

VISIBILITY MATTERS

Higher Education and Teacher Preparation in Illinois: A Web-based Assessment of LGBTQ Presence

Abstract

How visible are LGBTQ issues in programs that prepare educators to work in schools across Illinois? Which institutions include sexual orientation and gender identity in their policies? Are sexual orientation and gender identity identified in teacher education programs' conceptual frameworks? The Pre-Professional Preparation Project (P-Project) seeks to answer these questions and to report the results via the Visibility Matters report cards. Using only data available from university and college websites, the Visibility Matters report cards evaluate the public face of pre-professional programs across Illinois. This paper describes the project's rationale and goals, history, current status, and potential future directions.

Context for the P-Project

Today, many lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) K-12 students face harassment in Illinois schools. Bullying based on sexual orientation (a person's emotional, romantic, and sexual attraction) and gender identity (a person's sense of being male and/or female, feminine and/or masculine) is a serious problem for all Illinois students. Queer-bashing and gender-baiting language is common for both LGBTQ students and those who are perceived as gay or lesbian.

Indeed, 74% of Illinois students report hearing homophobic names like "faggot" or "dyke" from their school peers, and 83% say they hear homophobic phrases such as "You're so gay," and "That's so gay" (GLSEN, 2006). Arguably worse is teachers' infrequent intervention when youth use these terms. Forty-eight percent of Illinois students report that teachers or other adult staff rarely interrupt homophobic language (GLSEN, 2006). As a result, schools are scary, even lethal places for LGBTQ students. Queer youth suffer academically, emotionally, and often physically. They are three times more likely than their non-gay peers to miss school because they feel unsafe, they are four times more likely to be in a physical fight that requires medical attention, and they are three times more likely to attempt suicide (CYRBS, 2003).

Fortunately, educating teachers on issues related to sexual orientation and gender identity is the single most effective strategy for creating a safer school climate (Szalacha, 2003). Improving the climate for LGBTQ teachers, staff, youth and families requires not only working in K-12 schools to educate families and staff, but also educating current and future educators while they are in post-secondary institutions. In this sociopolitical context, the P-Project was born.

History of the Pre-Professional Project

In 2006, a group of faculty from Chicago-area universities gathered together under the leadership of the Illinois Safe Schools Alliance, then named the Coalition for Education on Sexual Orientation.¹ From our varied work on LGBTQ issues in schools, we recognized the importance of working in pre-professional teacher education programs to educate in-service and pre-service teachers about LGBTQ issues.

The P-Project began with a statewide voluntary survey of faculty who teach in pre-professional programs. We developed a survey that asked faculty to provide information regarding the courses in which LGBTQ issues are integrated (and what parts of LGBTQ are included); the curricular resources used; faculty confidence levels to address LGBTQ issues; faculty awareness of the relevance of LGBTQ issues to particular sub-fields within education; faculty self-assessment of competencies around LGBTQ knowledge bases; and perceptions of “climate” or colleague and institutional support to include LGBTQ issues. We pilot tested the survey with faculty from three different teacher preparation programs and revised the survey based on the feedback we received (see appendix A for the survey).

To disseminate the survey statewide, we sent a letter and packet of materials (letters of support from deans of two colleges of education; information and statistics regarding LGBT youth and schools in Illinois; and background information on the Coalition [now the Illinois Safe Schools Alliance] to all deans, department chairs or program directors of the colleges and universities that prepare teachers throughout the state of Illinois. In the letter, we discussed the importance of the project and requested that the deans, directors, or chairs ask their faculty to participate in the anonymous, on-line survey. The link to the survey was provided in the letter. Additionally, we used a snowball sampling technique to distribute the survey directly to faculty at various institutions. Utilizing email, we sent a letter to all of our various contacts within colleges of education or teacher education programs asking them to participate in the survey and also asking them to pass the information about the survey onto their colleagues.

The findings of this survey were telling. While the survey sample was comprised primarily of faculty who were supportive of LGBTQ issues and invested in working with educators to ensure that LGBTQ youth and communities are included, these faculty acknowledged that they lacked adequate knowledge about resources to use in their classes. The majority of respondents also did not know how to talk to colleagues about LGBTQ issues (despite identifying their climate and context as supportive of LGBTQ issues) and felt they were only weakly able to prepare pre-service and in-service educators surrounding LGBTQ issues. Findings clearly indicated that participating faculty possessed limited resources linked to lesbian and gay issues, and relatively no resources or competencies surrounding trans, non-gender conforming, and queer or questioning issues.

Building on the findings of this study, our committee elected to “audit” Illinois teacher education programs in 2007. We sought to assess what policies were in place at institutions and specifically in colleges and departments of education that either include LGBTQ issues or “protect” queer individuals. In short, we wanted to investigate how visible “LGBTQ” was within any program or department. From this work, the Visibility Matters project emerged.²

¹ This group included Stacey Horn, Therese Quinn, Erica Meiners, Joy Whitman, Gretchen Kenagy, Shannon Sullivan, David Schaafsma, Paula Ressler, Kathleen Sheridan, Ellen Crowe and Mark Melton.

² In 2007, the P-Project grew to include Pamela Konkol, Kathleen McInerney, Connie North, and Isabel Nunez.

Visibility Matters Methods

To evaluate the public face of the 57 pre-professional teacher education programs in Illinois, we decided to examine their websites. Although website data do not show the day-to-day activities of college campuses, they are frequently the information that is most readily available to prospective students, particularly queer students who may be reluctant to talk about LGBTQ issues with college counselors or university officials. In short, online searches offer students an anonymous way to assess whether or not a campus is a comfortable place for queer and questioning young people; has an established “out” queer community; and prepares future teachers to approach queer students and families in their classrooms and curricula.

Members of the P-Project evaluated the websites of Illinois teacher education programs for a year (from January 2007 to January 2008). Our analyses included macro-level indicators such as university-wide non-discrimination policies and LGBTQ centers, offices, or student organizations, as well as education-specific indicators such as sexual orientation and gender identity being included in the conceptual framework or dispositions documents from the teacher preparation program or in course content. In March 2008, schools and programs were revisited and “graded” according to the following rubric. Importantly, during the summer of 2008, a fact checker revisited the teacher education websites to verify our point allocation and correct any errors.

Grading Rubric

Below, SO indicates sexual orientation and GI, gender identity.

University Policies (10 points)

Points are allocated if these terms are included in any non-discrimination, anti-harassment, and/or affirmative action university-wide policies.

- Ⓐ 5 points for SO
- Ⓐ 5 points for GI

Student Rights and Responsibilities (20 points)

Points are allocated if these terms are included in university-wide documents that pertain to student rights and codes of conduct.

- Ⓐ 10 points for SO
- Ⓐ 10 points for GI

College of Education (40 points)

Points are allocated if these terms are included in the conceptual framework or dispositions documents in the institutions’ teacher preparation programs and/or departments.

- Ⓐ 20 points for SO
- Ⓐ 20 points for GI



Campus Life (30 points)

Points are allocated if the institution has a diversity or multicultural office that specifically addresses LGBTQ issues and/or if an LGBTQ student club exists.

- Ⓜ LGBTQ Office: 15 points
- Ⓜ Student Club: 15 points

Extra Credit (10 points)

Points are allocated if the institution mentions LGBTQ and/or gender identity issues in any teacher education curricular material found online or if the website features a notable, recent university-wide “special event” includes LGBTQ issues.

Anti-LGBTQ (-25 points)

Points are deducted if the institution has lifestyle statements, covenants, or mission documents that actively discriminate, dehumanize and/or marginalize LGBTQ individuals and communities.

Initial Visibility Matters Findings

When examining the report cards, the most conspicuous finding is the overwhelming number of failing grades. Seventy-two percent of the programs evaluated (41 out of the 57) received a grade of F – or a failing grade. Six programs received a D, eight a C, one a B, and one, University of Illinois at Chicago, an A. Although a few of the failing institutions (n = 4) received no points at all, the majority of the institutions received some points because LGBTQ content and protections were visible in their institutions.

However, only a handful of institutions include gender identity in their anti-discrimination and student code of conduct statements. Additionally, only twenty institutions have an office that focuses on, or explicitly includes, LGBTQ concerns. In teacher education programs and departments, twenty include sexual orientation, and only one includes gender identity in its conceptual framework or disposition statements. As this report focuses on (and weights accordingly) these statements in teacher education programs, the absence of these terms specifically impacts programs’ grades.

Of note is that public institutions fared slightly better than private institutions. The majority of C and D grades went to public universities. Eastern Illinois University, Western Illinois University, Southern Illinois Carbondale and Edwardsville, Illinois State University, and the University of Illinois at Chicago, Springfield and Urbana all received grades above F.

We recognize that our methodology is limited, and visibility cannot be gauged solely through materials available online. However, the web is an important source of information for students, and, as an entry point for campus information, it is an appropriate place to begin. Contact us for updates on your institution’s report card (info@illinoissafeschools.org).

Recommendations, Conclusions, and Future Directions

We recognize that teacher education programs across Illinois have a range of resources, and are of varying size and scope. Yet resources and size are not barriers to including sexual orientation and gender identity in policies and public statements regarding diversity. Our findings indicate that all Illinois teacher education programs and the campuses of which they are a part can significantly improve their public attention to LGBTQ issues.

Some recommendations:

Campus Wide

- ④ Work to ensure that campus-wide policies (e.g., non-discrimination, harassment) are inclusive of sexual orientation and gender identity
- ④ Conduct safe-zone trainings for departments and other units across campus to educate people on sexual orientation and gender identity and campus climate issues affecting LGBTQ people/communities
- ④ Encourage administrators to include sexual orientation and gender identity in definitions of diversity
- ④ Conduct a campus climate survey that assesses the campus climate for LGBTQ persons
- ④ Establish an LGBTQ resource center or student group on campus

Education Program Specific

- ④ Make visible the practices you are already engaging in that prepare educators to be knowledgeable about and advocates for LGBTQ youth and their families
- ④ Ensure that sexual orientation and gender identity are included in all definitions of diversity
- ④ Infuse sexual orientation and gender identity topics into multicultural education and diversity courses, child and adolescent development courses, as well as content area specific courses (such as English and History methods courses)
- ④ Ensure that the program's conceptual framework and dispositions statements include sexual orientation and gender identity
- ④ Utilize statements from national organizations (e.g., NCTE, AERA) to advocate for the inclusion of LGBTQ topics into the teacher preparation curriculum
- ④ Find allies within the university, as well as the community, to help you advocate for changes within your teacher preparation program (e.g., students, families, and teachers from local schools; local and state LGBTQ organizations; local and state human rights organizations; teachers unions)

Join the Pre-Professional Preparation Project!

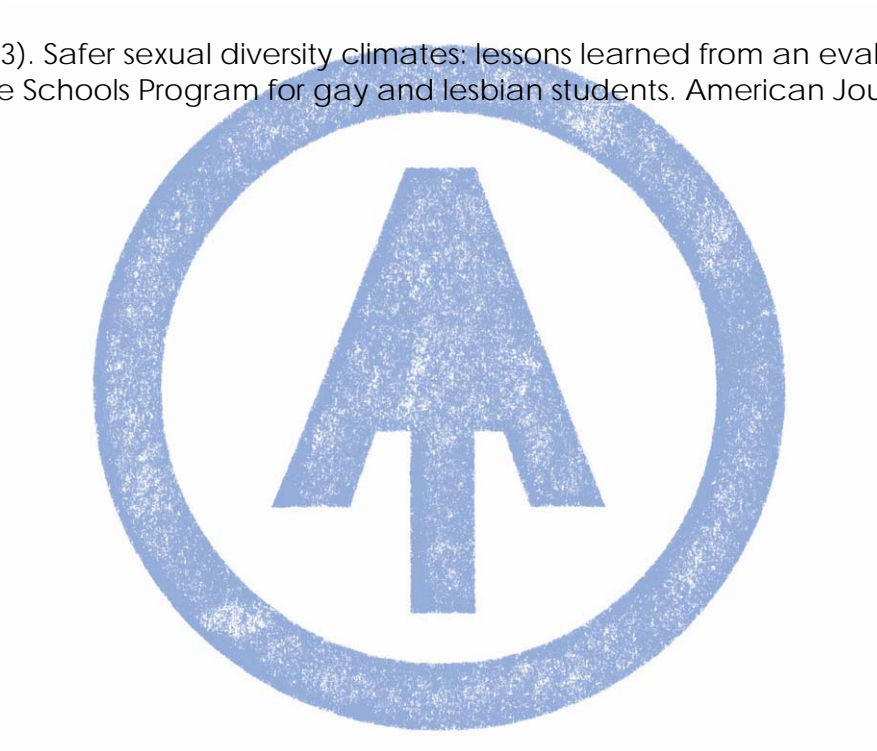
We also welcome feedback. If, in our searching, we were not able to find sexual orientation or gender identity in a teacher education conceptual framework or missed this inclusion in an institution's policies and practices, please send us the URL. We will then recalculate the institution's grade.

References

Chicago Public Schools Youth Risk Behavior Survey. (2003). Retrieved from http://www.illinoissafeschools.org/page_attachments/0000/0007/2003_CYRBS.pdf

Gay, Lesbian, Straight, Education Network. (2006). From Teasing to Torment: A Report on School Climate in Illinois. New York: GLSEN.

Szalacha, L. A. (2003). Safer sexual diversity climates: lessons learned from an evaluation of Massachusetts' Safe Schools Program for gay and lesbian students. *American Journal of Education* 110(1): 58-88.



