty on student academic success is well documented (Kuh et al. 2010; Pascarella and Terenzini 2005). In general, at four-year institutions (Hoffman 2014), and specifically, in highly challenging courses, faculty-student interaction matters (Micari and Pazos 2012). For students who are a gender or racial minority in their fields, faculty interaction is a critical factor in academic success. For example, a study of women in science, technology, engineering, and mathematics (STEM) majors found that female students with significant exposure to female STEM experts (i.e., professors and scholars) developed positive implicit attitudes about STEM (Stout et al. 2011). Other studies found that racial minority students seek out and find support from faculty with whom they perceive a shared racial identity (Diggs et al. 2009; Noel and Smith 1996).

Although studies of women and underrepresented minority students' experiences with faculty make periodic contributions to the literature on campus climate and student success, studies of lesbian, gay, bisexual, and transgender (LGBT) students are much less common and present apparently incongruent findings. In one study, instructor relations were found to be positively associated with sexual minority students' academic and social integration on campus (Woodford and Kulick 2015). In another study, LGB students reported significantly higher satisfaction with faculty than their straight peers reported (Garvey and Inkelas 2012). Yet, LGBT students tend to experience more discrimination on campus than their cisgender and heterosexual peers (Rankin et al. 2010; Woodford, Han, Craig, Lim and Matney 2014). LGBT students report less positive perceptions of their campus climates than their cisgender and heterosexual peers (Rankin 2005; Rankin et al.

2010), and many LGBT students may not reach their "full academic potential" because they face particular challenges related to their identity (Rankin 2005, 17). Given these conflicting strands of research and the central role of faculty in fostering student success, we sought to identify the ways in which LGBT and queer-identified (LGBTQ) college students interact with faculty. In this article we provide evidence of how faculty serve as sources of support to LGBTQ students. We also make recommendations for faculty development, institutional policy, and further research.

### Language usage

In this article, we use identity terms (e.g., LGBTQ) that are contested, lack a fixed meaning, and can be fluid. Different elements within the LGBTQ acronym refer to sexual orientation (e.g., lesbian, gay, bisexual, or queer) or gender identity (e.g., cisgender, trans\*-identified, or genderqueer). Many LGBTQ people also use gender pronouns that may not conform to their sex assigned at birth, are a plural format, or are a neologism such as ze or hir. We use the gender pronouns provided by participants in our study. To assist readers who are unfamiliar with the LGBTQ population, we provide a glossary (see Appendix) with current interpretations of terms used in this article.

### Contexts for LGBTQ student success

For many years, studies have examined the relationship between faculty interaction and student success (e.g., Kim and Sax 2009; Pascarella and Terenzini 2005;



Schreiner, Noel, and Cantwell 2011). Overall, interaction between faculty and students is beneficial for students. In the last decade, there has been an increase in research on LGBTQ individuals in higher education, including studies of campus climate (Rankin et al. 2010; Woodford and Kulick 2015; Woodford, Kulick, Sinco and Hong 2014), identity development (Abes and Jones 2004), and student involvement (Renn 2007). The corpus of literature on LGBTQ students in higher education shows that while students may find supportive niches on campus, their experiences are not always positive or conducive to academic and personal success.

Scholars have recently begun to examine the interaction of faculty with LGBTQ students. Specifically, Garvey and Inkelas (2012) examined the satisfaction of LGB students with faculty interactions. They found that “LGB students, on average, reported significantly higher rates of satisfaction with faculty and staff interactions than [did] heterosexual students” (179). In another study, Woodford and Kulick (2015) found that more positive instructor relations were associated with higher self-reported grade point average, classroom engagement, social acceptance on campus, and institutional satisfaction, even when considering heterosexist harassment and psychological climate; however, instructor relations did not protect students from the negative effects of heterosexism. These studies, while illuminating, did not include transgender students. However, Kim and Sax (2009) found that there were significant gender differences between men and women in amount, type, and satisfaction with faculty interactions, suggesting that students’ gender identities may play a role in actual or perceived support from faculty. The demonstrated differences between men’s and women’s perceptions of faculty support establish a case for exploring the additional consideration that transgender students may have entirely different experiences and perceptions of interactions with faculty than do cisgender students.

