

*At the Crossroads: Addressing the needs of
transgender, bisexual, lesbian and gay students, staff
and faculty at the
University of Michigan School of Social Work*

Advisory Report to Dean Paula Allen-Meares

October 2004

Transgender, Bisexual, Lesbian, and Gay Advisory Task Group

K. Foula Dimopoulos & Richard Tolman (Co-Chairs)

Kris Claphan

Jeanie Han

Jennifer B. Lyle

Michael Spencer

Terri D. Torkko

Jim Toy

INTRODUCTION

During the summer of 2004, Dean Paula Allen-Meares convened the present Transgender, Bisexual, Lesbian and Gay (TBLG) Advisory Task Group. In her charge, she noted the following:

In September 2002, President Mary Sue Coleman met with representatives of the Queer Visibility Caucus, and created a task force to learn more about the campus climate for TBLG faculty, staff and students, and to develop recommendations aimed toward improvements. The TBLG Report was released by the Office of the Provost, and has numerous recommendations. In response to this report, I am forming the Dean's TBLG Advisory Task Group.

The charge to the Task Group was the following:

- Reviewing the Provost's TBLG Report and recommendations.
- Proposing actions and activities for the School of Social Work (SSW) in response to the recommendations.

The Provost's Task Force report, *From Inclusion to Acceptance*, provided recommendations on making the University of Michigan – Ann Arbor campus a more welcoming, affirming and inclusive environment for TBLG students, staff and faculty. The Dean's TBLG Advisory Task Group seeks to make specific recommendations for the SSW in response to the report as well as to the growing concerns expressed by TBLG members within the SSW over the past year. We hope this will be a step of institutional and tangible transformation within the SSW, fostering affirmation and understanding of the unique differences and similarities existing amongst and between all SSW communities.

As an advisory body, our task was to provide the Dean with recommendations for tangible change. Some recommendations have been made as short-term recommendations, while others will be long-term and will require not only financial resources but also institutional change. The Provost's Report served as a springboard for our initial discussions. From there, we moved to issues that affected the SSW TBLG communities specifically. The Task Group, while not perfect in composition, reflected various identities, encompassing differences in age, ethnicity, gender identity and expression, race, sexual orientation and role within the School. As a group, we also recognized the clear need to make the present report available publicly. We were supported in this effort by the Dean, as she, too, recognized that the SSW was not only at a crossroads of change, but that all too often, groups convened within institutions have no mechanism of leverage, accountability or public discourse.

It was important, indeed necessary, to hear stories and experiences from those outside the Task Group. Our intention was two-fold: we needed to complete our tasks in a timely manner and we needed the voices of as many people as possible. Therefore, we invited people to share their perspectives on the climate for TBLG students, staff and faculty, and

asked individuals to suggest ways the SSW could improve the climate. We also asked them to describe positive services, individual influences and programs that have affected them. Interviews, town halls, brown bag discussions and an anonymous web survey permitted us to collect information that provided a contextual basis for climate, as well as recommendations for change.

Several assumptions and values undergird our analysis and set of recommendations. First, regardless of any well-meaning efforts of the community and public statements of support, we recognize that the SSW exists within a society where systemic mechanisms of oppression and privilege, including heterosexism, biphobia, homophobia and transphobia operate. We do not expect the SSW to be free of these forces; rather, we expect them to operate in various forms within the school. We must work hard to recognize the ways in which these forces are manifested. Secondly, we expect that forms of oppression exist simultaneously, including ableism, ageism, classism, racism and sexism. We assume that oppression and privilege exist and operate within and amongst members of our community, but that all of our individual identities simultaneously provide many of us with membership in groups that receive privilege *and* are targeted for oppression. For example, while some of us receive benefits due to our skin color, we simultaneously experience marginalization marginalized covertly and overtly because of our sexual orientation and/or gender identity, often watching as our very lives are debated in and outside of the classroom. It is our assumption that no particular form of oppression is more damaging than another, but that all forms of oppression are interconnected. We assume that the sum of our identities and our experiences as members of specific societal groups are linked inextricably to our personhood, sense of community and education. Audre Lorde stated (as cited in Van Soest & Garcia, 2004),

As a Black, lesbian, feminist, socialist, poet, mother of two including one boy and a member of an interracial couple, usually find myself part of some group in which the majority defines me as deviant, difficult, inferior, or just plain 'wrong.' From my membership in all of these groups I have learned that oppression and the intolerance of differences comes in all shapes and sizes and colors and sexualities; and that among those of us who share the goals of liberation and a workable future for our children, there can be no hierarchy of oppression.(p. xi).

Given these assumptions, it is significant to note that while this Task Group was convened regarding sexual and gender minority communities, these identities are separate but linked for multiple reasons. First, members of transgender communities have various sexual orientations, including lesbian, gay or bisexual. Additionally, some of those who have transitioned with the use of hormones and/or sex reassignment surgery once identified as lesbian, gay or bisexual. Second, conflation of sexual orientation and gender identity often arises because of the shared history of sexual and gender minorities. This history includes pathologizing based on identity, but also rebellion against oppression. For example, the 1969 Stonewall Rebellion (often referred to as the beginning of the Gay/LGBT Rights Movement) was a rebellion comprised of multiple members of the TBLG communities. Most of those patrons who revolted were African-American and Latina drag queens and kings, and

transsexuals (Feinberg, 1996). Those gathered fought back against police oppression following a raid on the Stonewall Inn, a Greenwich Village bar. On that night, members of multiple communities stood up against police and yet another raid, which served to intimidate, humiliate and dehumanize those gathered at the Inn. As Queen Allyson Ann Allante noted in Feinberg's book *Transgender Warriors*, "It (the Stonewall Rebellion) was both (a lesbian and gay rebellion and a trans rebellion), because it was the first time that both came together to fight off the oppressor and it set a good precedent to do it many times since. It was a big milestone for both communities because they were both in unity to fight the common oppressor, which at that time was the police and the mafia, who controlled many of the gay clubs—whether for males or females" (p. 93). This shared struggle, as Feinberg also highlighted, occurred because up until the time of Stonewall, drag queens and kings were considered "gay gender-benders" (p. 97) and since no one had ever looked at the diversity of lesbian, gay and bisexual communities, many assumed that *gay* also meant *transgendered* (Feinberg, 1996). Over the years, this unifying struggle has taken on a life of its own, as more and more people consider that the challenges and issues which affect transgender, bisexual, lesbian and gay individuals and communities often overlap but, at times, remain different. When these communities and respective issues are conflated, the uniqueness of their history and their lives blurs. Therefore, as a Task Group, this is one of the many reasons we separate sexual orientation and gender identity.

The pathologization of homosexuality as a psychological disorder further conflated sexual orientation and gender identity by specifically characterizing symptoms of "homosexuality" by expressing one's gender in a non-socialized way. While homosexuality was removed from the Diagnostic and Statistic Manual of Mental Disorders in 1973, four years after Stonewall, gender identity disorder (GID) was created shortly thereafter. Many of the signifiers of GID are reminiscent, sometimes word for word, of those once associated with homosexuality. For example, one of the signifiers of GID is defined when adolescents and adults take on "opposite" gender roles and/expression. Currently, there is a struggle to remove GID from the DSM, in part because many feel and think that it is not only yet another way sexual orientation and gender identity become conflated, but also a way to continue the pathologization of homosexuality.

Hence, the conflation of gender identity and sexual orientation has not only occurred because people have stepped outside binary gender boxes of *woman* and *man*, but also because the shared struggle for equity has often happened at the crossroads of sexual orientation and gender identity. Moreover, the consequences of stepping outside prescribed gender boxes often leads to presumptions about sexual orientation, e.g. heterosexual men who cross-dress are assumed to be gay or that a "tomboy" is "obviously" a lesbian.