Appendix A: Survey

Pre-service Teacher Educator Survey Status of GLBTQ issues in Illinois' Teacher Education Programs

Name: _____

College/University: _____

Address: _____

Phone: _____

Fax: _____

Email: _____

Best way to reach me: _____

Position: _____

Courses taught: _____

1. Sexual orientation is included in my teacher/counselor education program's definition of diversity. **(Yes or No)**
2. Gender identity/expression is included in my teacher/counselor education program's definition of diversity. **(Yes or No)**
3. I include sexual orientation topics in one or more of my courses. **(Yes or No)**
 - Ⓐ 3.a. If "yes", please list the sexual orientation topics you include in your courses:
 - Ⓐ 3.b. If "yes", please check the best description of the content you cover:
 - I include statistics on negative/adverse learning outcomes for LGB (lesbian, gay, bisexual) youth
 - I include statistics on negative/adverse social outcomes for LGB (lesbian, gay, bisexual) youth
 - I include statistics on negative/adverse emotional outcomes for LGB (lesbian, gay, bisexual) youth
 - I include statistics as well as homophobia/heterosexism
 - I include information on LGB people/communities in literature as a part of my curriculum
 - I include information on LGB people/communities in history as a part of my curriculum
 - I include information on LGB people/communities re: present-day accomplishments as a part of my curriculum
 - I include information on homophobia/heterosexism as part of a larger dialogue on power
 - I include information on homophobia/heterosexism as part of a larger dialogue on privilege

- I include information on homophobia/heterosexism as part of a larger dialogue on oppression
- Other: _____

Ⓐ 3.c. Please describe any other LGB topics you cover:

4. I include gender identity/expression topics (e.g., transgender identities) in one or more of my courses. **(Yes or No)**

Ⓐ 4.a. If "yes", please briefly describe the content that you cover:

Ⓐ 4.b. If "yes", please check the best description of the content you cover:

- I include statistics on negative/adverse learning outcomes transgender/gender non-conforming youth
- I include statistics on negative/adverse social outcomes transgender/gender non-conforming youth
- I include statistics on negative/adverse emotional outcomes transgender/gender non-conforming youth
- I include statistics on transphobia
- I include information on transgender people/communities in literature as a part of my curriculum
- I include information on transgender people/communities in history as a part of my curriculum
- I include information on transgender people/communities re: present-day accomplishments as a part of my curriculum
- I include information on homophobia/heterosexism and transphobia as part of a larger dialogue on power
- I include information on homophobia/heterosexism and transphobia as part of a larger dialogue on privilege
- I include information on homophobia/heterosexism and transphobia as part of a larger dialogue on oppression
- Other: _____

Ⓐ 4.c. Please describe any other gender identity topics you cover.

5. If you don't cover sexual orientation and gender identity topics in your courses please check all the descriptions below that apply to why:

- I do not have expertise
- I do not have resources
- GLBTQ (gay, lesbian, bisexual, transgender, and questioning) issues are not relevant to what I teach

- I do not feel support in addressing GLBTQ issues from colleagues
- I do not feel support in addressing GLBTQ issues from administration
- I do not feel support in including GLBTQ issues from students
- GLBTQ topics are not appropriate to discuss in my courses or in professional preparation
- Other: _____

6. I know of other professors in my department/college/school who cover sexual orientation/gender identity topics in one or more of their courses. **(Yes or No)**

Ⓜ a. If "yes", please briefly describe the content that your colleagues cover (to the best of your ability) and the title of the course:

7. I perceive administrative support (dean, chair, etc.) in my department/college to include sexual orientation/gender identity topics in my courses. **(Yes or No)**

Ⓜ Please explain:

8. To what extent do you feel that your classes successfully prepare pre-service teachers/counselors:

(1-not at all; 2-somewhat; 3-a great deal)

- To know what community resources are available to support GLBTQ students/communities
- To advocate on behalf of and/or support GLBTQ students/communities
- To act as allies in schools, agencies, or other institutions for GLBTQ colleagues
- To understand gender and sexual orientation in the framework of power, privilege, and oppression

9. To what extent do you feel that your classes successfully prepare in-service teachers/counselors to ACT AS LEADERS in schools





(1-not at all; 2-somewhat; 3-a great deal)

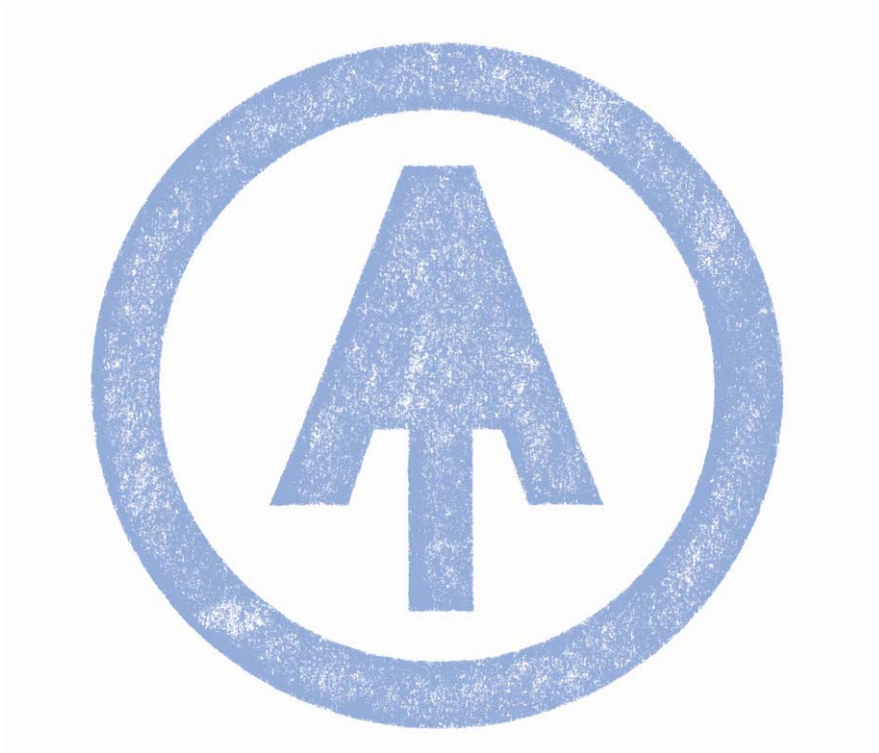
- Knowing what community resources are available to support GLBTQ students/communities
- Advocating on behalf of and/or supporting GLBTQ students/communities
- Acting as allies in schools, agencies, or other institutions for GLBTQ colleagues
- Understanding gender and sexual orientation in the framework of power, privilege, and oppression

10. Is there anything else you would like to tell us?

Comprehensive Report Card Grades

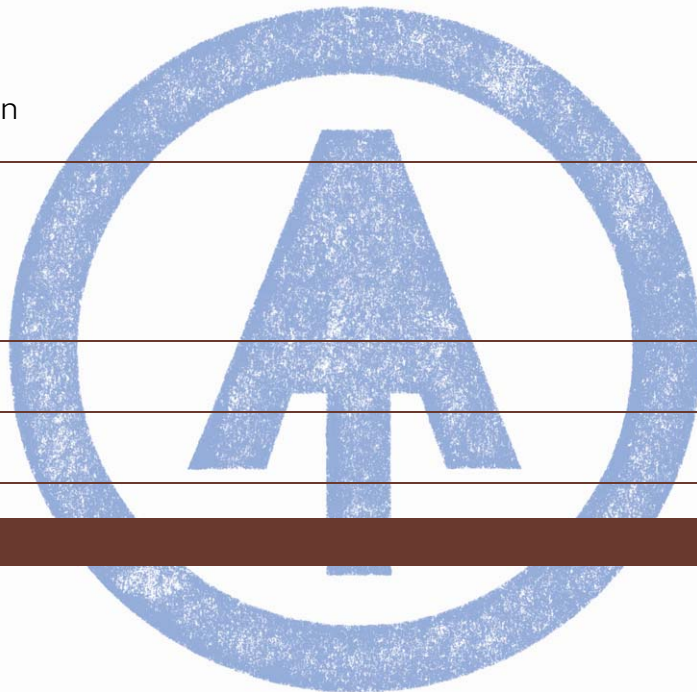
Augustana College	F		McKendree College	D
Aurora University	F		Millikin University	C
Benedictine University	F		Monmouth College	F
Blackburn College	F		National-Louis University	F
Bradley University	F		North Central College	F
Chicago State University	F		North Park College	F
Columbia College	F		Northeastern Illinois University	F
Concordia University Chicago	F		Northern Illinois University	F
DePaul University	D		Northwestern University	F
Dominican University	F		Olivet Nazarene University	F
Eastern Illinois University	D		Principia College	F
Elmhurst College	F		Quincy University	F
Erikson Institute	F		Rockford College	F
Eureka College	F		Roosevelt University	D
Governor's State University	F		Saint Xavier University	F
Greenville College	F		School of the Art Institute of Chicago	B
Hebrew Theological College	F		Southern Illinois University-Carbondale	C
Illinois College	F		Southern Illinois University-Edwardsville	D
Illinois Institute of Technology	F		Trinity Christian College	F
Illinois State University	C		Trinity International University	F
Illinois Wesleyan University	F		University of Chicago	C
Judson University	F		University of Illinois at Chicago	A
Keller Graduate School of Management of DeVry University	F		University of Illinois at Springfield	C
Kendall College	F		University of Illinois at Urbana-Champaign	C
Knox College	C		University of Saint Francis	F

Lake Forest College	F		Vanderbrook College of Music	F
Lewis University	F		Western Illinois University	C
Loyola University Chicago	F		Wheaton College	F
MacMurray College	D			



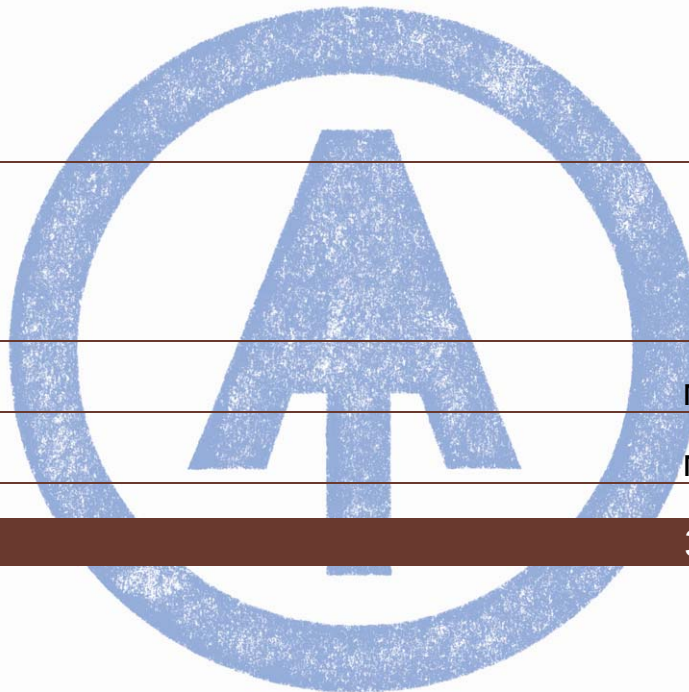
AUGUSTANA COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	30



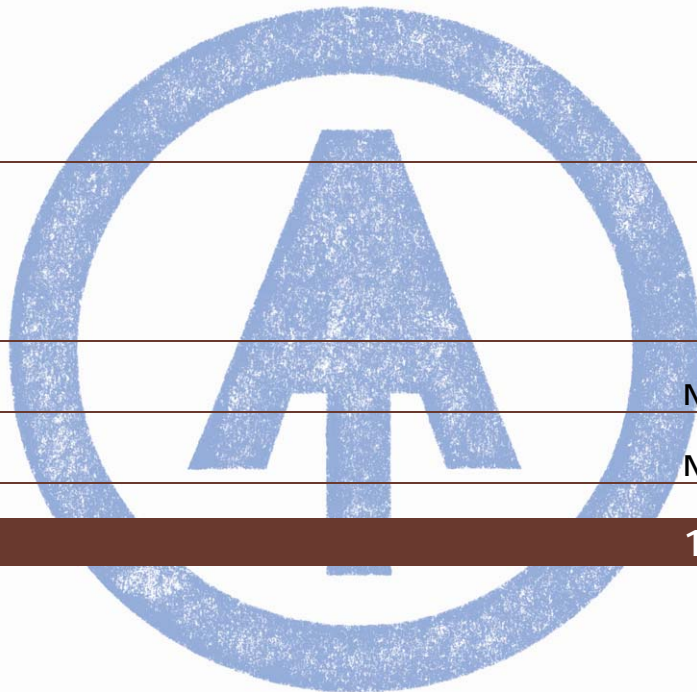
AURORA UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	35



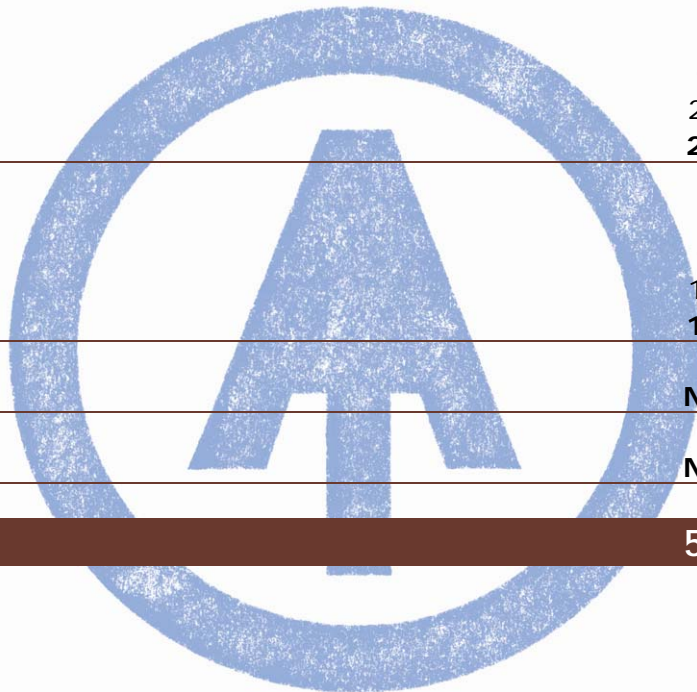
BENEDICTINE UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	15