Faculty interaction can benefit students in many different ways, most often by “enhancing college students’ development and learning outcomes” (Kim and Sax 2009, 438). Scholars at the National Survey of Student Engagement have found that in their interactions with students, faculty take on various roles, such as “role models, mentors, and guides for continuous, lifelong learning” (Kuh et al. 2010, 12). In their syntheses of two decades of college impact research, Pascarella and Terenzini (2005) demonstrated the beneficial effects of faculty interaction on student learning, development, and persistence. They delineated student-faculty interactions into formal (in-class) and informal (out-of-class). While formal contexts (i.e., in class, advising) are straightforward, informal contexts represent a wider range of

possible interactions. Informal contact might include meeting in office hours, connecting socially over a meal or coffee, or forming other mentoring or social connections. Given abundant evidence of negative campus climate for LGBTQ students (Rankin 2005; Rankin et al. 2010) and evidence that positive interactions with faculty support student success, we asked the question, “In what ways, if any, do LGBTQ students perceive positive interactions with faculty contributing to their success in college?” Existing literature establishes a strong foundation of significance for these topics. However, little evidence to date ties together these pieces to illustrate how faculty interaction can support LGBTQ students toward academic success.

## Our study

To identify the role of faculty as sources of support for LGBTQ students, we analyzed a subset of qualitative data from a national study of LGBTQ student success ([www.lgbtqsucces.net](http://www.lgbtqsucces.net)). The dataset of the national study is comprised of over 900 quantitative surveys and transcripts of 60 semi-structured interviews. Given the exploratory nature of this manuscript, we focused our analysis on the qualitative data, using students’ voices to articulate the ways they feel supported by faculty. The qualitative data were gathered from 60 LGBTQ participants who attended an annual conference for LGBTQ college students. The conference features approximately 100 educational workshops on topics relevant to LGBTQ college students’ lives and approximately 1,700 college students attend the conference each year. Prior to the conference, we contacted all registered conference participants to invite them to participate in the online survey at computer stations we set up at the conference site. Additionally, we placed an ad in the conference program book and handed out cards inviting students to take the survey on site or after the conference. Over 900 students completed the survey. At the completion of the survey, we invited respondents to be interviewed and provided a \$25 gift card incentive. Forty-eight students participated in on-site interviews and we completed by Skype 12 additional interviews that we were unable to schedule during the conference.

We purposefully selected 60 interview participants from 256 students who volunteered. Purposeful sampling is a method of selecting “information-rich cases for study in depth” (Patton 2002, 273). We selected for a diverse group of participants in terms of student identities, experiences, and institutions. The 60 participants were either undergraduate or graduate students or recent graduates (one year out), primarily from Midwestern institutions. Participants represented a variety of institutional types

(42 different institutions; liberal arts colleges, research universities, community colleges, religiously-affiliated schools) and academic disciplines (15 STEM majors; 43 social science and humanities majors; 2 undeclared). Students self-identified as a variety of genders (22 women, 22 men, 17 transgender or genderqueer, 1 two-spirit), sexual orientations (19 gay, 12 queer, 10 lesbian, 8 bisexual, 4 pansexual, 3 heterosexual, 1 asexual, 1 homosexual, 1 polysexual, 1 questioning), and racial and ethnic identities (4 Asian, 9 Black, 4 Latino/a, 28 White, 15 bi/multi-racial). All participants' names are self-selected pseudonyms. This study received Institutional Review Board approval.

The interview protocol focused on gathering students' narratives about the ways they were supported, or not supported, as students and LGBTQ individuals while attending their college or university. The interview protocol was not influenced by the quantitative survey results. Data for the present analysis come primarily from two interview prompts: 1) *Tell me about a time when you felt supported as [your multiple identities, e.g., a Black gay man or Jewish bisexual woman]. What people, programs, services, and/or policies on campus supported you?* and 2) *Have you ever considered leaving school? What kinds of things would make you more or less likely to stay in school until you complete your educational goals?* Through open and axial coding (Corbin and Strauss 2008), we determined three main factors that contributed to students feeling supported and staying in school: faculty interactions, peer influence, and organizational features. In this article, we focus on results specific to faculty support.

## Findings

Thirty-five of 60 interview participants indicated that faculty supported them as LGBTQ students. Our data suggested that faculty members serve as sources of support to LGBTQ students by providing formal support inside and outside the classroom, and through informal interactions such as visibility on campus and engaging in campus happenings as queer faculty or allies. Here we present six aspects through the formal and informal contexts in which students reported experiencing support from faculty.