Lastly, as Suzanne Pharr (1993) pointed out in her article, *Homophobia: A Weapon of Sexism*, the consequences for not acting in accordance with the prescribed, binary gender roles and expression society constructs are connected with sexism. Pharr (1993) further asserted that when women, for example, break from traditional gender roles they are labeled as "lesbian," and that gay men are seen as "traitors" (p. 312) and therefore must be "punished and eliminated" (p. 312). The ramifications of stepping outside the "Act Like a Lady, Act Like a Man" boxes are severe, particularly because the consequences are often

related to heterosexism. Hence, when a boy or man is bullied for being effeminate (Kimmel, 2000) or a lesbian is raped because a man thinks she just needed a “real man,” or a Male to Female (MTF) transsexual is left to bleed after being attacked and EMS workers stop assisting her after realizing she is a pre-op transsexual—all of these become examples of how stepping outside binary gender boxes not only conflates sexual orientation and gender identity, but also illustrate the potentially dire consequences of sexism and heterosexism Blumenfeld (2000).

The TBLG history is one rich in multiple identities and complexities. These complexities can also be attributed to the continued efforts of members of the TBLG communities to carve out languages that reflect the diversity of these communities, but also, in essence, to find ways to name themselves.

For this reason, the TBLG Task Group recognizes that the use of “transgender, bisexual, lesbian, and gay” does not necessarily represent everyone nor do these words necessarily mean “home” to all sexual and gender minorities. We recognize that many members of our communities identify with other words, including *same-gender loving*, *Two Spirit*, *multisexual* and *queer*. Our intention is not to confine or perpetuate language that continues the invisibility many in the TBLG communities. It is our intention to recognize the complexities of communities and the struggle for inclusive language that is clear and consistent. For these reasons, we use the acronym *TBLG* in this report.

This Task Group and report are not the solution to creating and sustaining a welcoming, understanding, and affirming climate for TBLG students, staff, and faculty—indeed, this is the first of many steps to improving the climate for each member of our diverse community.

To improve the climate at the SSW, we must begin to address in tangible, meaningful ways our multiple identities, our personal and professional value systems and the ways in which oppression and privilege operate covertly and overtly. In his 1988 plenary speech at the Social Workers World Conference, Freire stated “... to diminish the distance between what I say, what I affirm, and what I do, I believe, would require an effort every single day” (1990, p. 7). We expect that this report and the actions which follow will reflect the synergistic combination of the School’s professional ethics and behavior, lessening the distance between what is said and what is done. As we move toward a community and a world that encompass and honors our differences, it is only in the congruence of thought and deed that sustained social change can happen.

TRANSGENDER, BISEXUAL, LESBIAN AND GAY COMMUNITIES: A UNIVERSITY OF MICHIGAN HISTORICAL BACKDROP

The University of Michigan: 1971 – 2004

In September 1971, two years after the Stonewall Rebellion and amidst student activism, the University of Michigan established the Office of Human Sexuality, which hired two quarter-time individuals to model gender parity amongst staff and to

address lesbian and gay issues on the Ann Arbor campus. This office was the first in the country to offer affirming and supportive services to lesbian and gay students. Over the next 25 years, the staff positions were upgraded to half-time (in 1977) and ultimately, full-time (in 1987). The office created a Speakers' Bureau, which currently includes more than 100 active members and audiences in excess of 1000 individuals per year within and outside of the U-M community.

The Office of Human Sexuality reported to the Director of Counseling Services and eventually changed its name to the Lesbian and Gay Programs Office, more accurately reflecting the populations served. After President Shapiro issued a mandate to include "sexual orientation" in the University's non-discrimination policy in 1984, the "Lavender Report" (formally known as *From Invisibility to Inclusion: Opening the doors for Lesbians and Gay Men at the University of Michigan*) was published by the U-M Affirmative Action Office in 1991. The report issued recommendations on how the non-discrimination policy should be implemented on a University-wide basis.

Two years later, in 1993, Regental Bylaw 14.06 was revised to add "sexual orientation" to its list of protected classes under the non-discrimination bylaw. In 1994, several changes occurred, including hiring a new full-time director for the newly named Lesbian, Gay, and Bisexual Programs Office, reflecting the diversity of sexual minorities. The administration and structure of the office was also moved from Counseling Services to the Division of Student Affairs—essentially depathologizing homosexuality and bisexuality and recognizing that members of the LGB ("transgender" was not included in the title until the late 1990s) communities had particular strengths and needs. In the late '90s, the office underwent another change in name to further reflect the connections between sexual minority and transgender communities. Currently, the office is called The Office of Lesbian, Gay, Bisexual, and Transgender Affairs. While the climate and structure of U-M offices were changing, the landscape of our profession was also changing.

The American Psychiatric Association, Council on Social Work Education, and the National Association of Social Workers: A snapshot of the last 31 years

In 1973, the American Psychiatric Association removed "homosexuality" from the Diagnostic and Statistical Manual of Mental Disorders (DSM; Simoni, 2000), a move that served to depathologize same-gender and multi-gender attraction. Moreover, in 1982, the Council on Social Work Education (CSWE) included the mandate that sexual orientation be included in curriculum at both the bachelor's and master's level (Nagda et al., 1999). Indeed, as Van Voorhis and Wagner (2002) pointed out, both the CSWE and National Association of Social Workers (NASW) have continued to expand and expound upon their commitment to inclusion of TBLG communities. Most recently, the NASW's collection of policy statements have added "bisexual" to the previously titled "Lesbian and Gay Issues," as well as added policy statements regarding transgender issues (NASW, 2003).

As the years have passed, both the professional social work communities and the University of Michigan have worked to expand the table of diversity, recognizing the inherent worth, dignity and strength of TBLG communities and individuals. Mirroring University and organizational inclusion, the SSW simultaneously shared a history of expanding who was included in the struggle for social justice and equity.

The University of Michigan – Ann Arbor School of Social Work

In April 1970, Jim Toy spoke at an anti-Vietnam War Rally in Detroit as a founding member of the Detroit Gay Liberation Movement. He was the first member of the TBLG community to come out publicly in Michigan. During the 1970s, he was the co-founder and “Gay Male Advocate” at the Human Sexuality Office. He was admitted to the SSW as the first out student at the SSW. While at the SSW, he and Professor Charles Garvin organized a Special Studies course addressing lesbian and gay concerns. Toy taught the class for two additional terms. He stayed with the Human Sexuality Office until 1994. His presence laid the groundwork for the future of TBLG students, staff and faculty.

However, it was not until 1996 that the Rainbow Network was co-founded by two graduate students, Beth Harrison Prado and Stephen Rassi, and Assistant Professor David Burton, who agreed to serve in an advisory role, effectively identifying himself as a public ally for TBLG individuals. Dr. Burton developed the first course that specifically addressed the needs of TBLG individuals in an interpersonal context. In spite of leadership changes and an ever-changing student body, the Rainbow Network has survived. This group offers TBLG students, staff, faculty, alumni and their allies the only educational and social student organization serving the TBLG community within the SSW.

In the late 1990s, the SSW New Student Orientation began to include and address issues of diversity regarding sexual orientation, and classroom evaluations added a question regarding TBLG course content. Members of the Rainbow Network and their allies have been part of the growing attention paid to members of the TBLG communities on the University of Michigan – Ann Arbor campus, including taking an active role in University-wide committees, activism regarding the United Way, and the current needs of TBLG students, staff and faculty. In fact, some members of the SSW have played a significant role by organizing direct actions and protests which demanded more legitimacy and allocation of resources to the Office of LGBT Affairs and participating in Division and University Wide committees, such as the Gender Identity Working Group and the Provost’s Task Force.