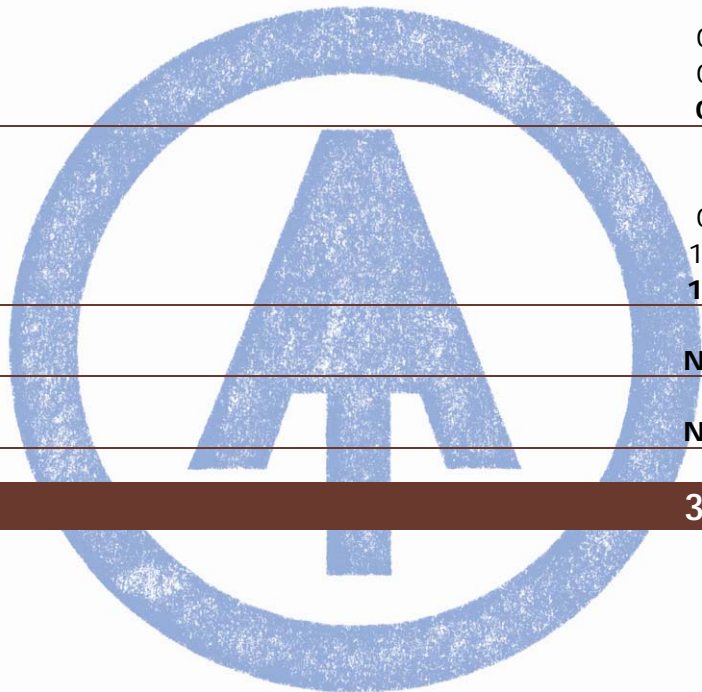
BLACKBURN COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	50



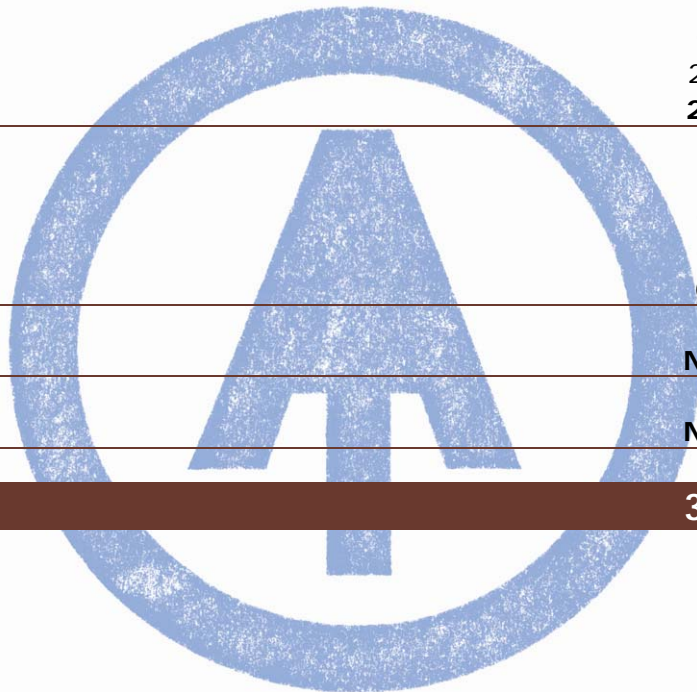
BRADLEY UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	30



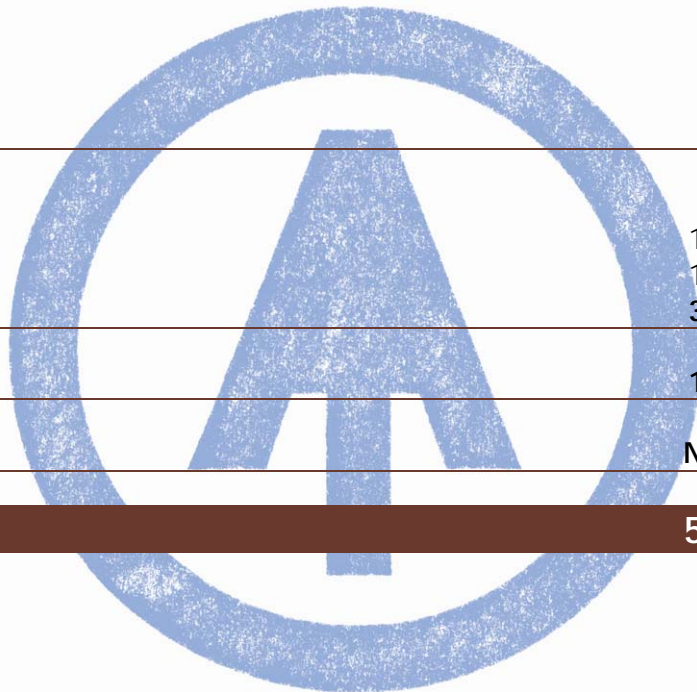
CHICAGO STATE UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	35



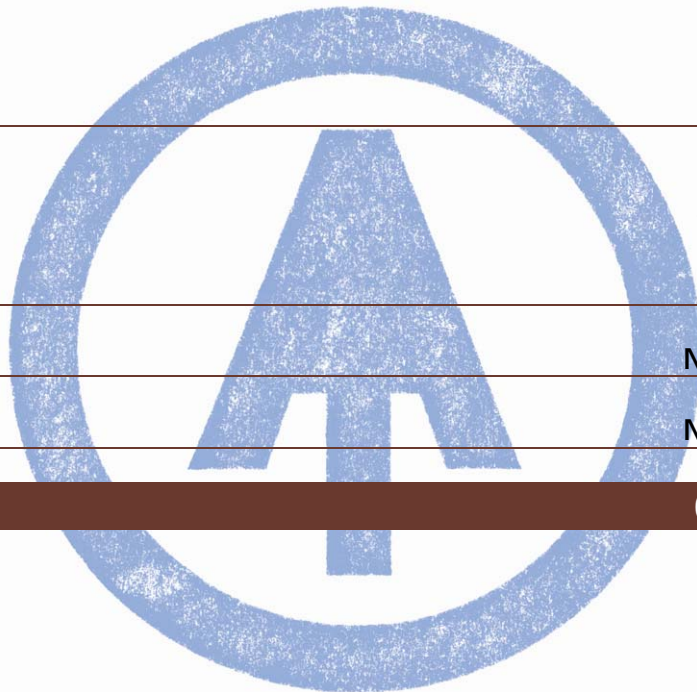
COLUMBIA COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	55



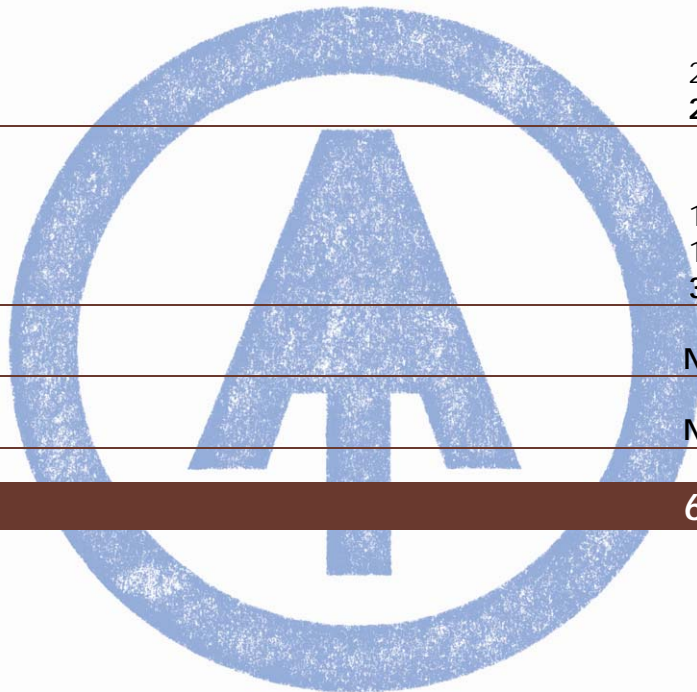
CONCORDIA UNIVERSITY CHICAGO REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	0



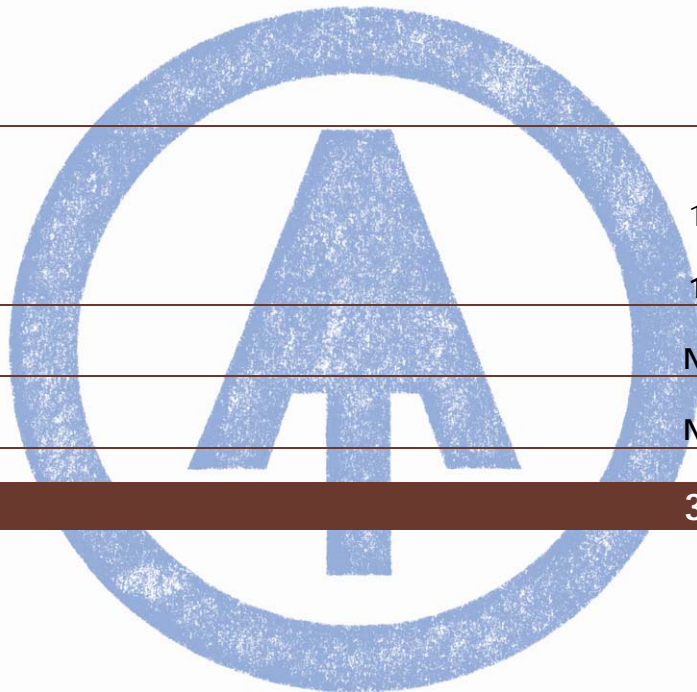
DEPAUL UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	65



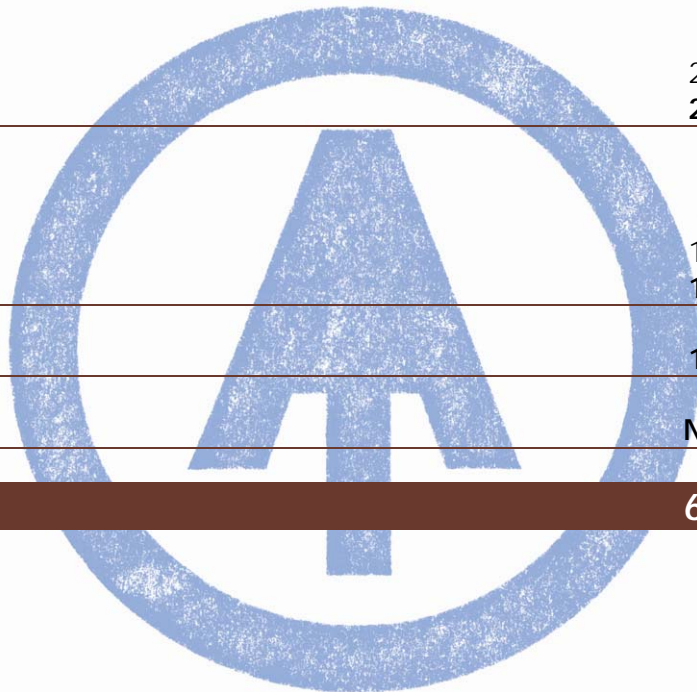
DOMINICAN UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	0
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	30



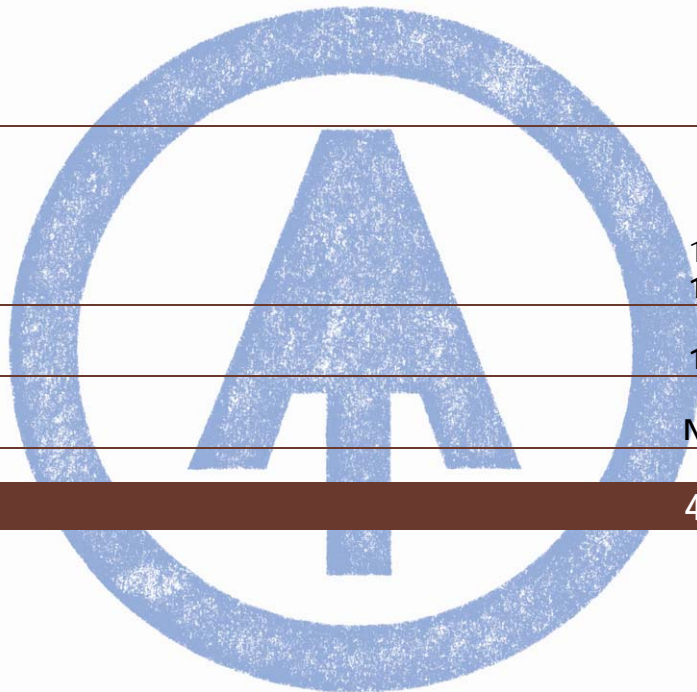
EASTERN ILLINOIS UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy Gender Identity Sexual Orientation TOTAL	0 5 5
Student Rights and Responsibilities Gender Identity Sexual Orientation TOTAL	0 10 10
College of Education Gender Identity Sexual Orientation TOTAL	0 20 20
Campus Life LGBTQ Office Student Club TOTAL	0 15 15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	60



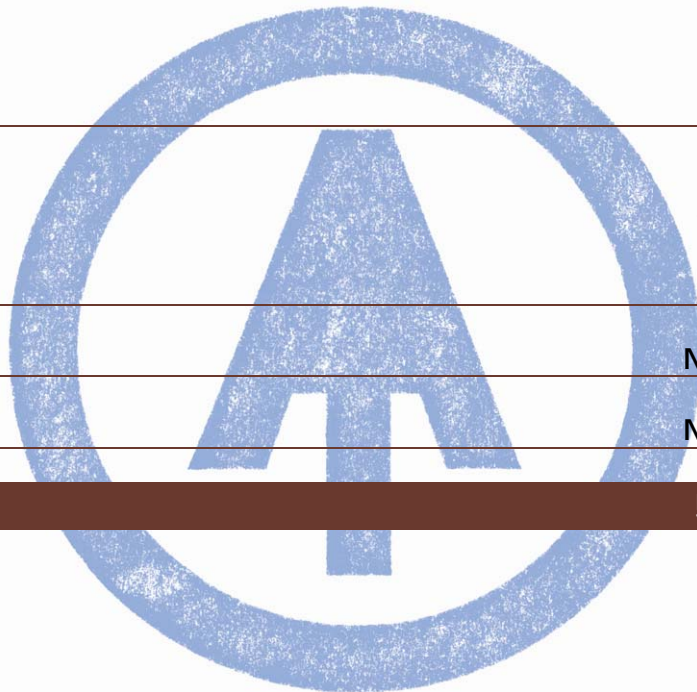
ELMHURST COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	40