### **Faculty support LGBTQ students through formal interactions**

Numerous participants discussed feeling supported in their formal interactions with faculty in the classroom (e.g., confronting homophobia, using inclusive language and preferred names/pronouns) and outside the

classroom (e.g., academic advising). These formal interactions resulted in students feeling supported in their class participation, their academic and career choices, and their personal well-being. Below, we present findings from these subthemes about faculty supporting LGBTQ students through formal interactions.

### **Formal interactions: Faculty support LGBTQ students in the classroom**

Students reported feeling supported by faculty who confronted homophobic language, challenged normative heterosexist/cisgender discourses within the curriculum, and utilized inclusive language within the classroom. In a writing class, Kayla Ann, a bisexual woman, experienced a peer making homophobic comments, and the instructor confronted the offending student. The instructor observed that Kayla Ann was affected by the other student's comments and also followed up with her outside of class. Kayla Ann told us, "I just sort of opened up, and told her that part of the story... and she could really identify with what I was going through. That was just really nice." Kayla Ann's experience is not a singular story. In a sociology course, Brandy, a bisexual woman, confronted a peer who spoke negatively about LGBTQ people. Brandy felt supported when her professor addressed homophobic language during class by tying LGBTQ inclusivity to the institution's academic mission. When it comes to challenging anti-LGBTQ rhetoric in class, faculty balance the right to express opinions and the well-being of the individuals comprising the class. Students reported that faculty who were skilled at creating a classroom environment where all students feel welcomed and respected seemed to manage these types of conflict best.

The second way that faculty support students in the classroom is through shaping course content beyond normative curricula. Eli, a genderqueer student, said when faculty "left space in the classroom for me to talk about LGBT things that related to class, [that] was definitely helpful. Maybe them even taking time to bring up a news article or bring that information to the classroom themselves." This finding is consistent with Renn's (2012) recommendation that faculty should seek to embed curricula with multicultural themes and representation, including LGBTQ topics and people. In Rankin's (2005) national study of LGBTQ students, 43% of LGBT students felt that the curriculum did not represent the contributions of LGBT people, yet many participants in our study said they felt supported by faculty who were inclusive in their curricula.

LGBTQ students also seek support from faculty who are familiar with LGBTQ issues. Jyler, a pansexual

woman, who was seeking support and direction during the creation of an undergraduate thesis made this point. Jyler stated, “I need someone who can deal with [LGBT issues]. [My advisor] was really great, and she was really supportive in regards to my writing and being LGBT.” Faculty who are knowledgeable about LGBTQ issues are able to meet the increasing prominence of diverse issues reflected in today’s culture. Like other minoritized groups, LGBTQ students sought mentorship and support from “someone like me” or at a minimum, someone who understood issues facing the LGBTQ community. This finding parallels literature on other minoritized student groups, such as African American or Black students, Asian American or Asian students, and Latino/a students (see Cole 2008; Cole and Griffin 2013).

A third way that faculty formally supported students was through inclusive language, such as not using binary gender pronouns (i.e., he/him, she/her), and honoring students’ preferred names. Inclusive language was important to many of our participants. For some, support also came in the form of feeling respected in faculty’s use of students’ preferred name, pronouns, and gender identity. Cameron, a transgender student, explained how faculty have only responded positively to requests to be referred to as a name other than the name on the class roster. Alison, a transgender woman, shared a specific occasion when she felt supported by the faculty advisor of her engineering honor society. Alison’s legal name on student records was her previous name, and before the honor society’s induction ceremony, the faculty advisor “asked me what name would I prefer and was really respectful of referring to me as that.” Other students described how some faculty responded positively when they were made aware that some students held a different gender identity from the one the professor assumed for that person. Jack, who identifies as a transsexual male, pointed out a situation that arose when a professor included a dance lesson during class.

Because I wasn’t out, I went into the women’s line. After I came out, she apologized for ‘making me’ go to the women’s line, which she never did. The fact that she right away apologized, even though she really didn’t need to, that made me feel supported. Knowing that my professors were there for me really helped.

Some of our participants sought out faculty to request that their preferred name, gender, and pronouns be used in class, and all requests were honored. For others, the faculty member sought them out, and that experience was very affirming. In the latter situation, one faculty member went beyond the typical first day routine of calling out names from a roster and let students say out loud if they had a nickname. The few students whom faculty

approached one-on-one reported that this active inclusion contributed to their well-being as transgender students.