The tenuous history of inclusion, affirmation, support and understanding has fluctuated over the years. As Toy commented, “the climate zones for queer concerns at the SSW and across campus...have varied from welcoming to hostile, with attitudes both approving and disapproving” (email correspondence, 9/29/04). Our connected history parallels the contexts of confronting institutional and cultural heterosexism and transphobia. In this report, we further the struggle to cultivate and

sustain a school of social work that recognizes and honors our historical legacy, but also moves beyond it to a place of transformative learning, celebration of similarities and honoring our differences: essentially, creating and working towards a more socially just and equitable community and world. In the remainder of this report, we outline the present climate as suggested by informal information gathering techniques and then provides a list of recommendations for change at the SSW.

VOICES: EMERGENT THEMES FROM THE TBLG AND ALLY COMMUNITIES

The Task Group asked several open-ended questions during town halls, brown-bag discussions and on the web survey. Sue Rankin, professor at Pennsylvania State University, recently completed and published a national campus climate report. The report was released in conjunction with the National Gay and Lesbian Task Force. Dr. Rankin has been seen as a leader regarding campus climate issues. After being contacted by one of our members, she also shared additional tools with us, including a definition of climate. As a group, we utilized her definition of *climate* because it succinctly and clearly included what we were examining. Therefore, for the purposes of this report, *climate* is “the current attitudes, behaviors, and standards of employees and students concerning the level of respect for individual needs, abilities, and potential” (2004, p. 1).

Taking a pulse on climate: Effect on current and prospective students, staff and faculty

Some of those who responded to the Task Group’s questions highlighted slow, incremental changes within the SSW. However, most described the climate as one that is lacking in its affirmation and understanding of TBLG communities, people and the issues affecting these populations. For example, multiple respondents reported that the lack of visible advocates and allies to be a fundamental issue, particularly in conjunction with the lack of out faculty and staff. Additionally, many respondents reported that those who are out and identify membership in TBLG communities, particularly students, have often had to take the role of TBLG spokesperson because faculty have not been comfortable with and or knowledgeable about these issues and communities, or intentional about confronting covert and overt heterosexist comments and actions.

A sense of pervasive silence at the SSW was also highlighted by multiple respondents. For example, one respondent detailed a desire for change at the SSW because of the silence around pertinent issues, such as the banning of second-parent adoption in Washtenaw County and Proposition 2, which seeks to add a constitutional state amendment against gay marriage. Another respondent expressed that actions such as Proposition 2 can have “dire effects” on his/her family and “silence can often lead one to doubt where they (colleagues) would stand if they did know (about respondent’s family”.

In contrast to silence, some respondents have also felt the sting of raising their voices. For example, one respondent illustrated this by relaying a scenario regarding how a student was characterized as a troublemaker when she or he confronted a professor for not addressing homophobic comments made in the classroom. Other students who have wanted to focus on TBLG populations have also been told that this is not a relevant area of study. At times, students and faculty were reported to collude in heterosexism as it unfolded inside the classroom. These components create and sustain an environment that is antithetical to the School as an educational institution. Moreover, the collusion in and perpetuation of heterosexism, transphobia and homophobia are antithetical to the NASW Code of Ethics, as well as the accreditation standards put forth by the CSWE. All of these components serve to foster an environment that not only sustains the invisibility of sexual and gender minorities, but silences them. Additionally, these components place most of the responsibility on members of targeted groups to educate members with privileged identities.

Some respondents highlighted positive changes, such as the accessible, family friendly, gender-inclusive restroom, and the creation of this Task Group. However, some respondents expressed skepticism about real change, while others simultaneously expressed hope that there will be real change, as well as doubt that there will be any. In part these doubts were due to Dr. Burton's departure from the SSW, but there were other sources of doubt as well. For example, several respondents pointed out the lack of visibility of TBLG persons, as well as the lack of focus on TBLG concerns within the School. Some perceived mixed messages from leadership. For example, some respondents thought the Task Group was convened at a time when it was not convenient for most TBLG community members to participate (summer term). These issues contribute to a climate of doubt and fear that nothing will be done.

Some voiced a perception that the SSW perpetuates a hierarchy of oppression, in which some forms of oppression (namely racism) and identity (namely ethnicity and race) are most talked about, while other identities and oppression (including TBLG identities and heterosexism) are excluded both within and outside of the classroom. This does not mean that racism is not important or less important than other forms of oppression. In fact, as Van Soest and Garcia (2004) asserted, when educating for social justice and diversity, racism must be central because of the central role it continues to play in our country and because race has always been used to delegate power and privilege. Like most institutions, without understanding, content and knowledge about multiple identities and how those group memberships interact with one another, it is not easy to collude in perpetuating hierarchies of oppression, but expected.

Being inclusive of all identities must take into account the life experiences and the dynamics of oppression, power and privilege related to ability, age, class, culture, ethnicity, gender, race, religion and sexual orientation. As multiple respondents shared their experiences, the picture for the climate for transgender, bisexual, lesbian

and gay individuals—and ultimately all members of the SSW—in part included a climate that does not talk about intersectionality, the interaction of multiple identities, and the challenges and fears inherent in a struggle towards teaching about and creating a socially just world. This is not an anomaly.

In fact, as Van Soest and Garcia (2004) highlighted, one of the very real challenges in teaching diversity for social justice is the places where fear and anger arise, partly because this requires a critical examination of privilege, marginalization and where those elements intersect. For populations who hold group membership in marginalized groups, the concept of privilege can be especially difficult to grapple with because real consequences exist when people are targeted for oppression. For example, if someone is White, female-bodied, educated, lesbian and transgender, the challenge comes in owning the pieces of privilege Whiteness and education afford, while simultaneously understanding the potential consequences of being female-bodied and queer—including the risk of violence.

The current climate as experienced by students, staff and faculty who identify as transgender, bisexual, lesbian, gay or ally affects how the School is represented to prospective students, staff and faculty, particularly those who identify as TBLG and/or those who would like to work with and produce scholarship regarding these populations. One respondent stated that the amount of covert heterosexism creates a “mine field,” where someone who is transgender, bisexual, lesbian or gay never knows who will actively support you and your work, and who will not. Another respondent expressed that “the SSW professors are good and supportive but that the student body is quite conservative and often uninformed and that the school does little to make the student body better educated about LGBT issues.” Still another reported

“there’s no open hostility, but there’s also no open welcome. GLBT is one of the groups studied—we are acknowledged as a group who has special needs in the social work community, but there is no actual effort to change that status. I have to fight to bring up GLBT issues in classes, and usually they drop like a dead-weight in the middle of the room.”

In fact, one respondent said that “the school is starting to address the climate for LGBT students, but that academically, there are also no opportunities that currently exist for students interested in working specifically with LGBT populations. Any work with this population would have to come from self motivation and from challenging the current curriculum standards.”