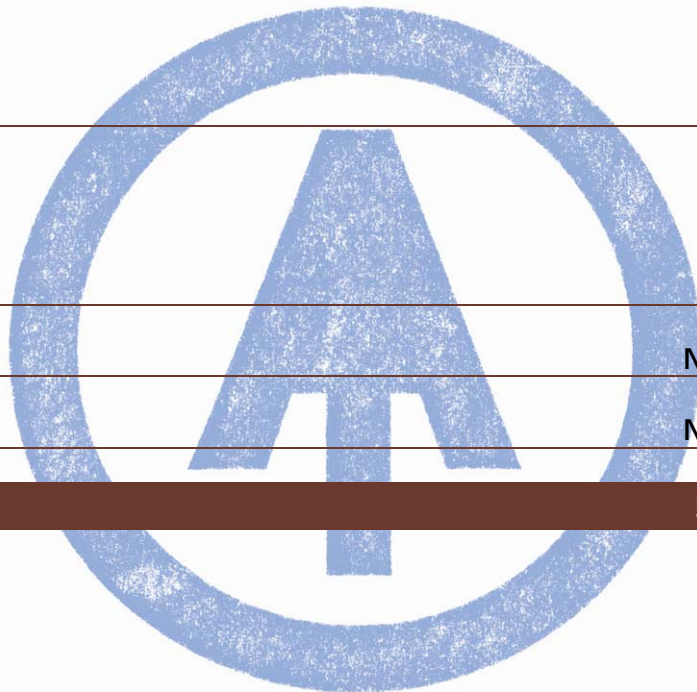
ERIKSON INSTITUTE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	5



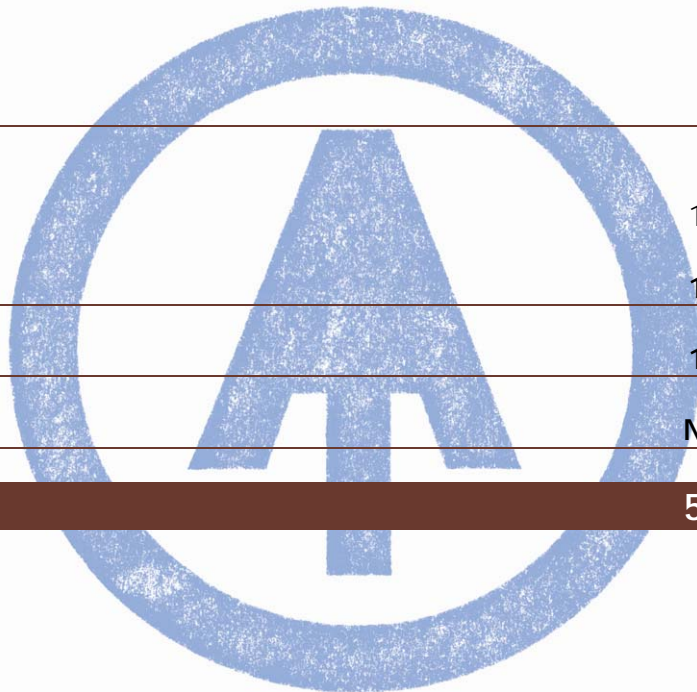
EUREKA COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	5



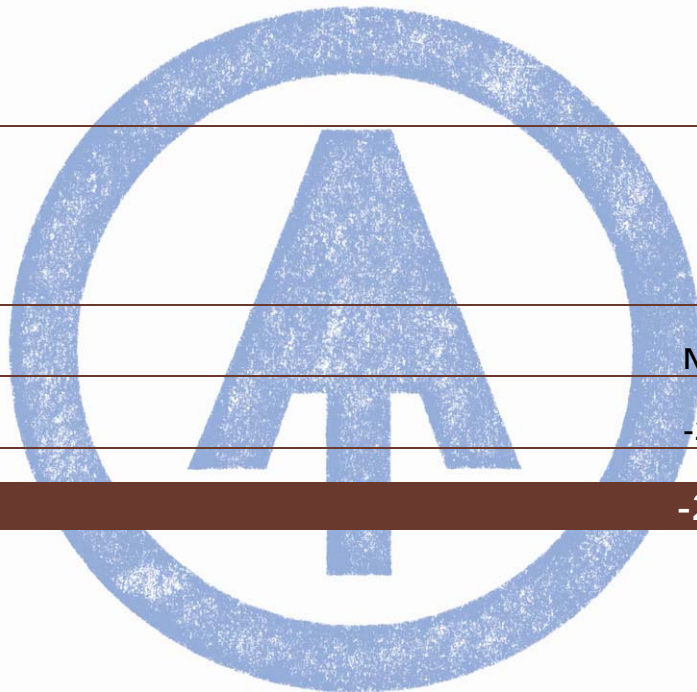
GOVERNOR'S STATE UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	10
Sexual Orientation	10
TOTAL	20
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	0
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	50



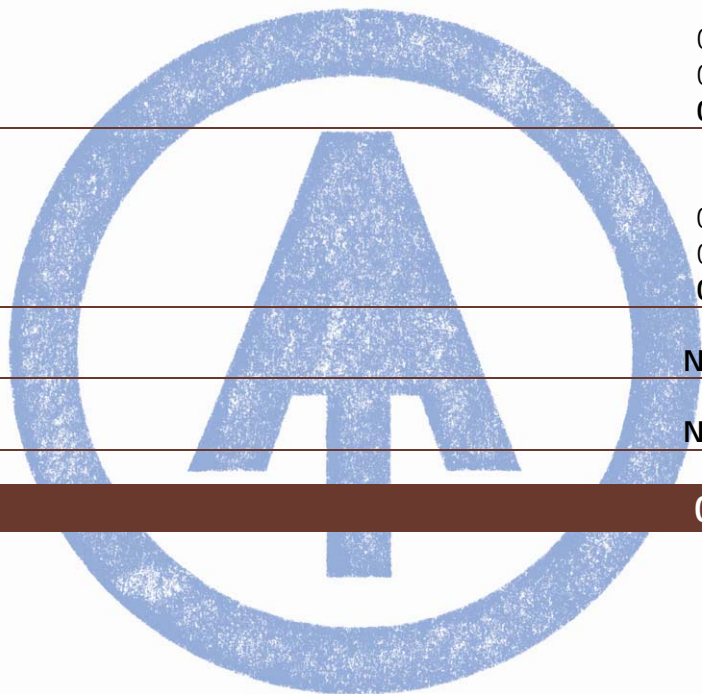
GREENVILLE COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	-25
GRAND TOTAL	-25



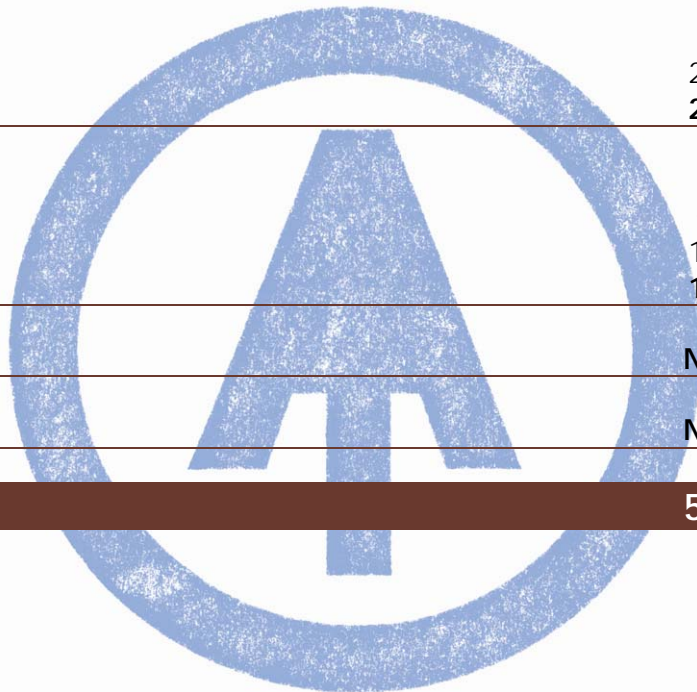
HEBREW THEOLOGICAL COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	0



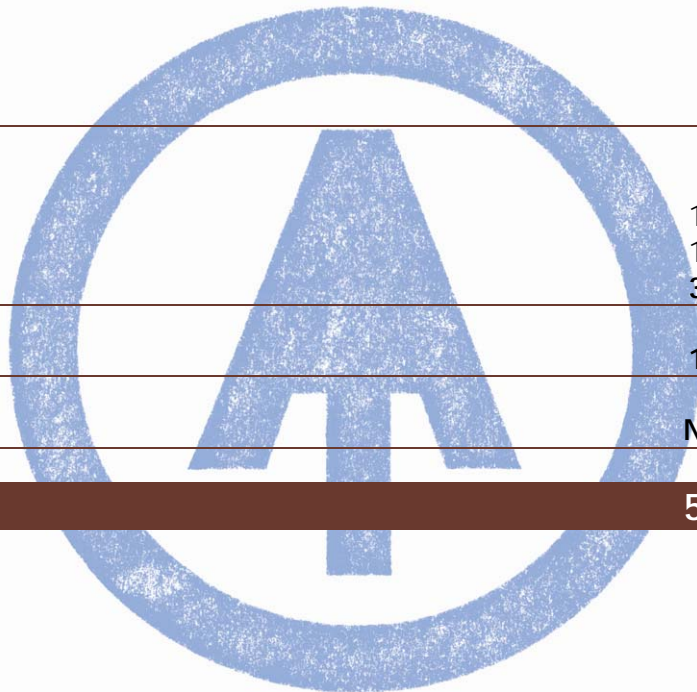
ILLINOIS COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	50



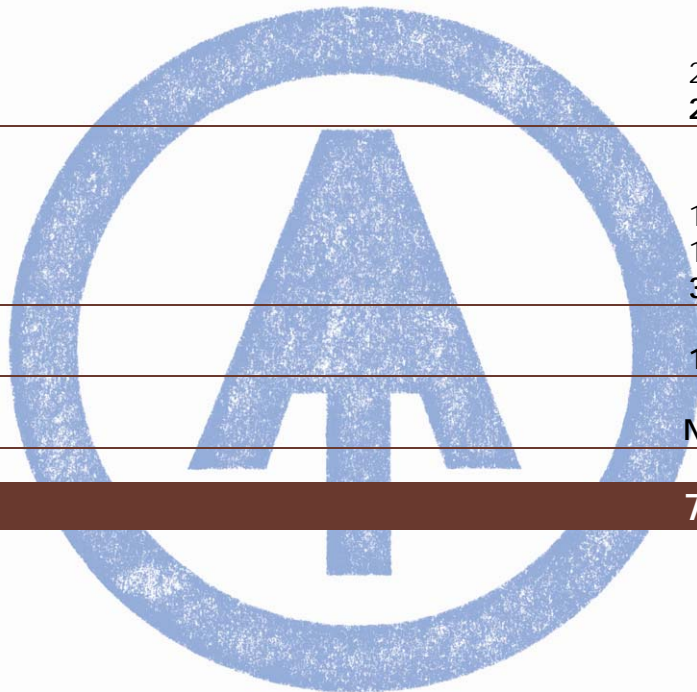
ILLINOIS INSTITUTE OF TECHNOLOGY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	55



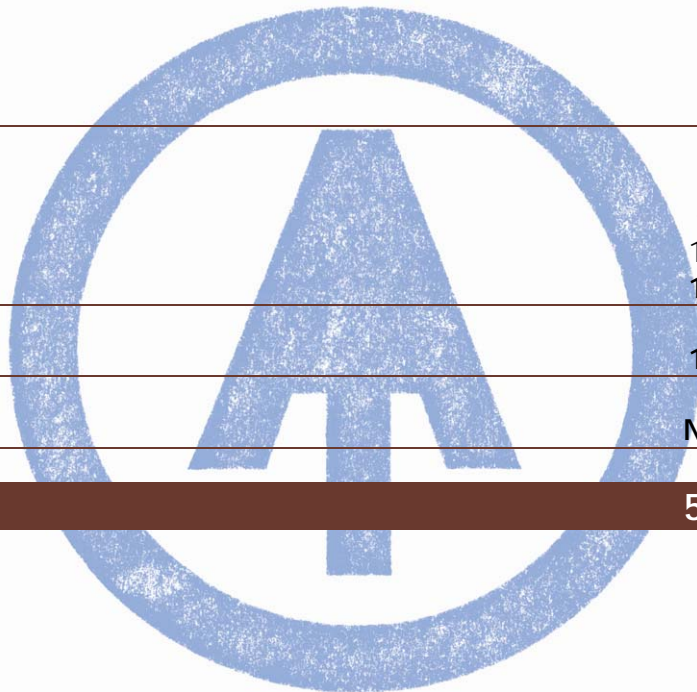
ILLINOIS STATE UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	75