### **Formal interactions: Faculty support LGBTQ students outside the classroom**

At many institutions, faculty have formal responsibilities to students outside the classroom. In particular, faculty often serve as academic and career advisors to students majoring in their academic department. Pascarella (1980) found interactions that “extend the intellectual content of the formal academic program into the student’s nonclassroom life” to be highly influential, and advising is a prime example of that type of interaction (565). Anton, a gay man, described how his faculty advisor not only supported him academically by offering to write a letter of recommendation, but also affirmed his career choices in an advising meeting:

I’m a business background going into politics and she’s like, “Yeah, I can see you want the business background but you should probably go to law school. I can see that you have a drive to be a leader with politics and things like that.”

This support—which came without questions or hesitation related to Anton’s sexual orientation—affirmed his academic progression and began to foster academic self-efficacy within the discipline, creating a sense of welcome to the profession to which he aspired. Some professional and academic climates (e.g., STEM) have a reputation for being unwelcoming (Bilimoria and Stewart 2009; Patridge, Barthelemy and Rankin 2014), but an open and affirming faculty advisor can help LGBTQ students navigate those environments and feel like they belong (Vacarro 2012).

Our participants also reported feeling supported by their faculty advisors in their personal well-being. This finding is an important reminder that advising is not always about selecting coursework or discussing goals, and that students are whole people whose overall environments influence them. Alexander, a gay man, had an active faculty advisor, who seemed keenly aware of the student’s state of mind and would often ask about what was going on if Alexander appeared to be bothered. Similarly, Vivi, a bisexual woman, stated that her advisor provided a “listening ear” to her at times. A number of LGBTQ students turned to faculty as a source of support for a variety of LGBTQ-related experiences, in addition to academic and professional matters.

Advising campus organizations is another avenue through which faculty interact formally with LGBTQ students. Padraic, a gay man, talked about how his

advisor for the Gay/Straight Alliance (GSA) convinced him to stay at the institution. Padaic stated that “having her around really helped, and I don’t think that any of us would have been able to be nearly as resilient as we were with the environment as we would have been if she weren’t there.” Likewise Myles, a transgender queer student, felt supported by the faculty advisor of his campus’s GSA. He said, “This year, we have a history professor as our moderator and she’s great. She’s willing to kind of go to bat in administration for us. She comes to these meetings and everything. Very supportive.”

In a national study of LGBT campus climate, over 70% of faculty respondents at 14 institutions reported their campus was homophobic towards LGBT people, whereas over 90% of the same respondents indicated that their campus climate was friendly for non-LGBT students (Rankin 2005). In light of these findings, faculty who advise LGBT student groups can help provide a safe and caring space in which students can be who they are, without fear. Faculty advisors of student organizations are in a position to support students in all of their life experiences, and support may take a variety of forms, from being a good listener or asking a student questions about life outside of the academic environment to helping a student navigate social oppression.

### ***Faculty support LGBTQ students through informal interactions***

Another way in which faculty support LGBTQ students is through informal interactions, such as visibility on campus and participation in on-campus events in support of students. These activities fall outside the purview of formal faculty work but play an important role in furthering the connection with the broader campus community. Informal interactions with LGBT faculty and non-LGBT faculty were important for our participants.

### ***Informal interactions: Faculty support LGBTQ students through visibility on campus***

Jessica, a lesbian woman, talked about a professor as her “key mentor” who had been more than an academic advisor; the professor was a confidant, reference, and advocate. Charles, a gay man, stated that he did not need to have personal contact with a professor to feel supported, but instead felt support through informal interaction with “at least three, four, five openly LGBT professors or staff people even that are just visible [on campus]. That’s just kind of a helpful—I don’t know, just showing that it’s an okay thing at [institution].” Nopse, a gay man, also spoke about knowing that a science professor on his campus

was open about her sexuality. He attended an event where his professor “brought her partner, and ... she is just as normal as the other professors bringing their partner to such a dinner, and this was really what impressed me.” For these students, simply knowing that one or more LGBTQ faculty members were open about their sexuality, or “out,” gave them a sense of belonging on their campus. Faculty who are LGBTQ may or may not be out for a variety of reasons, but it is worth noting that students strongly valued having someone they perceive as holding a position of power at their institution being out.