Curricula Issues Outside and Within the School of Social Work

The State of Social Work Education Regarding TBLG Issues. As several researchers note, the CSWE has required content on lesbian and gay issues and the NASW has addressed lesbian, gay, bisexual and transgender issues since the 1980s (Cramer,

1997; Morrow, 1996; Van Voorhis & Wagner, 2001, 2002). Moreover, the current CSWE Curriculum Policy Statement for Master's Degree Programs outlines various standards by which programs will be evaluated for accreditation and re-accreditation. According to the CSWE, social work education must include not only a general understanding of broader social justice and intersectionalities of power, privilege and oppression, but also specific content regarding the discrimination, harassment and stigmatization faced by various populations. Moreover, the CSWE requires that social work education include content and skill-based learning, ultimately training the social worker professional to be not only critically self-aware, but competent to utilize one's skills to participate in and sustain social change. While it is difficult to accomplish this in a field that lacks professional literature and textbooks which foster inclusivity, affirmation and understanding (Morrow, 1996; Van Voorhis & Wagner, 2001, 2002), relevant resources for students and educators to draw from are slowly broadening and becoming more available (Van Voorhis & Wagner, 2002).

The State of the UM-SSW Curriculum Regarding TBLG Issues.

For the purposes of this report, in addition to the other forms of gathering information, we used student course evaluation information to assess the need for curricular improvement in coverage of TBLG issues. In 1998, the SSW began to address the need to assess student learning regarding TBLG issues by adding a question to all social work course evaluations, which asked: "This course included content on lesbian, gay, bisexual, and transgendered issues." All items on the student course evaluations are rated on a five-point scale, where 1 is "strongly disagree" and 5 is "strongly agree." Therefore, a higher mean score represents greater endorsement of the item. The table below shows the item means for the TBLG item, compared to two other items from the course evaluations. We chose two items for comparison: "Minority group issues were an integral part of this course," and "Content about gender was included in this course." We chose these two items because they are the most comparable in asking about coverage of material about diverse populations. It should be noted that the items are not parallel. The minority group question asks if issues were an *integral* part of the course. The gender and TBLG questions ask only if the content was *included*.

A limitation of the student course evaluation data is that the judgments that individual students make about the level considered to be adequate inclusion of material may be dependent on their own identities and values. For example, a student who believes that same-sex partnerships are wrong may feel that any TBLG material is more than should be included in the class.

We grouped ratings for the course evaluation items by curricular areas to assess relative ratings across these groupings. We have also presented the means grouped by academic year. This allows examination of trends within curricular area, as well as comparison across areas. See Table 1.

Table 1: Mean Responses to Race, Gender and TBLG Item by Curricular Area and Academic Year

	98-99			99-00			00-01			01-02			02-03			03-04		
Course/Academic Year	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG
Foundation	4.16	4.04	3.88	3.96	3.93	3.41	4.10	3.96	3.44	4.11	3.94	3.51	3.93	3.93	3.36	4.04	4.04	3.64
Practice Method	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG
IP	3.96	4.21	3.63	3.93	4.15	3.54	3.89	4.08	3.75	4.08	4.25	3.77	4.08	4.08	3.70	4.17	4.17	4.09
CO w/o joint courses	4.80	4.47	4.89	4.52	4.14	4.07	4.70	4.46	3.55	4.53	3.94	3.13	4.49	4.49	3.51	4.53	4.53	3.68
Management w/o joint courses	3.41	3.85	3.14	3.58	3.97	3.36	3.61	4.12	2.74	3.12	3.29	3.03	3.47	3.47	2.95	3.57	3.57	3.04
Joint CO/Management	3.08	2.83	2.33	3.73	3.62	3.51	3.68	3.38	3.11	3.51	3.41	3.30	3.59	3.59	2.96	3.61	3.61	2.92
SP&Eval	3.95	3.87	2.29	3.82	3.75	2.70	3.98	3.98	3.27	4.00	4.11	3.22	4.20	4.20	3.62	3.86	3.86	3.04
Practice Area	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG
Aging	4.47	4.37	4.00	4.36	4.47	4.03	4.27	4.31	4.03	4.25	4.22	3.67	4.48	4.48	4.08	4.36	4.36	4.27
CY&F	3.55	3.73	3.28	4.04	4.10	3.71	4.25	4.22	3.79	4.11	4.16	3.65	4.08	4.08	4.00	4.31	4.31	4.06
C&SS	4.70	4.60	4.94	4.43	4.44	4.19	4.52	4.42	4.12	4.70	4.54	4.31	4.76	4.76	4.60	4.54	4.54	4.37
Health	4.77	4.35	4.13	4.62	4.38	4.20	4.16	3.98	3.37	4.28	4.08	3.35	3.85	3.85	3.65	4.12	4.12	3.34
MH	3.84	3.96	3.10	3.67	3.97	3.47	3.65	3.97	3.30	4.06	4.11	3.45	4.07	4.07	3.60	4.31	4.31	3.95
SW683	3.39	3.28	N/A	3.47	3.68	3.23	3.53	3.46	3.23	3.59	3.50	2.93	4.03	3.91	3.45	3.80	3.62	3.55
Other	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG	Race	Gender	TBLG
Electives	4.21	4.24	4.02	4.32	4.34	3.66	4.15	4.20	3.55	4.33	4.40	3.81	4.23	4.21	3.53	4.50	4.42	4.06
Doctoral	4.56	4.26	N/A	4.46	4.43	3.38	4.49	4.20	3.53	4.24	4.16	3.31	4.10	4.10	2.84	4.29	4.29	3.16
Overall Means	4.11	4.06	3.64	4.12	4.10	3.58	4.11	4.08	3.54	4.07	4.00	3.44	4.01	4.00	3.47	4.14	4.13	3.60

Courses included in curricular areas above:

Foundation: 500,502,515,516,521,522,530,531,540,550,562,570 ;

Practice Methods Courses: IP: 623,624,625,628; CO w/o joint courses: 650,652,654,657,658; SP&Eval: 670,671,673,685; Management w/o joint courses: 661,662,664,665; Joint Management and CO Courses: 651,660,663

Practice Area Concentration Courses: Aging: 616,644,693,694; CY&F: 601,605,633,696, C&SS: 611,620,647,697;Health: 613,634,699,727; Mental Health : 606,612,636,698

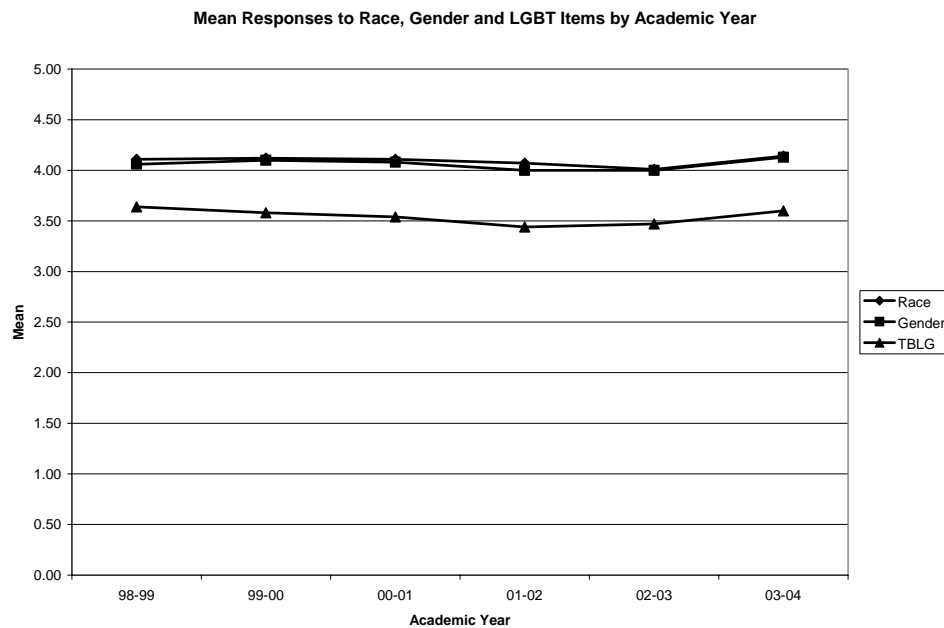
Electives: 608,614,615,617,635,641,642,643,645,646,695,700,701,702,706,707,708,709,720,729,730,734,735,739,743,773,794

Doctoral: 800,806,808,810,811,812,814,815,816,817,818,819,820,821,822,823,824,828,830,831,834,835,836,837,838,839,842,843,844,845,846,848,849,860

SW683-Evaluation course taken by all advanced students

Examination of the means in the Table 1 reveal several notable patterns. The TBLG item is consistently rated less favorably than the item concerning coverage of gender and minority groups, across years and across curricular areas. The mean differences for the TBLG item, compared to the other two items, is generally greater than .5. There does not appear to be any general improvement in the ratings of the TBLG item over the four-year period. The pattern by academic year is more vividly displayed in Chart 1.