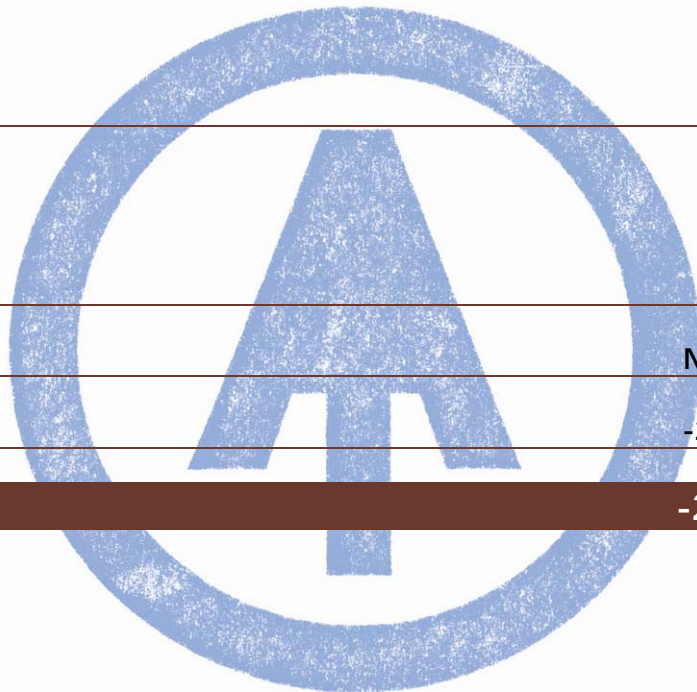
ILLINOIS WESLEYAN UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	10
Sexual Orientation	10
TOTAL	20
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	55



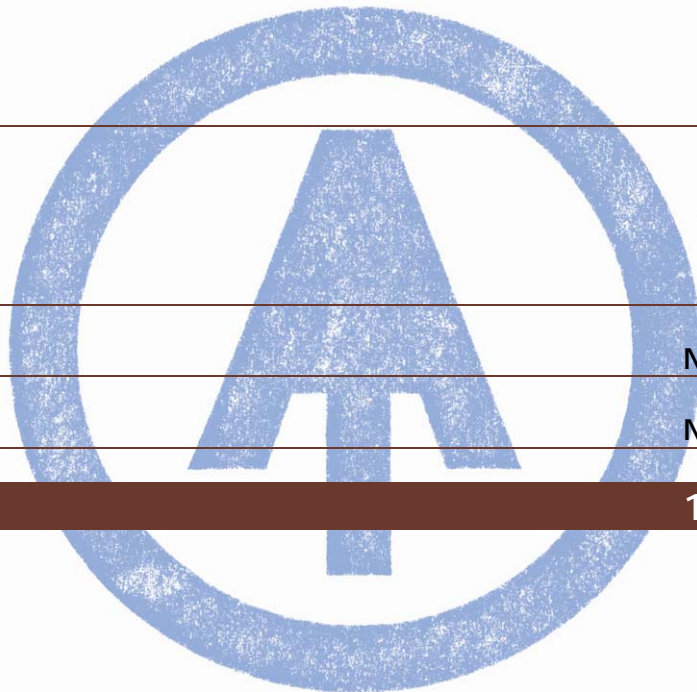
JUDSON UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	-25
GRAND TOTAL	-20



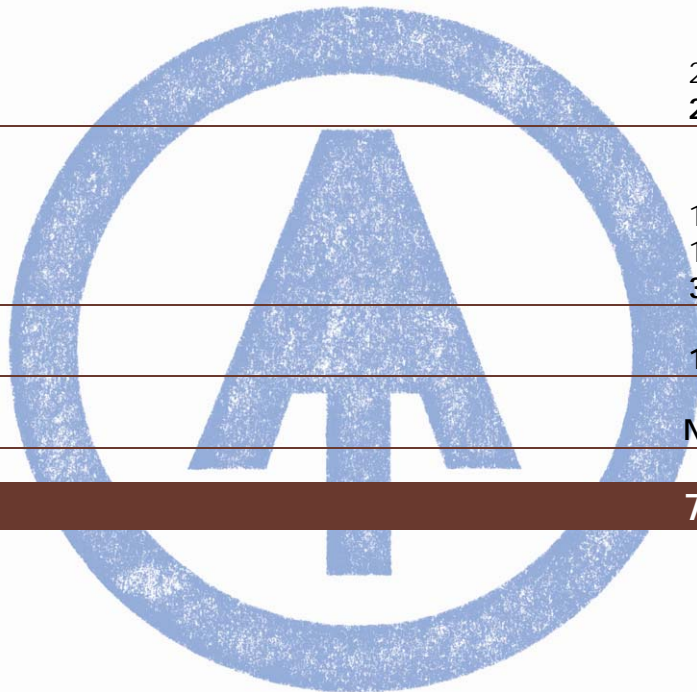
KENDALL COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	15



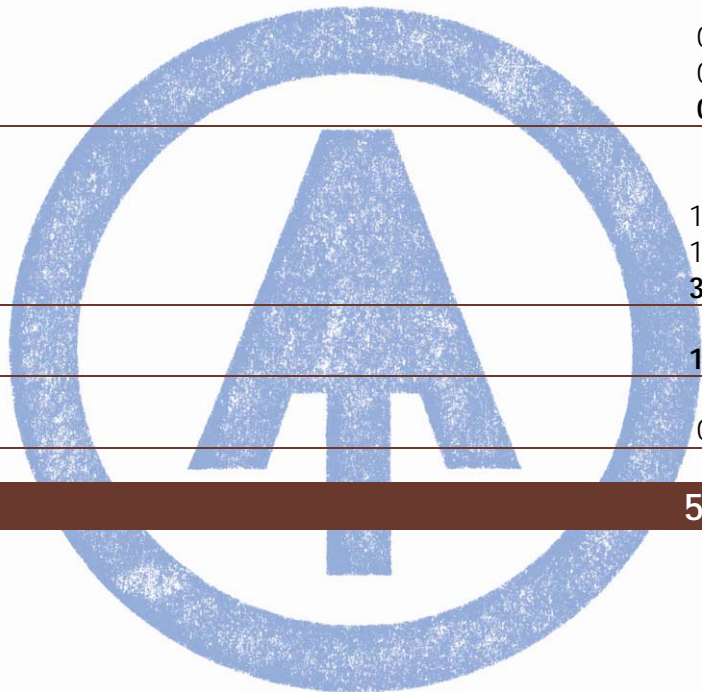
KNOX COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy Gender Identity Sexual Orientation TOTAL	0 5 5
Student Rights and Responsibilities Gender Identity Sexual Orientation TOTAL	0 10 10
College of Education Gender Identity Sexual Orientation TOTAL	0 20 20
Campus Life LGBTQ Office Student Club TOTAL	15 15 30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	75



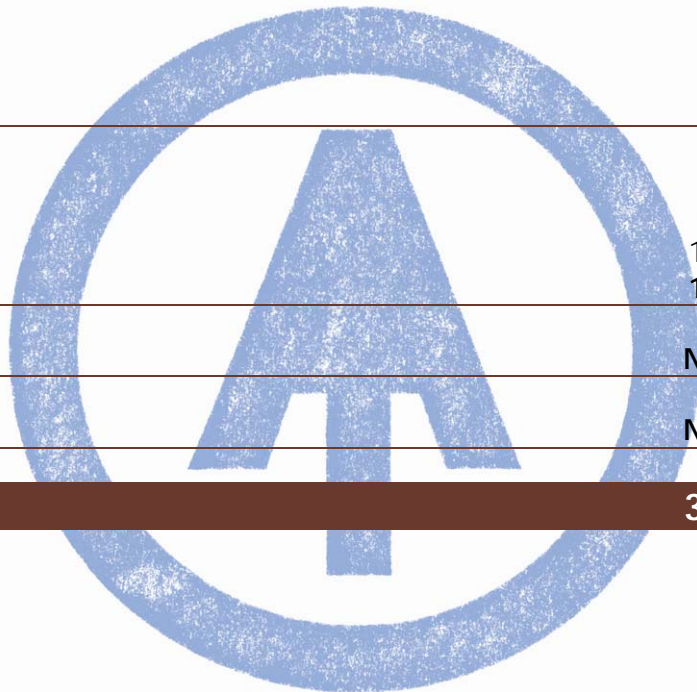
LAKE FOREST COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	0
GRAND TOTAL	55



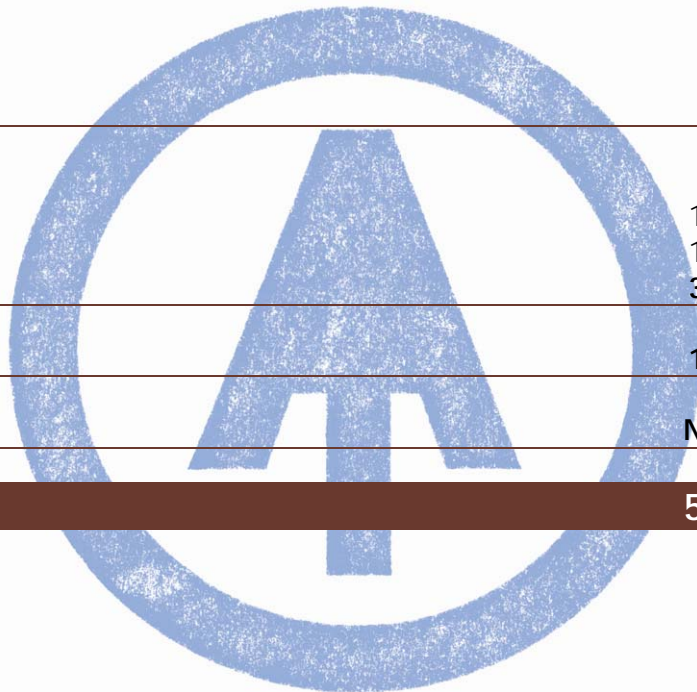
LEWIS UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	30



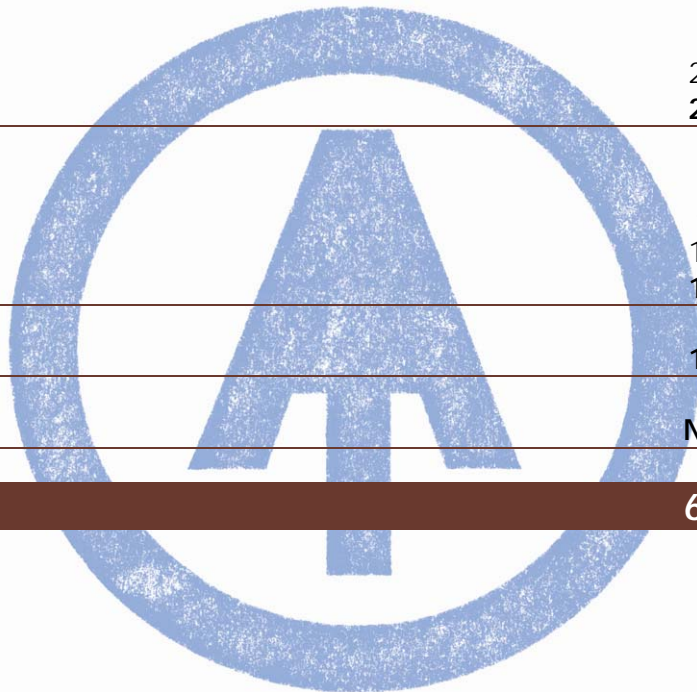
LOYOLA UNIVERSITY CHICAGO REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	55



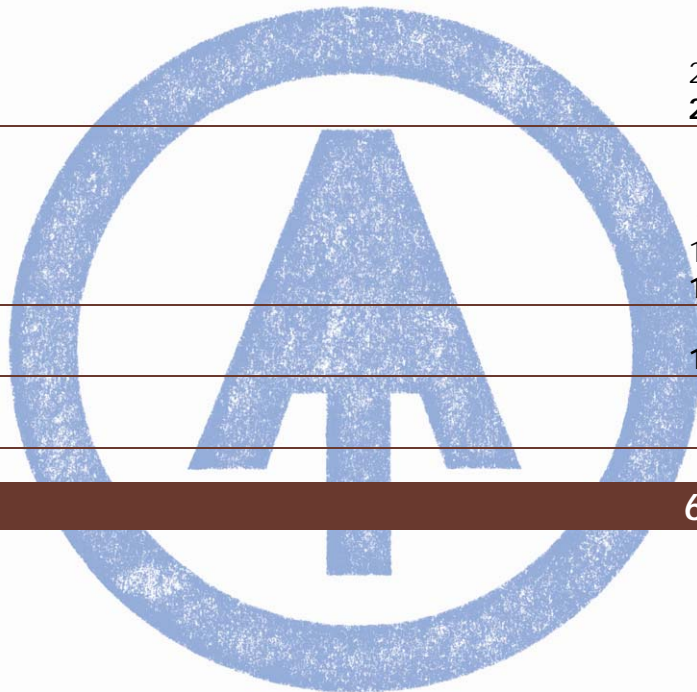
MACMURRAY COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	60



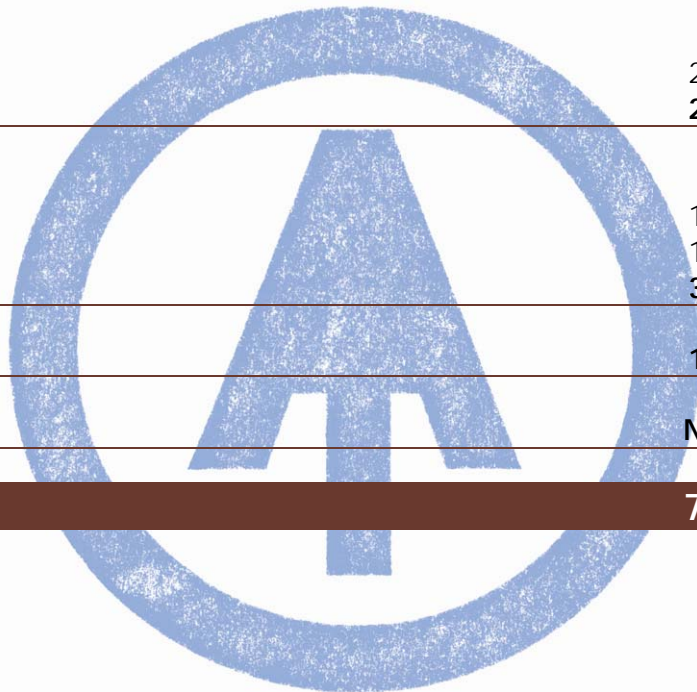
MCKENDREE COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	0
GRAND TOTAL	60