### ***Informal interactions: Faculty support LGBTQ students by being allies***

LGBTQ faculty can provide support as role models for students, and non-LGBTQ faculty can support students as allies. Nopse stated, “What was also really supportive is that we have a lot of professors which [sic] are allies.” Another student noted that their institution provided diversity training for faculty specifically about LGBTQ issues, which resulted in faculty members earning a small placard to display on their office doors to let students know their offices are safe spaces to discuss LGBTQ issues and identities. These faculty members provided support for LGBTQ students outside classroom boundaries in informal contexts and were considered to be allies. This finding serves as a reminder that students pay attention to how faculty spend their time, and students appreciate faculty’s attention to student affairs. Although faculty may assume LGBTQ happenings are irrelevant, paying attention to LGBTQ issues and events shows LGBTQ students that faculty care about their campus climate and the students’ experiences.

### ***Limitations***

Our results illuminate how LGBTQ students feel supported by faculty, and this study bears implications for consideration. However, the findings and implications should be interpreted through the study’s limitations, which derive from our sample. Because we recruited our participants from students attending a LGBTQ conference, it is possible that our participants might be more “out” than students who do not attend such a conference. Also, the experiences of our participants may not reflect those of students not drawn to such a conference or those who did not have the opportunity to attend. Moreover, while we sampled for institutional diversity, most of our participants were from schools in the American Midwest. The different ecological contexts in which institutions exist, such as state laws, political climates,



and regional norms, may shape students' experiences and lead to different results.

## Implications

When students hold one or more marginalized social identities, they are at risk for negative experiences and outcomes, from microaggressions (everyday often covert negative slights and indignations) to attrition (Renn 2012). Choy (2002) described high-risk students as those who struggle academically and who do not have supports in place for degree completion. It is not clear to what extent LGBTQ students may struggle academically in comparison to others, but scholars have noted the particularly hostile climate LGBTQ students face (Rankin 2005; Rankin et al. 2010; Woodford, Han et al. 2014; Woodford, Kulick et al. 2014), fulfilling at least half of Choy's definition for high risk of attrition. This study builds on recent studies exploring LGBTQ students' perceptions of faculty (Garvey and Inkelas 2012) and the link between instructor relations and students' academic outcomes and social integration (Woodford and Kulick 2015) by shedding light on *how* faculty are sources of support for this potentially at-risk group. This study bears implications primarily for practice, policy, and future research. We now turn to these ideas.

### *Implications for practice: Faculty as allies*

Faculty who are not LGBTQ may find our study encouraging as they consider their interactions with LGBTQ students; one does not have to identify as LGBTQ to make a positive difference in the academic and campus experience of an LGBTQ student. Given this evidence and decades of documented positive outcomes for student-faculty interactions, such as higher GPA and academic persistence (Lambert et al. 2012; Pascarella and Terenzini 2005; Woodford and Kulick 2015), faculty who seek positive interactions with students in general are likely also to have a positive influence in the lives of their LGBTQ students. In considering how to develop as LGBTQ allies, faculty might pursue opportunities on their own campuses.

Some institutions offer voluntary "safe zone" training, which is typically an introductory level awareness-raising workshop for faculty, staff, and/or students who are personally interested in learning more about LGBTQ people and issues (see [www.hrc.org/resources/entry/establishing-an-allies-safe-zone-program](http://www.hrc.org/resources/entry/establishing-an-allies-safe-zone-program); Woodford, Kolb, Durocher-Radeka, and Javier 2014). Institutions call these programs by different names, such as Safe Zone, Safe Space, or Allies

groups, and organize them differently. Some campuses establish group communications (e.g., listserv), web-based resources, and advisory committees (see Gay, Lesbian and Straight Education Network (GLSEN) Safe Space Kit, n.d.; Poynter and Tubbs 2007). Regardless of how training occurs, the content usually includes information on harassment and reporting issues, a discussion of on- and off-campus resources, and conversations about identity development (Poynter and Tubbs 2007). After completing safe zone workshops, participants typically receive a small recognition token to place on their door or desk to provide a visual indicator that they are "safe" people with whom to talk about LGBTQ issues. These programs are laudable, and faculty development professionals may wish to partner with their institution's safe zone program to provide a faculty-specific version of safe zone training, which would include LGBTQ-specific institutional policies and resources. Safe zone training could help faculty learn more about experiences of their LGBTQ students and continue to publicly support them as advisors, instructors, and mentors. Given the power of faculty on college campuses it would also be important in safe zone training designed for them to include strategies to help them intervene effectively when homophobia occurs in their classrooms and elsewhere on campus.