Chart 1 Mean Responses to Race, Gender and LGBT Items by Academic Year



Across curricular areas, it appears that there is relative strength in the coverage of TBLG issues in several curricular areas. Using the criteria of a mean rating approaching or above 4 (the “agree” level), and that the differences between the ratings for the TBLG item and the other diversity items are less than .5, the following curricular areas stand out in the coverage of TBLG issues in AY03-04: Interpersonal Practice, and the Aging, Children and Youth, Community and Social Systems, and Mental Health Practice Area Concentrations. It is notable that the practice area concentrations appear to be relatively stronger as these are the areas where intensive focus on PODS is centered. Charts 2, 3 and 4 graphically display the differences among the Practice area concentrations, the Practice Area Methods, and the other curricular entities (i.e. foundation, electives and doctoral classes).

Chart 2. Mean Response to LGBT Item by Practice Area Concentration

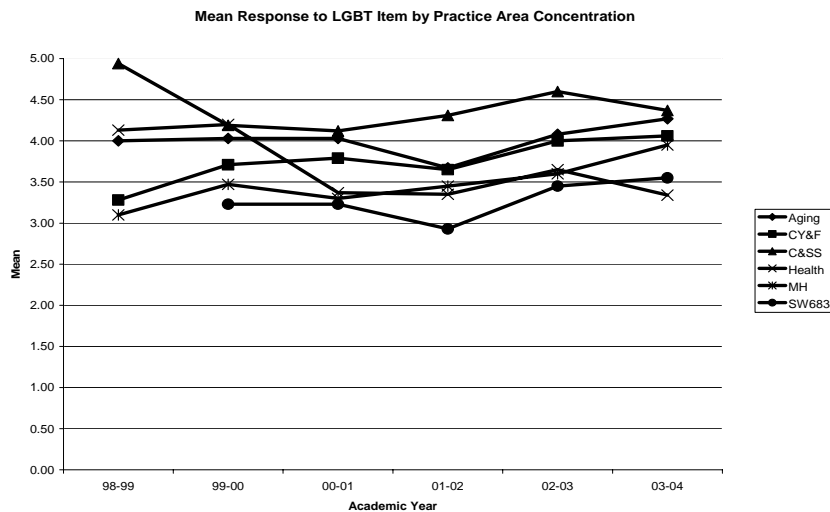


Chart 3 Mean Response to LGBT Item by Practice Method Concentration

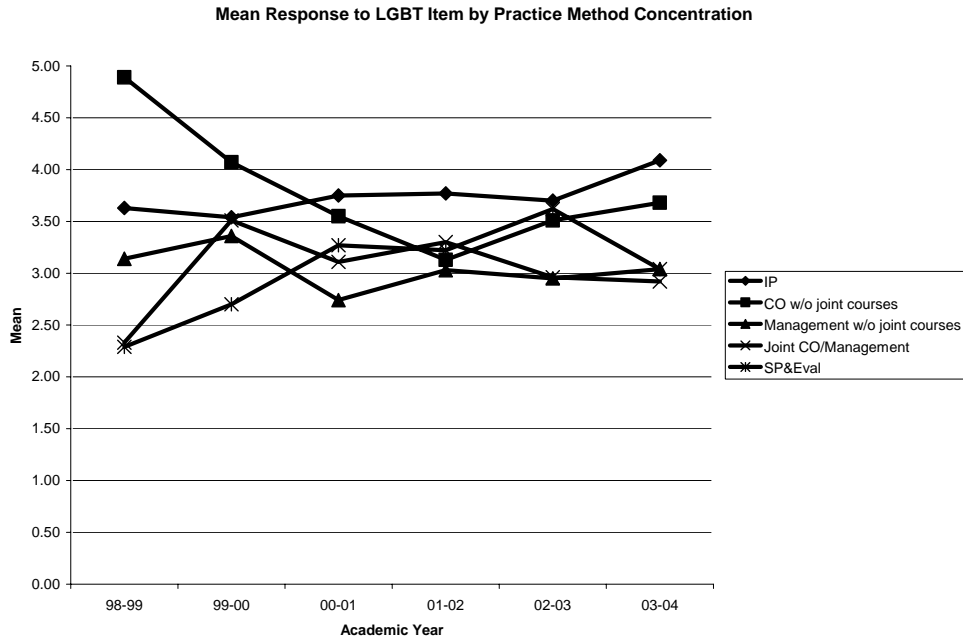
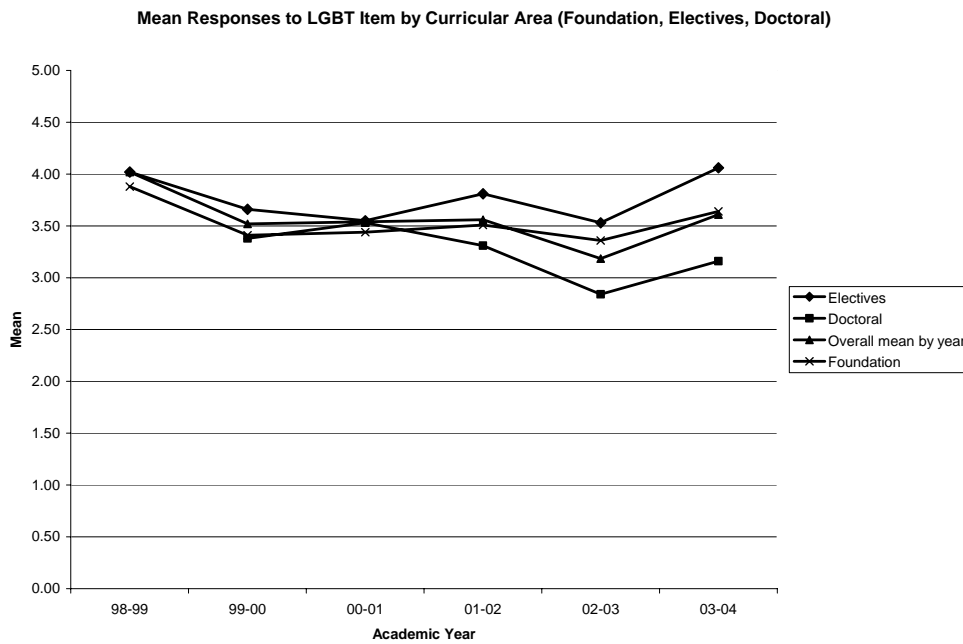


Chart 4 Mean Response to LGBT Item by Curricular Area (Foundation, Elective, Doctoral)



In addition to the student evaluation data, we gain some understanding of the curriculum through the anonymous survey responses gathered by the committee. In the surveys, it was suggested that TBLG students, staff and faculty have felt the impact of the tension which arises around the intersections of multiple identities. These tensions have been noted in the professional literature as well (Cramer, 1997; Oles, Black, & Cramer, 1999). For example, multiple respondents noted particularly tense interactions when students note their reluctance to work with TBLG clients because of religious beliefs. The complexity and difficulty of the interactions increased when students expressing homophobic or heterosexist views were themselves members of oppressed, racial or ethnic groups. The dialogue is also complicated when members of privileged groups, particularly in terms of religion, discuss negative reactions to their anti-TBLG views as oppression. Some noted that professors have allowed discriminatory views to be stated without subsequent comment or examination, further silencing TBLG students and their allies. The need for ways of dealing with these tensions, to promote open classroom environments in which meaningful and substantive discussion can occur around these issues was noted frequently.