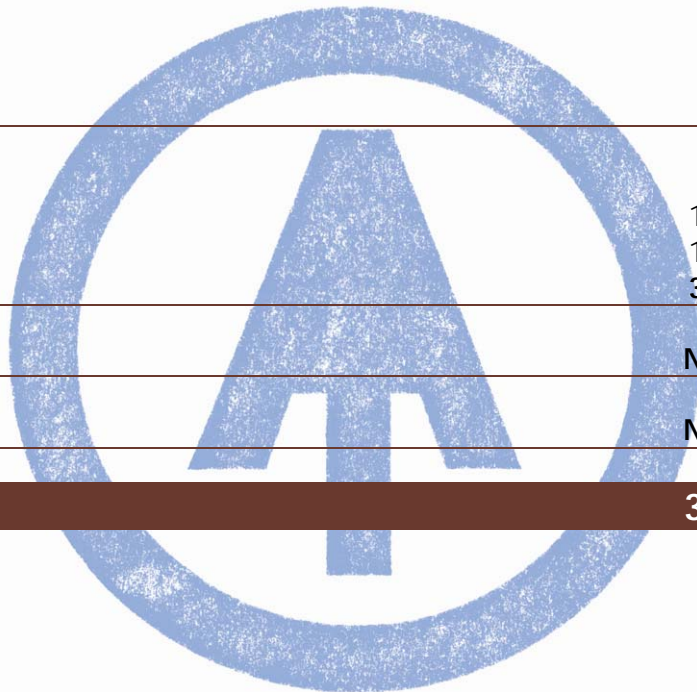
MILLIKIN UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	75



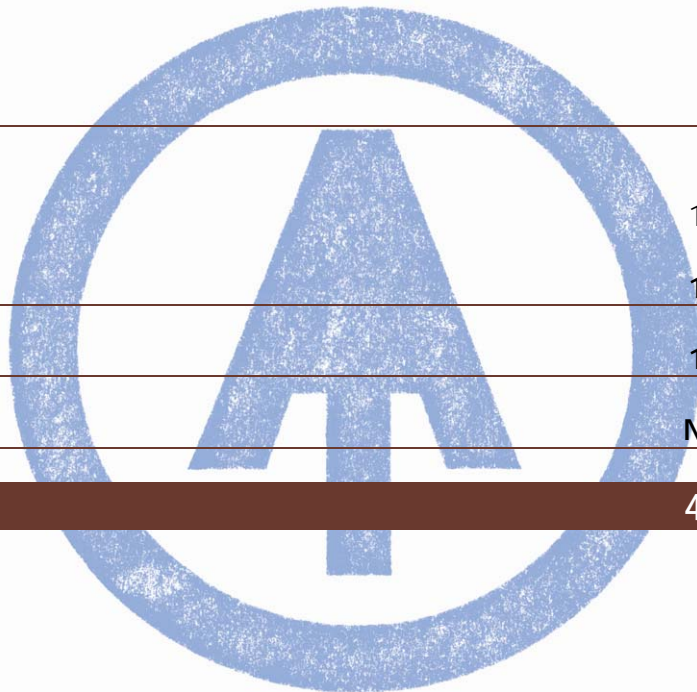
MONMOUTH COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	30



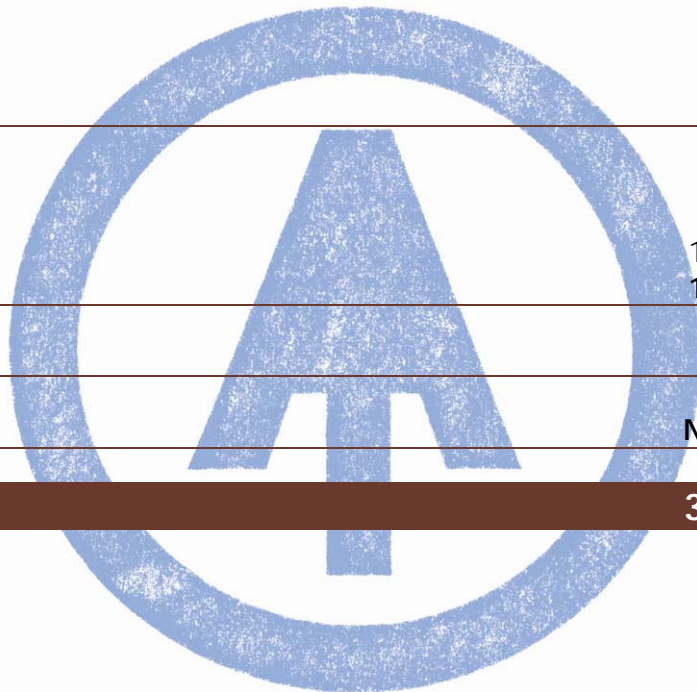
NATIONAL-LOUIS UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	0
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	40



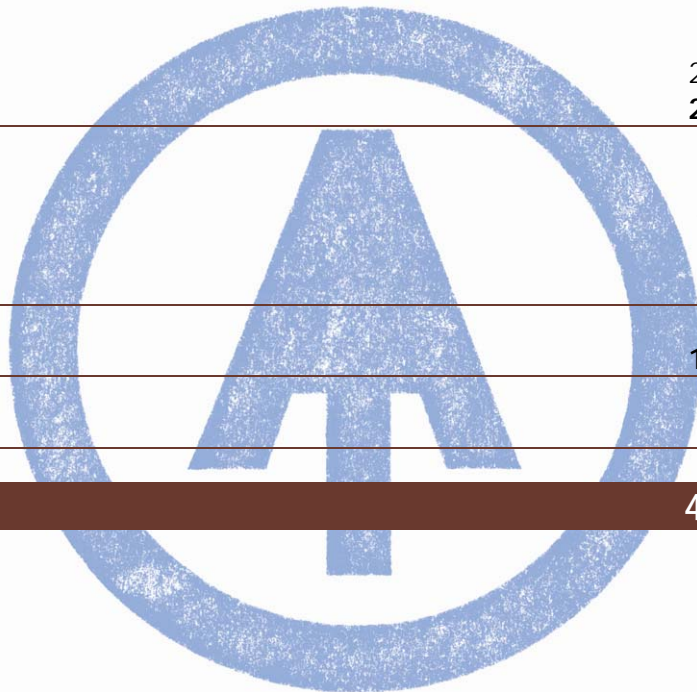
NORTH CENTRAL COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	0
Negative Points	NA
GRAND TOTAL	30



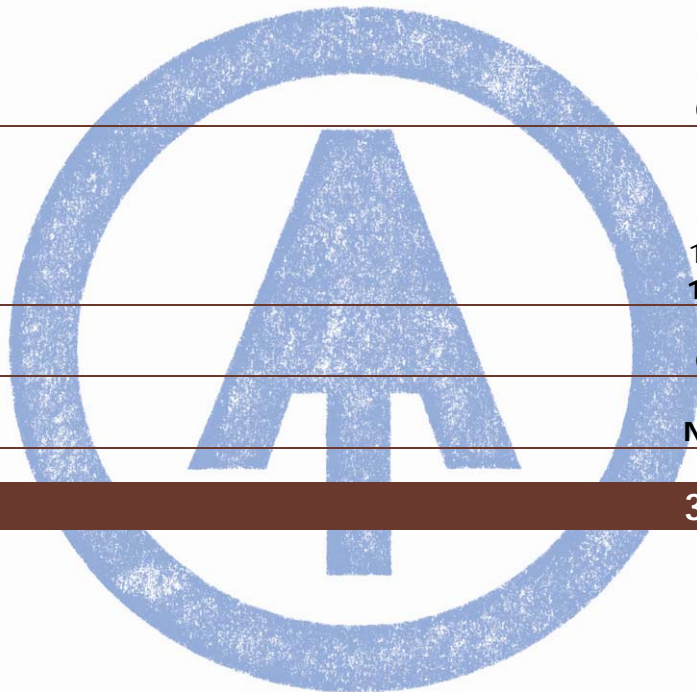
NORTH PARK COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	10
Negative Points	0
GRAND TOTAL	40



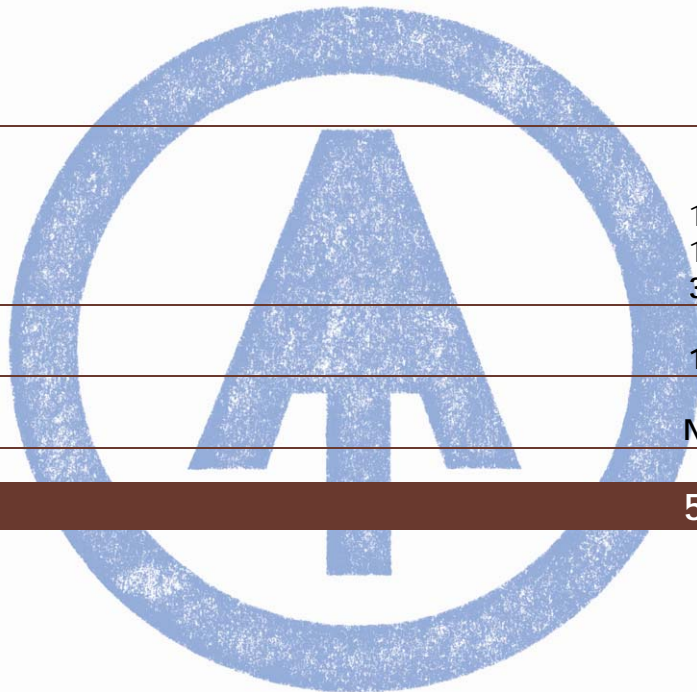
NORTHEASTERN ILLINOIS UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	0
Negative Points	NA
GRAND TOTAL	30



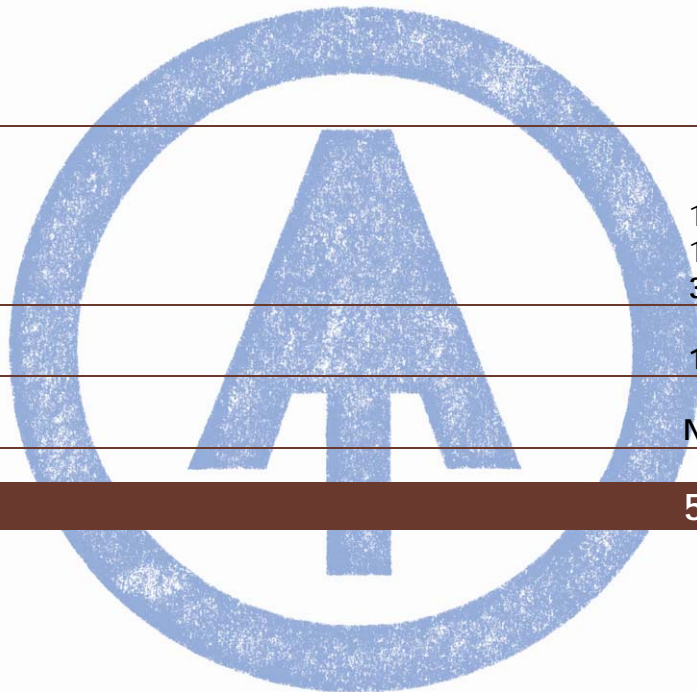
NORTHERN ILLINOIS UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy Gender Identity Sexual Orientation TOTAL	0 5 5
Student Rights and Responsibilities Gender Identity Sexual Orientation TOTAL	0 10 10
College of Education Gender Identity Sexual Orientation TOTAL	0 0 0
Campus Life LGBTQ Office Student Club TOTAL	15 15 30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	55



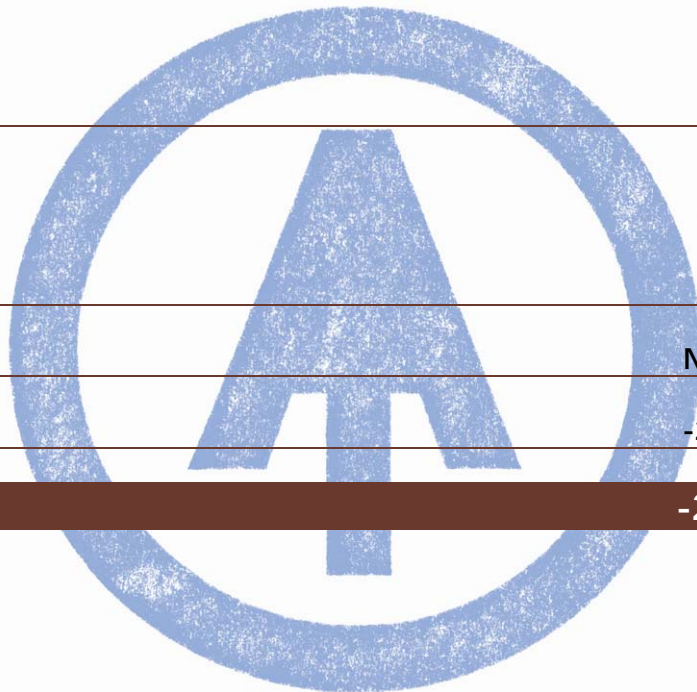
NORTHWESTERN UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	55