Faculty and organizational development professionals might also consider advanced learning opportunities for faculty to develop competency in LGBTQ-specific issues. Many campuses have an LGBTQ resource center (see [www.lgbtcampus.org](http://www.lgbtcampus.org)), and the staff of these centers are typically knowledgeable, well-connected members of or allies to the LGBTQ community. LGBTQ center staff can be partners in faculty development. Evidence from our study leads us to recommend advanced faculty development about inclusive classroom strategies. Such strategies include: contacting all students on a course roster, before the class begins, to ask for preferred names and pronouns; including LGBTQ topics in the curriculum as appropriate; decreasing heterosexism in the classroom (e.g., by not separating students by gender and by providing examples from multiple perspectives); and proactively creating an inclusive classroom without needing an out LGBTQ student to serve as a catalyst (e.g., modeling the use of non-heterosexism terms and discussing this strategy with the class). Professional development on these topics may enhance faculty awareness and knowledge of LGBTQ issues and build their skills to create a more positive campus climate for LGBTQ people and all students. A positive campus climate can foster a sense of belonging among many marginalized student populations (Strayhorn 2012) and has been known to

promote persistence, which is a desired outcome of post-secondary education.

### ***Institutional policy: Rewarding faculty work***

Our study points to faculty as potential supports for LGBTQ college students in hostile climates. As such, institutions should acknowledge faculty as sources of support and reward their work. But at many institutions, there are no stated expectations related to supporting LGBTQ students, and there is little incentive to develop or demonstrate this competence (Diggs et al. 2009). Similar to including faculty training in this area, institutions should consider the extent to which faculty rewards systems include the work of supporting diverse students. We suggest, for example, including specific questions about this role on faculty review forms and course evaluations. However, in the present context of heightened awareness of sexual harassment, some faculty may fear negative consequences if they initiate conversations with students about any topics other than academics; clarifying institutional policies about student-faculty boundaries may alleviate some fears and create opportunities for the interactions that our study participants found supportive. Institutions can use policy to encourage, reward, and clarify contexts for the informal, out-of-class interactions that are shown to promote student success.

### ***Opportunities for future research***

The findings of this study provide a strong foundation to assert that faculty support matters in the lives of LGBTQ students and are particularly important to student success. However, there are many unanswered questions about the ways in which LGBTQ students experience faculty support—or nonsupport—and interaction as well as how faculty see their own experiences of working with and supporting LGBTQ students. For example, we see a need to explore whether and how LGBTQ students seek out LGBTQ faculty members. Our research indicates that LGBTQ students can feel supported by faculty members of any sexual or gender identity; however, it does not make clear whether students feel *differently* supported by faculty members of varying gender and sexual identities. There is also a need to discern whether students desire more contact with LGBTQ faculty and if they are actively seeking out these faculty members. Studies exploring if and how LGBTQ students feel supported by institutional staff (e.g., academic advisors), and specifically the role that LGBTQ staff play in their lives, would provide a more complete and nuanced picture.

### **Summary**

Through our study of 60 LGBTQ college students' sources of support, we have not only learned that faculty serve an important function in supporting them toward success, but we have also documented some of the ways in which faculty directly and indirectly support LGBTQ students. Faculty whom our participants perceived as supportive facilitated positive in-class experiences, affirmed students' career choices and personal well-being, mentored and advised students, and served as allies in a variety of out-of-class activities. Overall, the findings suggest that faculty are in a position to assist LGBTQ students in leaving the margins and seeking the center of the higher education experience.

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## Appendix

### Glossary of terms

Note: In all descriptions of individual students in this article, we use the identity terms participants used to self-describe their gender identity and sexual orientation and their gender pronouns.

**Assigned sex** refers to the sex medically assigned to a person based on physical features which generally happens at birth (Stringer 2013).

**Cisgender** describes someone whose sex assigned at birth and internal gender identity align as female/girl/woman or male/boy/man.

**Gender binary** refers to the idea of there being only two genders – man and woman.

**Gender identity** refers to a person's internal sense of being a man or a woman, which may or may not be congruent with assigned sex (Stringer 2013).

**Gender neutral**, gender inclusive, or "all genders" refers to a space that is inclusive of and safe for all people regardless of gender identity (Stringer 2013). For example, gender neutral/inclusive bathrooms welcome people of all gender identities.

**Gender expression** represents the outward appearance of the person. Gender expression may include clothing, behaviors and body characteristics of the individual (Stringer 2013).