Many respondents noted the lack of field opportunities for those interested in working with TBLG populations. While it was recognized that the Field Office works diligently to place some students, we see room for improvement. While some of these results are encouraging, particularly in light of the PODS initiative, more work remains to be done to improve both the content and knowledge contained within the SSW curriculum.

Positive Influences Within the School of Social Work

Too often, when assessing the needs of underserved and oppressed populations, reports focus only on the gaps and areas of improvement. As an advisory body, we thought it was also significant to gather a glimpse of current programs, individuals and services that positively influence the learning experience and livelihood of TBLG students, staff and faculty. Several threads emerged as indicators of a growing foundation of support.

First, many respondents repeatedly pointed to specific individuals who behaved in ways that were bridge and ally building. Current faculty members (Scott Weissman, John Tropman, Penny Tropman, Mike Spencer, Brett Seabury, Sue Ann Savas, Beth Reed, Bill Meezan, Dave Martineau, Edie Lewis, Andy Grogan-Kaylor and Debbie Gioia) were mentioned as examples of those whose teaching was not only knowledgeable but also integrative of TBLG content and issues. Stacy Peterson and Margaret Erickson, from the Office of Field Instruction, were highlighted for their efforts to secure placements for students who wish to work with the TBLG community. While respondents noted these representations and abilities to integrate content into the curriculum, the Task Group also recognizes that other instructors and staff who were not named also provide some of these same things.

Second, visibility of personnel and symbols was seen as encouraging factors. For example, the attendance of Dean Allen-Meares, Associate Dean Rich Tolman, and other faculty at various events, such as Rainbow Network potlucks, was noted as a sign of support to the TBLG communities. Symbols, such as rainbow flags and other TBLG symbols, were also highlighted as conspicuous signs of support and safe places. One respondent reported seeing a sticker on Terri Torkko's door, which indicated to the respondent that there were indeed a few people at the SSW who were a part of the TBLG or ally communities. These symbols, while small in stature, provide tangible reminders not only of a TBLG presence, but also that people are not alone.

Third, respondents signified that the presence of the Rainbow Network was a positive step. Dr. Burton's leadership in the Rainbow Network and enthusiasm to offer the SW707 course, Interpersonal Practice with LGBT Clients were frequently mentioned as positive factors. Laura Sanders was often listed as an affirmative influence on the SSW, in part because she was willing to teach the SW707 class upon Dr. Burton's departure, and also included TBLG issues in other classes she has taught. Finally, people also remarked frequently on the existence of an accessible, family-friendly and gender inclusive restroom. While some respondents raised the need for additional restrooms similar to this one, it was often noted that the time and resources to complete such a task was commendable and appreciated. Other activities people reported as positive and/or steps in the right direction included consciousness-raising events, upcoming lectures and scholarships offered by the Rainbow Network for those who make significant contributions to the TBLG communities.

The Privilege, Oppression, Diversity and Social Justice (PODS) curriculum efforts emerged as an important thread/theme in survey responses. The PODS curriculum promotes the teaching of skills in socially just practices, in recognizing and minimizing privilege and oppression, and in recognizing and working with the intersections of multiple identities. This effort, some respondents noted, has led to greater attention and sensitivity to TBLG issues in the classroom. It should be noted however, that while some respondents acknowledged the positive intent of the PODS, curriculum problems in the implementation of PODS limited its success. Some of the problems noted included: an overt disregard, on the part of some faculty and some students, for the PODS elements of our curriculum; a lack of knowledge, skills or training on multiple and intersecting identities on the part of faculty members and some students; and the inconsistent implementation of the PODS elements into all aspects of the curriculum of the school.

RECOMMENDATIONS

Environmental Visibility

One of the ways in which individuals from targeted groups assess inclusion is the presence of visible artifacts, such as pictures and stickers. The information gathered for this report reflected this, as well. For example, one respondent wrote, “The art all seems very down and out—we could stand to see more positive stuff, particularly a broader representation of ‘family.’ We could see what we have to celebrate...” The only piece of artwork with an overt TBLG representation in the school is a Keith Haring print (*Silence=Death*), which includes a prominent pink triangle. The pink triangle originated in the Nazi concentration camps as a badge that gay men were forced to wear. The pink triangle has become a symbol that the TBLG communities have reclaimed. Inclusion of TBLG individuals and communities can also be reflected in written and other materials:

- Review all materials from and representing the SSW, including written and electronic forms, to assess the specific inclusivity in images, language and other means of the diversity represented within the SSW, including but not limited to TBLG communities and individuals.
- Add additional artwork, depicting various types of families and people. For example, portraits of *Love Makes a Family* include families in configurations other than those reflecting a heteronormative society.
- Increase accessibility and signage to the family-friendly and gender-inclusive restroom. We applaud the creation of the family-friendly and gender-inclusive restroom. We also recommend that additional restrooms, on the upper floors of the building, be considered in the future should resources be available.

Community and Coalition Building Across the University of Michigan

Many respondents expressed feeling disconnected from the larger university TBLG communities, as well as from the local and regional TBLG communities. In light of these concerns, we recommend the following:

- Co-host a joint lunch with the Office of LGBT Affairs during a high-traffic time, such as Welcome Week, National Coming Out Week or Queer Visibility Week, to which the President, Dean, and Associate Deans should be invited and will hopefully attend.
- Include information regarding campus-wide TBLG groups in new student Orientation materials.

- *Display Pride Source* and *Between the Lines* on the information table in the Commons.
- Add online resources about TBLG communities to the website, as well as links to sites pertaining to identities including ability, age, ethnicity, gender, race, religion and spirituality.
- Institutionalize a mentoring program that provides mentors to all who desire to be involved, including those students seeking a TBLG mentor through a collaborative effort between The Office of Student Services and TBLG students, staff and faculty.

Curricula Issues

As discussed above, a number of problems related to the curriculum emerged from the committees data gathering. Among the most important issues surfacing were lack of TBLG coverage in syllabi and classroom discussions, sometimes hostile interactions around TBLG issues, and the lack of faculty leadership and competence in addressing TBLG material. The committee examined potential methods for addressing these issues.

Dialogue groups were mentioned as one method for improvement of students' and faculty members' abilities to deal with complex and difficult dialogues around intersecting identities. Dialogue as a tool for educational and social change, used in a limited manner within the school, can provide students, staff and faculty an opportunity to explore personal identities in the contexts of systemic oppression and privilege. Expanding dialogue group opportunities in the school may provide a means for promoting community building and awareness around TBLG issues. In general, dialogue groups are designed to offer a safe place where students from different groups can foster deeper understanding of diversity and justice issues and emphasize open communication under the direction of trained facilitators. Dialogues provide a forum for faculty, staff and students from different cultural identities to discuss commonalities, learn about differences, challenge stereotypes, and address issues of intergroup conflict (Nadga et al., 1999; Zuniga, Nadga, & Sevig, 2002). Important goals of dialogues are to identify individual and collective actions for interrupting injustices and building alliances to promote greater social justice.