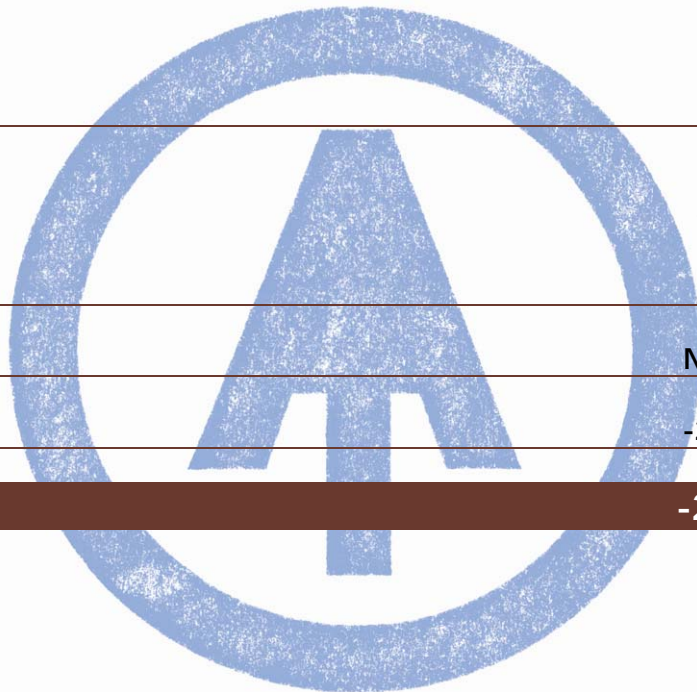
OLIVET NAZARENE UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	-25
GRAND TOTAL	-25



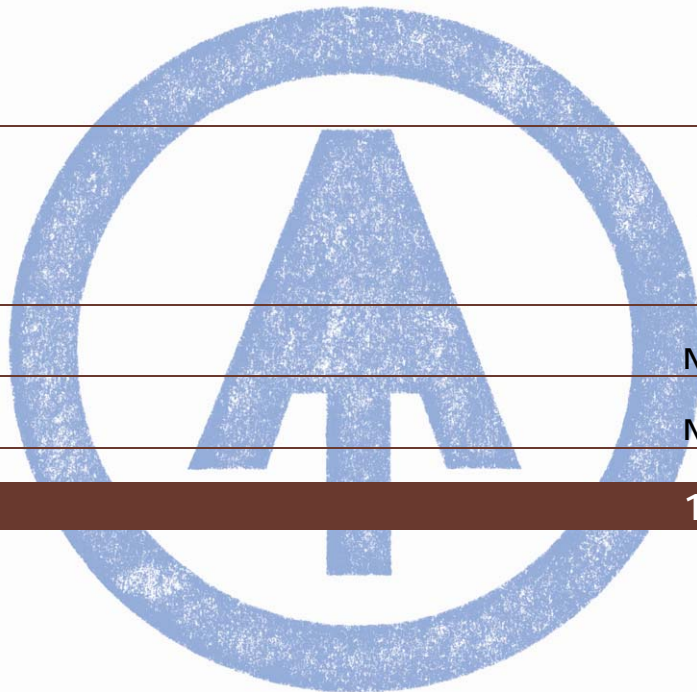
PRINCIPIA COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	-25
GRAND TOTAL	-25



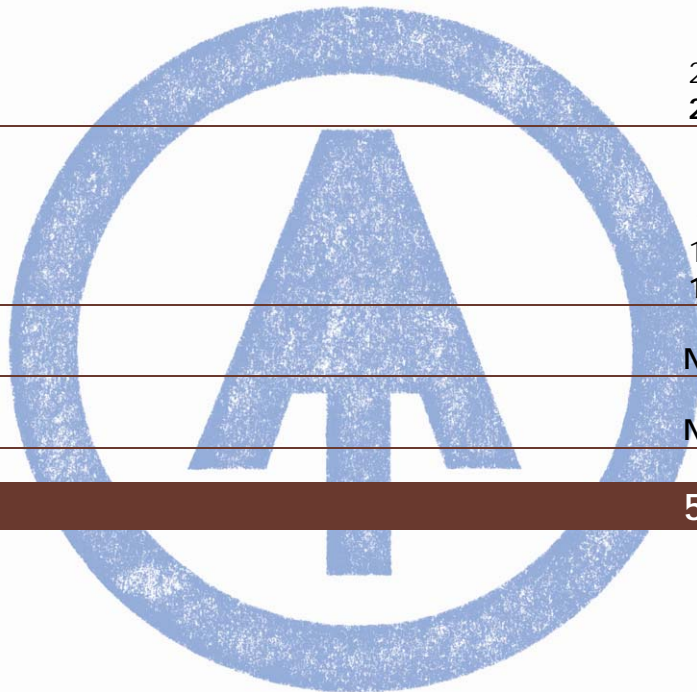
QUINCY UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	15



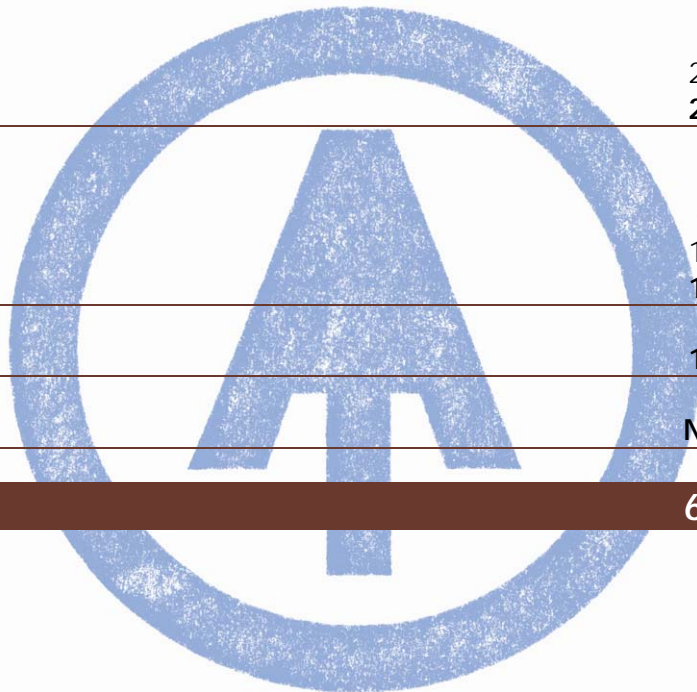
ROCKFORD COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	50



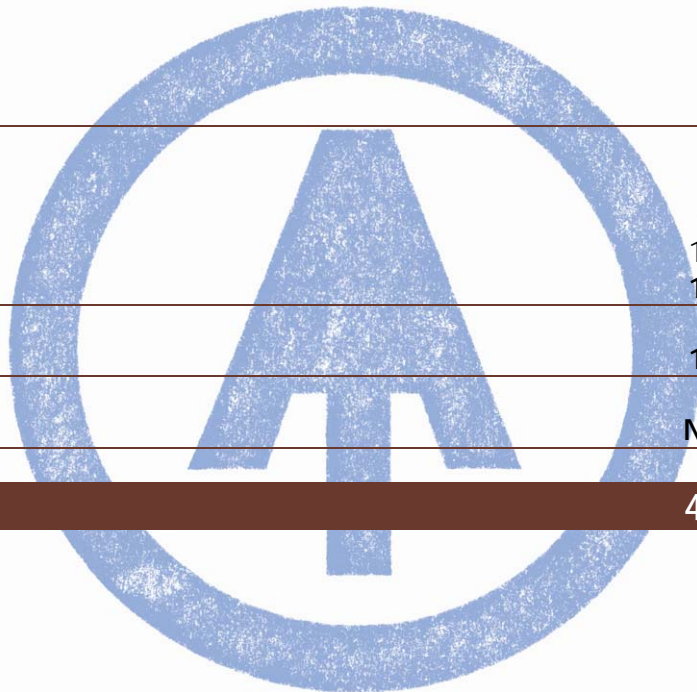
ROOSEVELT UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	65



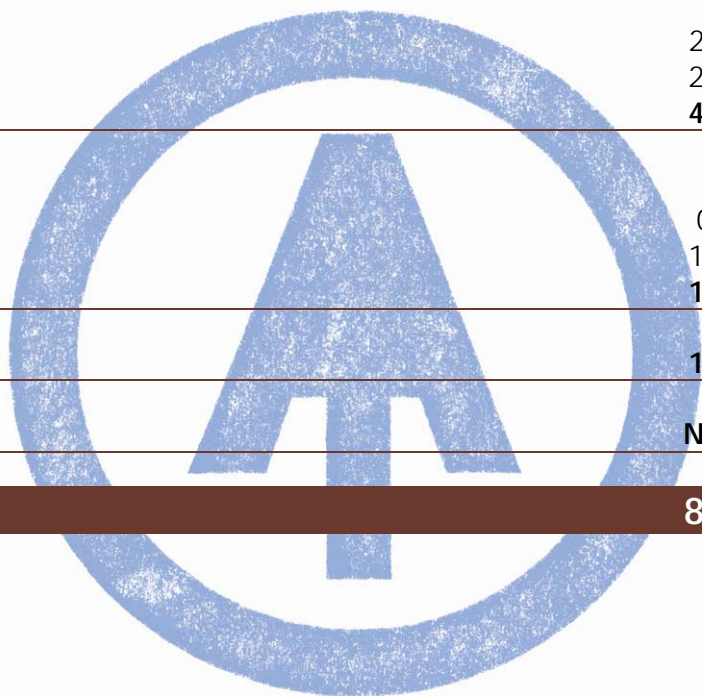
SAINT XAVIER UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	40



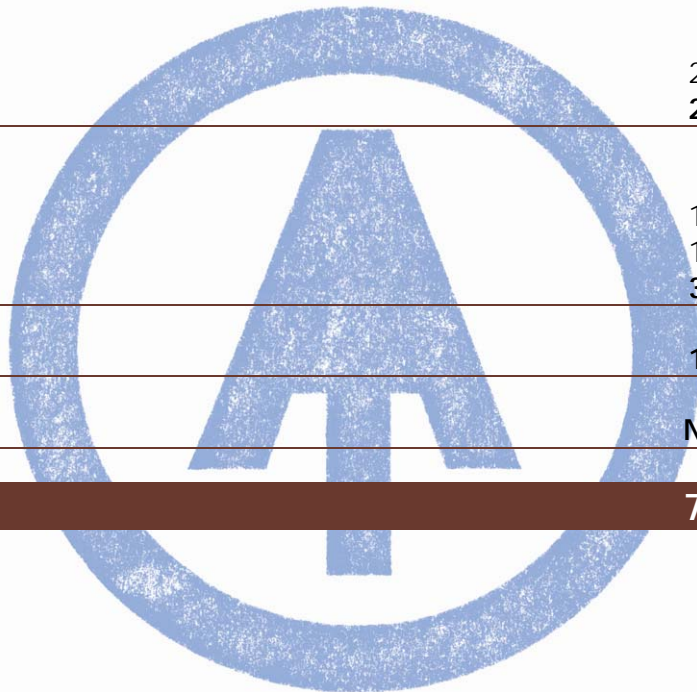
SCHOOL OF THE ART INSTITUTE OF CHICAGO REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	20
Sexual Orientation	20
TOTAL	40
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	80



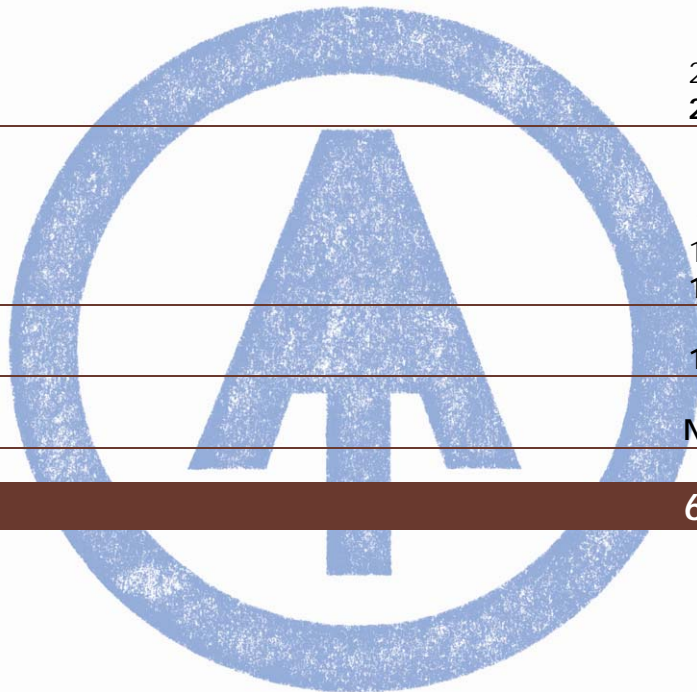
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	75



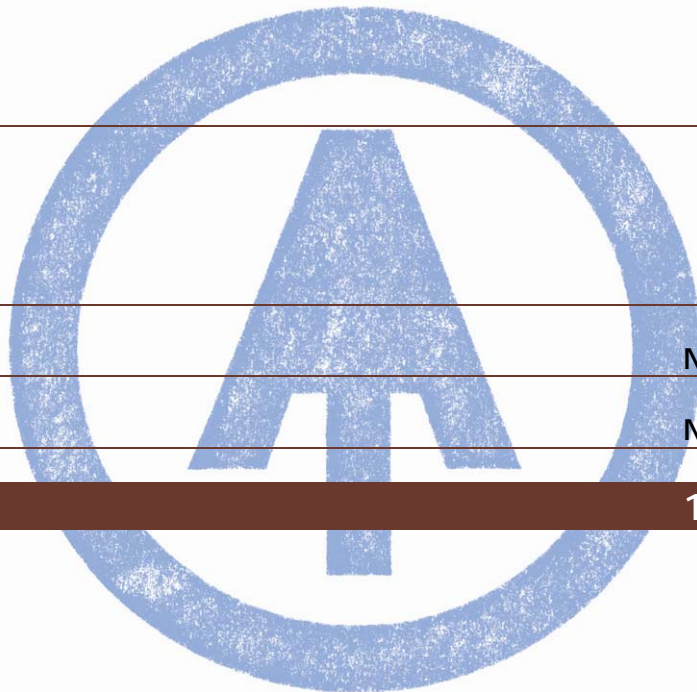
SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	15
TOTAL	15
Extra Credit	10
Negative Points	NA
GRAND TOTAL	60