**Gender pronouns** are "simply the pronoun or set of pronouns that an individual would like others to use when talking to or about that individual" (Gay Straight Alliance for Safe Schools, paragraph 2). ref: <http://www.gsa.fewi.org/wp-content/uploads/What-the-heck-is-a-PGP1.pdf>

**Genderqueer** is a term used by some people who do not conform to a binary social construction of gender into two, and only two, categories (i.e., female/feminine/woman and male/masculine/man). Genderqueer students may express themselves as androgynous or they may incorporate expression of more than one gender (i.e., mixing stereotypically men's and women's hairstyles, clothing, grooming, etc.)

**Heterosexism** is defined as "the overarching system of advantages bestowed on heterosexuals based on the institutionalization of heterosexual norms or standards and founded on the ideology that all people are or should be heterosexual, which privileges heterosexuals and heterosexuality, while excluding the needs, concerns, cultures, and life experiences of lesbians, gay males, bisexuals, pansexuals, and asexuals" (Blumenfeld 2013, 373).

**Inclusive language** refers to not specifying gender, sex, or sexual orientation unless contextually necessary and re-thinking about how one uses words such as "husband," "wife," or "spouse," translating these terms into "partner" whenever possible. (Park School of Communications, n.d.)

**LGBTQ** is an acronym commonly used to refer to a community of people who do not identify as heterosexual and/or cisgender. In this article, it stands for Lesbian, Gay, Bisexual, Transgender, and Queer.

**Pansexual** describes a person who may feel attraction for people of all gender expressions/identities.

**Polysexual** is an umbrella term incorporating terms such as bisexual or pansexual.

**Queer** is a "very publicly deployed identity, in opposition to normative ('straight') culture; often [adopted in an attempt] to change mores and social systems" (Dilley 2005, 62).

**Questioning** describes a person exploring their own gender or sexual orientation.

**Transgender** is an umbrella term including individuals whose gender identities do not comply within the gender binary and "whose birth sex differs from internal identification" (Dugan, Kusel and Simounet 2012, 720).

**Transsexual** describes a person who, within a binary gender system, identifies with the gender identity "opposite" assigned birth sex.

**Trans\*** include the growing population of people engaging in gender transgressions rather than limiting based on gender identity or expression (Stringer 2013).

**Two-spirit** describes gay, lesbian or bisexual Indigenous Americans (Wilson 1996)

NOTE: Definitions have been adapted from the following sources:

Campus Pride (2014) – <http://www.campuspride.org/wp-content/uploads/LGBT-Terminology-2014.pdf>

University of California Berkeley Gender Equity Resource Center (n.d.). [http://geneq.berkeley.edu/lgbt\\_resources\\_definition\\_of\\_terms](http://geneq.berkeley.edu/lgbt_resources_definition_of_terms)

Trans Wellness (Stringer 2013): <http://transwellness.org/resources/educational-materials/trans-and-queer-terms/>



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Dear Faculty,

This month we want to highlight ways to support LGBTQIA faculty and students. Please see the following links for more ways you can create inclusive classrooms and support faculty.

### **Climate Change**

An excellent article on many considerations to welcome and support LGBTQIA faculty and staff.

<https://www.insidehighered.com/advice/2013/06/21/making-academic-departments-welcoming-lgbt-staff-and-students-essay>

### **Seven Ways You Can Foster a More Inclusive LGBTQIA+ Learning Environment**

<https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/seven-ways-you-can-foster-a-more-inclusive-lgbtqia-learning-environment/>

### **A Guide to LGBTQIA Terminology**

<https://teaching.temple.edu/sites/teaching/files/resource/pdf/A%20Guide%20to%20LGBTQIA%20B%20Terminology.pdf>

### **Otherness**

Please view the recording of presenter, Dr. Stacey Reicherzer

Dr. Stacey Reicherzer, Licensed Professional Counselor-Supervisor, is a transgender psychotherapist, educator, and speaker who has worked with diverse client and student communities since beginning her field training with the Phoenix area homeless in 1999. She later provided community-based counseling to a diverse client population of women and men who survived the trauma of family violence, childhood bullying, and other experiences that left people feeling cast-out, less-than, different, Other.