Dialogue groups may foster communication and reflection among members of the TBLG community and heterosexual community, as well as within the TBLG community, such as between lesbian and gay individuals or between bisexual and heterosexual individuals. Alliances and social change efforts that may arise from these ongoing dialogue groups may also result in positive climate change.

- We recommend an ongoing commitment to promoting dialogue groups within the school, which coincide with the value of lifelong self-reflection. The use of

dialogue groups could be supported in classroom learning, as well as in extra-curricular activities.

In addition we recommend the following to address curricular coverage of TBLG issues:

- Review current classroom evaluations in order to deconflate gender identity and sexual orientation.
- Review course textbooks and syllabi for inclusive, positive and accurate information regarding TBLG communities.
- Create a faculty survey to assess faculty comfort, knowledge, needs and best practices , in conjunction and collaboration with those implementing the PODS initiative, regarding privilege, oppression, intersectionalities of identities and TBLG communities. Also, we suggest, that the PODS committee (which is developing a rubric to assess student knowledge and integration of content) seek collaboration to ensure that TBLG issues receive proper focus in this endeavor.
- Create an ongoing dialogue which not only addresses the TBLG communities, but also addresses the intersections of identity, particularly ethnicity, gender, race, religion, sexual orientation and spirituality.
- Integrate TBLG issues into the texts, class examples, and scenarios utilized for class projects and discussions of existing classes. We recommend that existing classes work to integrate TBLG issues into the texts used, but also into the examples and scenarios utilized for class discussion and projects. The integration of TBLG issues requires that content is not only meaningful, but ongoing. Seamless content integration reflects the of TBLG individuals and communities, but also the normalization of sexual and gender minorities.
- Create and offer additional classes, and at the very least, offer a Community Organizing class around TBLG issues and organizing. Not only is there a need to integrate TBLG content in foundation courses more effectively, but many students who take SW 707 are not focused on interpersonal practice. Rather, they take the course to a) inform themselves in a general way regarding TBLG communities or b) because few alternatives exist within the macro curriculum that address TBLG communities.
- Seek out and secure field placements for those wishing to work with TBLG communities. Make a list available to the SSW community and prospective students. For example, collaboration with national and international TBLG-affiliated organizations could not only place students, but extend the collaborative network of social work The Office of Field Instruction would be responsible for securing these placements and publicizing these placements for prospective students.

The committee notes that there is a strong synergy between research and scholarship and excellence in the classroom. Therefore, to promote both curricular progress on TBLG issues as well as improve teaching and learning, we recommend the following:

- Encourage, academically support and financially support scholarship around TBLG issues and communities at all levels.
- The Faculty Search Committees and the Student Services Committee should create a recruitment and retention plan to attract and keep TBLG students, staff and faculty to the University of Michigan SSW.
- Review committee processes, e.g., Search committees, identify ways to identify those who are interested in TBLG research and/or micro/macro practice, as well as those who identify TBLG and ally individuals—beginning with vacant positions and including the interview process, letters of intent, and interviews themselves. (For examples of how this might be done, please refer to *Confronting Prejudice: Lesbian and Gay Issues in Social Work Education*.)

Professional Development and Training

The need and desire for professional development and training regarding TBLG issues and populations was woven throughout the tapestry of information shared with this Task Group. In fact, one respondent from the web survey noted that the need for training was quite significant for staff members. The respondent wrote, “Staff are the public face of the School to many constituents, and, as a group, do not get it. At all. Specifically, the HR department doesn’t seem to understand that the climate for LGBT folks should be an issue.” Moreover, another respondent wrote that “while many professors clearly are interested in creating classrooms and curricula that are inclusive of LGBT issues, it also seems very clear that most (if not all) professors do not have tools to critically challenge heterosexism as well as challenge students to delve into understanding their own values and beliefs surrounding LGBT and all sexuality issues.” Both of these illustrate not only the conviction and desire for additional training, but that the need for such training is high.

The latter respondent addressed the willingness of professors to create curricula that are inclusive, but expressed that some professors do not have the tools to challenge covert heterosexism nor to engage students in critical analysis of their values regarding TBLG and sexuality issues. Researchers such as Mackelprang, Ray, and Hernandez-Peck (1996) suggest that this occurs because the emphasis TBLG content is placed lower institutionally than other populations. They further suggest this is one way heterosexism permeates institutions and the social work profession. Moreover, as other researchers have pointed out, the comfort of professors in discussing these topics (Garcia & Van Soest, 1999) is essential for students to critically assess

classroom events and integrate the content of curricula as well as transfer it to the real world.

Lastly, while professors may desire to integrate and normalize issues of sexual orientation and gender identity, the lack of professional resources and the vagueness of CSWE standards impede the self-education of educators. Given the paucity of literature regarding TBLG issues and communities, it is difficult, as several researchers have suggested, for educators to turn to professional and national social work journals if they desire to learn more (Van Voorhis & Wagner, 2001, 2002). The invisibility within professional literature mirrors the invisibility and glossing over of real communities in regards to sexual and gender minorities.

In light of the challenges and need for additional training, we recommend the following:

- Ongoing training for faculty and staff should focus on three areas: general information about TBLG communities, which would promote awareness and increase knowledge; concrete information regarding TBLG issues; and educational approaches to integrate TBLG content into current classes. For this to be most effective, we recommend that staff and faculty members be granted release time to attend events and training, and that training be offered at convenient times. As noted above, use of dialogue groups may be one helpful tool in training
- Provide faculty and staff support in furthering their learning and skills, we recommend that participation in these trainings be incorporated into annual reviews once trainings are implemented on a regular basis.
- Provide training for Field Advisors, Supervisors and Liaisons regarding social justice and diversity, inclusive of TBLG issues and communities.
- Offer formal and informal presentations and educational opportunities regarding TBLG issues and concerns for the SW community, including but not limited to lectures, brown bags, films and other speaking engagements.

Resource Accessibility

While the SSW library possesses various resources regarding TBLG issues and populations and is constrained by University library processes, we recommend expanding the depth and breadth of resources offered.

- Highlight SSW library holdings regarding TBLG issues and populations during new student library orientations.
- Provide greater online visibility to SSW library holdings regarding TBLG issues and populations.

Ally Visibility and Administrative Leadership

Institutional support connotes administrative leadership and ally visibility. When change occurs only because members of affected communities raise their voices in protest or when the climate remains the same because voices are continuously silenced and made invisible, two things happen. First, sustainability of addressing social justice in the context of TBLG communities has little hope of success. Without the mechanisms to institutionalize support, visibility and accountability, sustainability cannot occur. As Logan et al. (1996) suggest, to create an atmosphere of progressive, sustained change, it is up to the leadership to take an active role. This prevents change from being dependent on the presence of TBLG community members and it transmits a message that the SSW will be an inclusive, affirming institution in the absence of affected communities because it is the socially just thing to do. It is essential that members of the TBLG communities, as well as ally communities, see actions being performed by those who are not TBLG. In this way, advocacy becomes a substantial tool for change. Allies often have the ears of other members from privileged groups in a way that members of target groups cannot. Moreover, strategies of accountability must accompany the visibility of allies and administrative leadership. Therefore, we recommend the following:

- Increase attendance by members of the social work community, particularly administrative and educational personnel, at National Coming Out Week Events. Further, we recommend that those who identify as allies to the TBLG communities, particularly administrative and educational personnel, come out as allies annually at the National Coming Out Day Rally.
- Create and write a letter stating SSW support for and welcome to all new community members, specifically highlighting members from targeted communities.
- Create and implement a school-wide climate assessment, similar to Rankin's climate tools to provide a deeper understanding of the climate for TBLG students, staff, faculty and alumni and to make further institutional and curricular changes to the SSW in its efforts to become welcoming, affirming, inclusive and practitioners of anti-oppressive practice.
- Advocate for the University to adopt a non-discrimination policy that includes "gender identity and expression."
- Create a Values Statement, which clearly affirms and promotes understanding of all the identities represented within the SSW, including TBLG members.
- Increase a critical mass of out students, staff and faculty by charging appropriate committees with creating and implementing recruitment and retention plans which specifically include TBLG students, staff, faculty and allies.