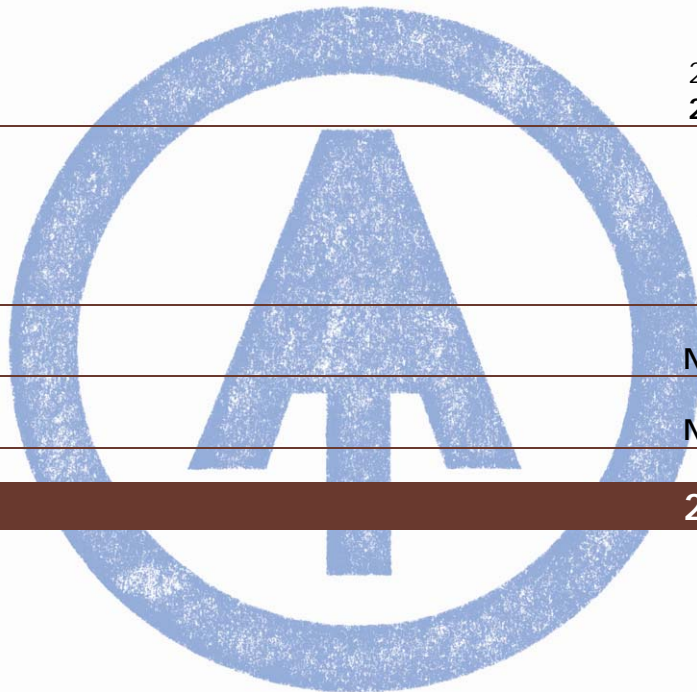
TRINITY CHRISTIAN COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	15



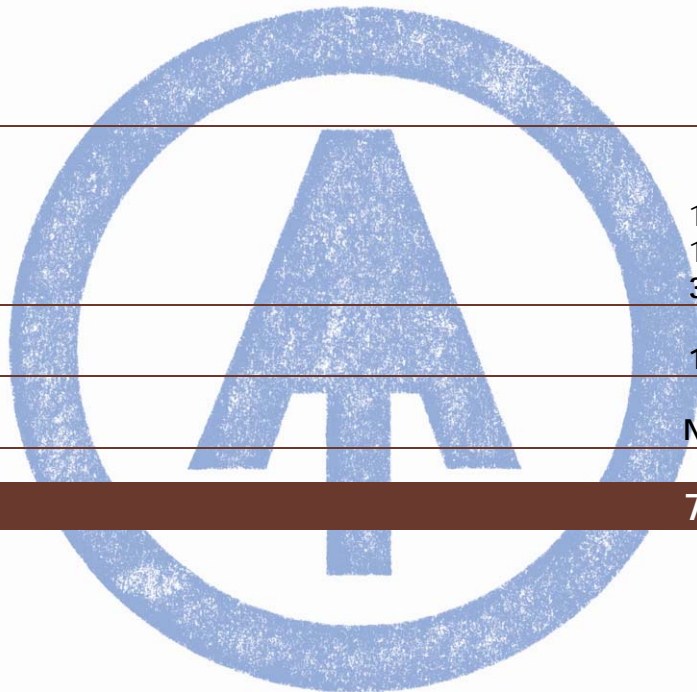
TRINITY INTERNATIONAL UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	20



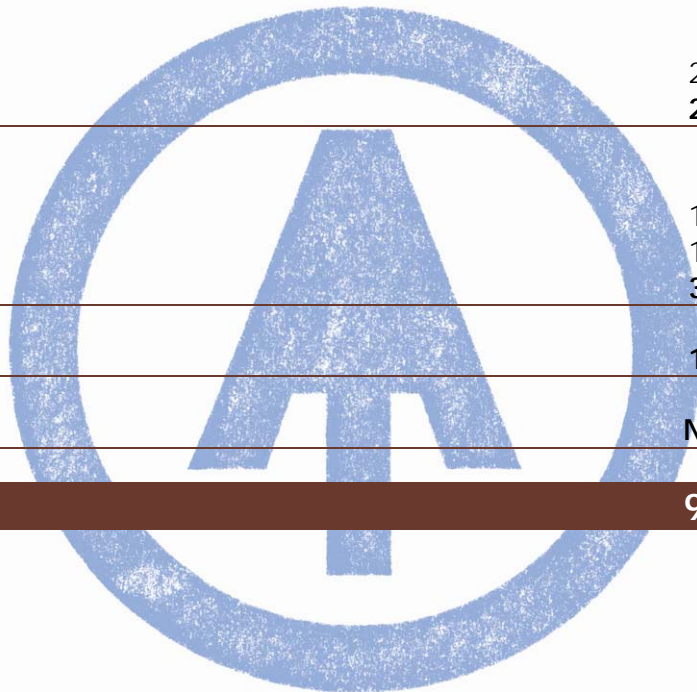
UNIVERSITY OF CHICAGO REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	10
Sexual Orientation	10
TOTAL	20
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	70



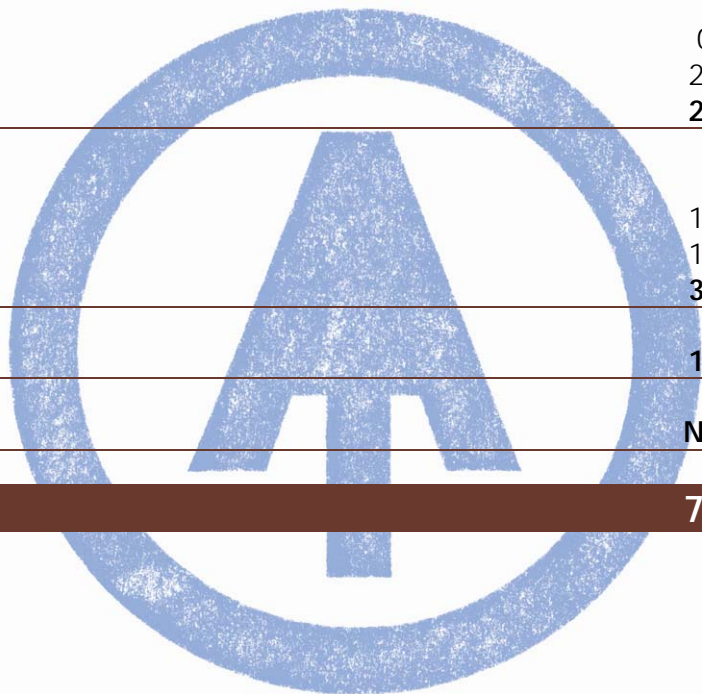
UNIVERSITY OF ILLINOIS AT CHICAGO REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	10
Sexual Orientation	10
TOTAL	20
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	90



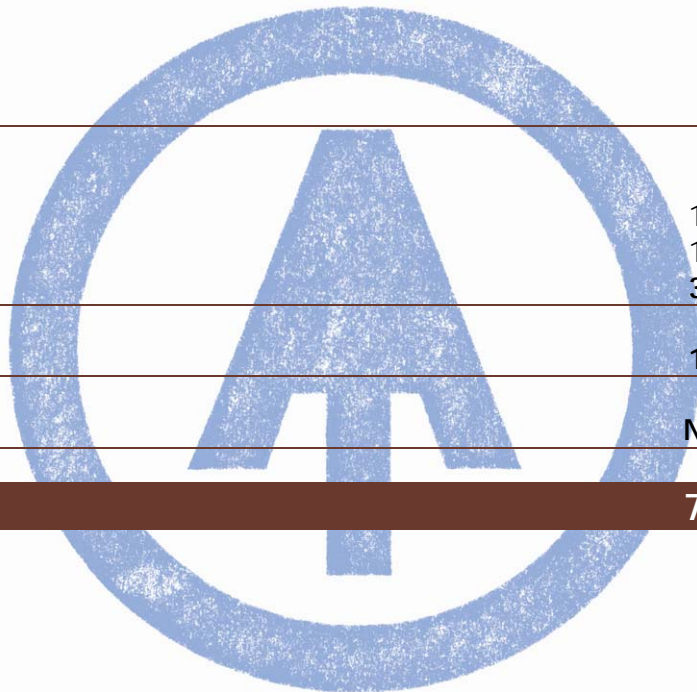
UNIVERSITY OF ILLINOIS AT SPRINGFIELD REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	75



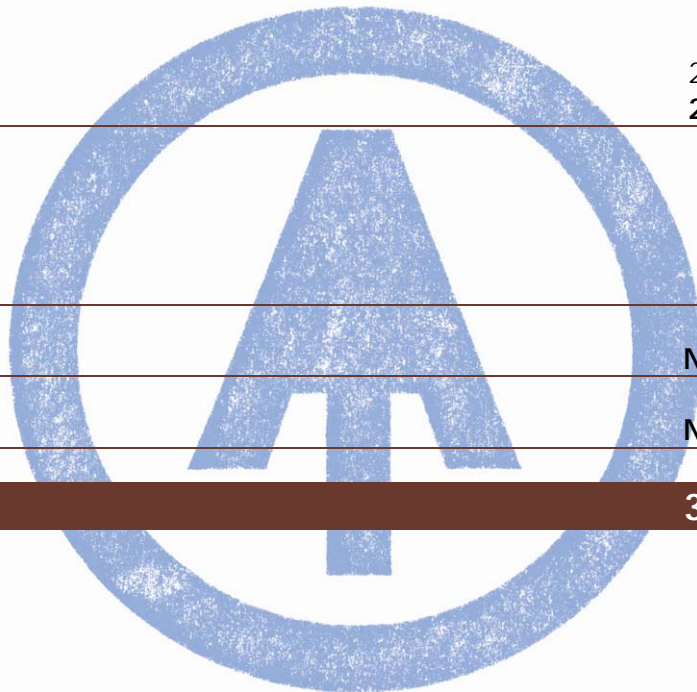
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	10
Sexual Orientation	10
TOTAL	20
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	70



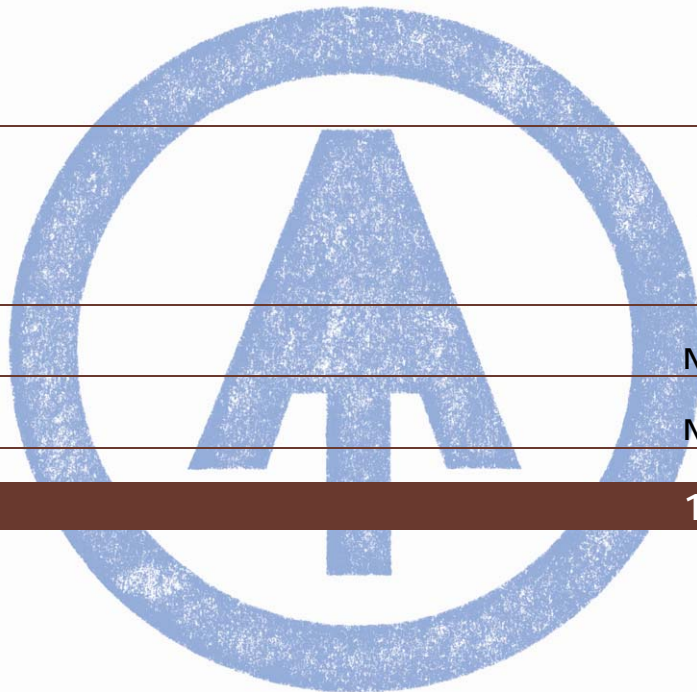
UNIVERSITY OF SAINT FRANCIS

Evaluation Categories	Points
University Policy	
Gender Identity	0
Sexual Orientation	5
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	10
TOTAL	10
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	35



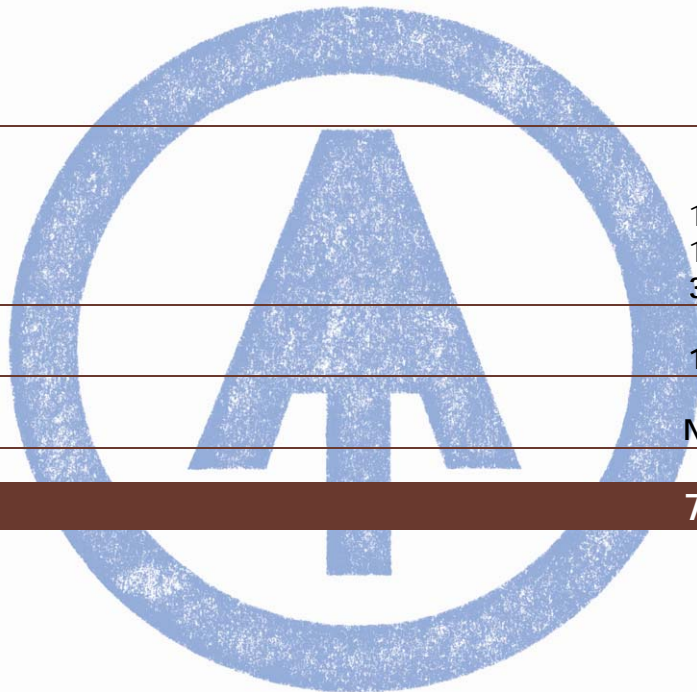
VANDERCOOK COLLEGE OF MUSIC REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	NA
GRAND TOTAL	10



WESTERN ILLINOIS UNIVERSITY REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	5
TOTAL	10
Student Rights and Responsibilities	
Gender Identity	10
Sexual Orientation	10
TOTAL	20
College of Education	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
Campus Life	
LGBTQ Office	15
Student Club	15
TOTAL	30
Extra Credit	10
Negative Points	NA
GRAND TOTAL	70



WHEATON COLLEGE REPORT CARD

Evaluation Categories	Points
University Policy	
Gender Identity	5
Sexual Orientation	0
TOTAL	5
Student Rights and Responsibilities	
Gender Identity	0
Sexual Orientation	0
TOTAL	0
College of Education	
Gender Identity	0
Sexual Orientation	20
TOTAL	20
Campus Life	
LGBTQ Office	0
Student Club	0
TOTAL	0
Extra Credit	NA
Negative Points	-25
GRAND TOTAL	0