[https://us02web.zoom.us/rec/share/ecFMX9tfxQhS\\_QSDmkQLhIkIm3QzzHqiQSAwJacbjtLXfQDnFu\\_SbseRDjICVmDj.4FuRoTPmwSng-Mb](https://us02web.zoom.us/rec/share/ecFMX9tfxQhS_QSDmkQLhIkIm3QzzHqiQSAwJacbjtLXfQDnFu_SbseRDjICVmDj.4FuRoTPmwSng-Mb) Passcode: +JY.b%x9

And finally, please see the attached article for ways to support LGBTQIA students. The research produced thought-provoking and easily applied ways to help students feel valued and included.

### **Faculty as Sources of Support for LGBTQ College Students**

Sincerely,

Wendy Kookan and FCD



CETAL Written Report  
Faculty Meeting, 21 April 2021  
Brandi Reissenweber, Chair

CETAL has met once since the last faculty meeting. The council continued ongoing work on development opportunities, which are detailed below, and began assessing data from a survey conducted in collaboration with Student Senate about the student learning experience this academic year. The council also drafted and sent a letter to Academic Affairs detailing pedagogy-related concerns in response to the announcement that nearly all Fall 2021 classes will be in-person.

CETAL's work this semester has focused on two main areas: offering faculty development opportunities and considering CETAL's structures and operations going forward.

In addition to meeting ten times, launching CETALk, a podcast on pedagogy, continuing to build development resources on CETAL's Moodle, and offering a reading group on virtual pedagogy, CETAL is currently developing more episodes for CETALk and organizing an opportunity for a cohort of five faculty to participate in the (Re) Design Your Course for Civic Engagement, ISU's May pedagogy conference focused on integrating civic engagement into a course. CETAL's work this semester is winding down, but remains ongoing, as CETAL investigates the possibility of additional development programming for very early in the Fall 2021 semester to address anti-racist pedagogies and additional opportunities to navigate the unique challenges of the Fall in-person teaching and learning experience. These opportunities are contingent on scheduling and funding.

CETAL also engaged in extensive discussion regarding the structure and operations of the council going forward. Even before the pandemic, CETAL was at a point of transition. Many of its recent objectives and initiatives had been tied to a 2016 Mellon Grant, and as those had been fulfilled, new imperatives and synergies on campus necessitated a reconsideration of CETAL's structure and operations. The pandemic necessarily directed the council's work since the pivot to online in March 2020. However, this semester, at the direction of the Provost, CETAL considered possibilities going forward, examining similar efforts at other institutions, exploring possible collaborations with the Center for Engaged Learning, and developing plans for sustainable programming.

The work of CETAL this Spring 2021 semester has been significant and required dedication and hard work. I would like to thank the members of CETAL, all of whom gave so much of their talents, time, wisdom, and enthusiasm: Kate Browne, Anna Cooper, Stephanie Davis-Kahl, Deborah Halperin, Libby Haywood, Rick Lindquist, Joshua Lowe, Anna Scanlon, and our ex-officio, Kevin Sullivan.

## Faculty Meeting Announcements – April 21, 2021

In cooperation with the McLean County Health Department, IWU will host a Pfizer vaccine clinic available for all students, faculty and staff. The clinic will be on **Tuesday, April 20 (first dose) and Tuesday, May 11 (second dose) from 10 a.m. - 3 p.m. in Shirk Center**. Students, faculty and staff who previously registered for the Johnson and Johnson vaccine clinic will have an opportunity to register first and have received email instructions. New registrants can sign up at <https://events.juvare.com/IL-IDPH/7udpl/>. Students who register will need to either be on campus, live locally, or commute to campus on May 11 for the second dose.

### Commencement

Commencement will be in person on Sunday, May 2 in Tucci Stadium with spectator attendance equal to 25% of the stadium capacity.

To accommodate this reduced capacity, we will hold two ceremonies for the Class of 2021 – one at 10:30 a.m. and one at 3:00 p.m. – with the graduating class divided in half, primarily by disciplinary degree. There will also be a 6:30 ceremony held for the Class of 2020.

Students have been guaranteed 4 guest tickets, and no one will be allowed to enter without a ticket. Tickets will be managed by the President's office, including requests for additional tickets.

Students and faculty will be seated on the field, with most guests seated in the bleachers. All safety protocols will be followed – seating will be socially distanced and masks will be required.

If weather alerts require relocation, Commencement will take place in the Shirk Center Arena with adjustments made in accordance with indoor gathering guidelines.

For more information regarding the Commencement ceremonies, please contact Julie Anderson at [janders3@iwu.edu](mailto:janders3@iwu.edu) or (309) 556-3780.