- Revise the charge of the Multicultural and Gender Affairs to encompass the range of identities included in our pursuit of social and economic justice. We suggest that the newly reconfigured CSWE Commission on Social and Economic Justice provides one example of a viable model. This model consists of sub-committees, which focus on identity-specific issues and concerns. We also recommend that this committee create and implement a school-wide climate assessment for TBLG students, staff and faculty and examine the existence of parallel oppressions, such as classism and racism.
- Convene an ad hoc committee with as many original members of this Task Group as possible to assess progress. Further, we suggest the addition of Bill Meezan and Laura Sanders to the ad hoc committee, particularly in light of their expressed interest of involvement, their professional expertise and experiences. This committee would be in place to assess the progress made on these recommendations, and to provide support and consultation to the SSW community as we continue in addressing the needs of TBLG communities. We suggest also that these assessments be made in a specific time frame, and that the first audit begin one year from now, and every other year after that.

CONCLUSION

As a community and as an institution, we have a long way to go before the climate at the SSW becomes welcoming and affirming. Ultimately, social work is not only about serving as a guide for people and communities, it is about assessing ourselves and society in a way that allows us to make mistakes and then to do better. Our memory and experiences of our history leads us to the school of tomorrow, a school that confronts its own biases and prejudices, as well as the systemic mechanisms of privilege and oppression. Freire asserted that social workers are truly political, that it is in the nature of our profession. We are called to be progressive by the very embrace of social justice and inclusion.

Moreover, as Hollibaugh, a long-time queer and multi-issue organizer writes

...only if we know and use history as a living thing, history which is deeply personal but which also dares to search beyond the individual lives each of us has led, to create and invigorate a passionate, uncompromised, radical, unafraid-to-ask—and unafraid-to-tell—kind of history. A history which makes it possible for each of us to tell the truth and then to claim or to change the real lives we have led while moving forward the profound hopes each of us carries for a generous and transformed world. (p. 11)

Our history is rich and full, complete with some of our members' stories of alienation, invisibility, community, support and disillusionment. As we build upon these legacies, we must remember that as we stretch and grow, so, too will we experience the pains of an institution struggling against the status quo and moving forward not only our hopes, but those of prospective students, staff, and faculty. The diversity of the SSW and the TBLG

communities is one of our strengths. In it, we possess the ability to transform our world and live social change.

References

- Blumenfeld, W.J. (2000). *How homophobia hurts everyone*. In M. Adams, W.J. Blumenfeld, R. Castaneda, H. W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism and classism* (pp. 267-275). New York: Routledge.
- Cramer, E.P. (1997). Effects of an educational unit about lesbian identity development and disclosure in a social work methods course. *Journal of Social Work Education*, 33(3), 461 – 472.
- Feinberg, L. (1996). *Transgender warriors: Making history from Joan of Arc to Rupaul*. Boston: Beacon Press.
- Freire, P., & Moch, M. (translator) (1990). A critical understanding of social work. *Journal of Progressive Human Services*, 1(1), 3 – 9.
- Frier, B., Anderson, D., Conway, B., Conway, L., Haskell, G., Levy, B., Lyle, J., Rassi, S., Two Ravens, P.J., Vicinus, M., & Willis, E. (2004). From inclusion to acceptance: Report of the task force on the campus climate for transgender, bisexual, lesbian, and gay (TBLG) faculty, staff, and students. University of Michigan – Ann Arbor, electronic report. <http://www.provost.umich.edu/reports/tblg/index.html>.
- Garcia, B. & Van Soest, D. (1999). Teaching about diversity and oppression: Learning from analysis of critical classroom events. *Journal of Teaching in Social Work*, 18(2), 149 – 167.
- Hollibaugh, A. (2000). Introduction. In M.A. Barale, J. Goldberg, M., Moon, & E.K. Sedgwick (Eds.), *My dangerous desires: A queer girl dreaming her way home*. Durham: Duke University Press.
- Kimmel, M.S. (2000). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In M. Adams, W.J. Blumenfeld, R. Castaneda, H. W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism and classism* (pp. 213-219). New York: Routledge.
- Logan, J., Kershaw, S., Karban, K., Mills, S., Trotter, J., & Sinclair, M. (1996). *Confronting prejudice: Lesbian and gay issues in social work education*. Brookfield, VT: Ashgate Publishing Company.
- Mackelprang, R.W., Ray, J., & Hernandez-Peck, M. (1996). Social work education and sexual orientation: Faculty, student, and curriculum issues. *Journal of Gay & Lesbian Social Services*, 5(4), 17 – 31.
- Morrow, D.F. (1996). Heterosexism: Hidden discrimination in social work education. *Journal of Gay & Lesbian Services*, 5(4), 1 – 16.

- Nagda, B. A., Spearmon, M., Holley, L. C., Harding, S., Balassone, M. L., Moise-Swanson, D., de Mello, S. (1999). Intergroup dialogues: An innovative approach to teaching about diversity and justice in social work programs. *Journal of Social Work Education, 35*(3), 433-449.
- National Association of Social Workers. Lesbian, gay, and bisexual issues. In *Social work speaks: 6th edition National Association of Social Workers Policy Statements 2003 – 2006*. pp. 224 – 235. Washington, DC: NASW Press.
- National Association of Social Workers. Transgender and gender identity issues. In *Social work speaks: 6th edition National Association of Social Workers Policy Statements 2003 – 2006*. pp. 345 – 349. Washington, D.C.: NASW Press.
- Oles, T.P., Black, B.M., & Cramer, E.P. (1999). From attitude change to effective practice: Exploring the relationship. *Journal of Social Work Education, 35*(1), 87 – 100.
- Pharr, S. (1993). Homophobia: A weapon of sexism. In A.M. Jaggar, & P.S. Rothenberg (Eds.), *Feminist frameworks: Alternative theoretical accounts of the relations between women and men (3rd ed.)* (pp. 308 – 315). New York: McGraw-Hill.
- Rankin, S. (2004). UICU Campus Climate Assessment Tool. Unpublished manuscript.
- Simoni, J.M. (2000). Confronting heterosexism in the teaching of psychology. In B. Green, & G.L. Croom (Eds.), *Education, research, and practice in lesbian, gay, bisexual, and transgendered psychology*. (pp. 74 – 90). Thousand Oaks, CA: Sage.
- Van Soest, D., & Garcia, B. (2004). *Diversity education for social justice: Mastering teaching skills*. Alexandria, VA: Council on Social Work Education.
- Van Voorhis, R. & Wagner, M. (2002). Among the missing: Content on lesbian and gay people in social work journals. *Social Work, 47*(4), 345 – 354.
- Van Voorhis, R. & Wagner, M. (2001). Coverage of gay and lesbian subject matter in social work journals. *Journal of Social Work Education, 37*(1), 147 – 159.
- Zúñiga, X., Nagda, B. A., & Sevig, T. D. (2002). Intergroup dialogues: An educational model for cultivating student engagement across differences. *Journal of Equity and Excellence, 35*(1), 7-17..