

# VISIBILITY MATTERS 2010

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

### Abstract

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How visible are LGBTQ issues in programs that prepare educators and social workers 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 and social work 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

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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 and social workers 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

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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.<sup>1</sup> 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.

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.<sup>2</sup> The first Visibility Matters report card was released in January of 2009. In those initial report cards, seventy-two percent of the

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<sup>1</sup> 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.

<sup>2</sup> In 2007, the P-Project grew to include Pamela Konkol, Kathleen McInerney, Connie North, Diane Zosky and Isabel Nunez.

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. Following the release of the report, the Alliance was contacted by multiple institutions asking questions about the report and the grade received. These points of contact created opportunities for institutions to be educated on the importance of visibly including sexual orientation and gender identity in university-wide and college of education policies and practices. We have included examples of these interactions and the changes made due to those interactions in a separate section below.

Following the January 2009 release of the report, the P-Project focused on working with institutions seeking to make changes to improve the grade received.<sup>3</sup> Because only a handful of institutions included gender identity in their anti-discrimination and student code of conduct statements, and only one included gender identity in its teacher education conceptual framework, much of this work focused on providing information about gender identity to institutions (please see Appendix A for the fact sheet developed and distributed to institutions). In early 2010, the P-Project decided that an update of the initial report was needed in order to document the changes institutions were making as a result of the report and to include school social worker preparation programs. An email was sent out to deans and program directors alerting them the group would again be auditing their websites between March 1<sup>st</sup>-15<sup>th</sup>, 2010, and the review was conducted during those dates utilizing the same rubric as the initial report.

## Visibility Matters Methods

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To evaluate the public face of the sixty pre-professional teacher education programs in Illinois and the twenty-one social work preparation programs, 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/social workers to approach queer students and families in their classrooms and curricula.

Members of the P-Project evaluated the websites of Illinois teacher and social work education programs during a two-week period (March 1<sup>st</sup>-15<sup>th</sup>, 2010). Our analyses included macro-level indicators such as university-wide non-discrimination policies and LGBTQ centers, offices, or student organizations, as well as education/social work-specific indicators such as sexual orientation and gender identity being included in the conceptual framework or dispositions documents from the teacher/social work preparation program or in course content. Schools and programs were revisited and “graded” according to the following rubric and all school report cards were fact-checked for accuracy.

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@illinoisafeschools.org](mailto:info@illinoisafeschools.org)).

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<sup>3</sup>In 2009, the P-Project grew to include Corrine Wickens, Michelle Perez, Joshua Johnson, Cynthia Grant, and Leslie Bloom

## Grading Rubric

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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/Social Work (40 points)

Points are allocated if these terms are included in the conceptual framework or dispositions documents in the institutions' teacher/social worker 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.

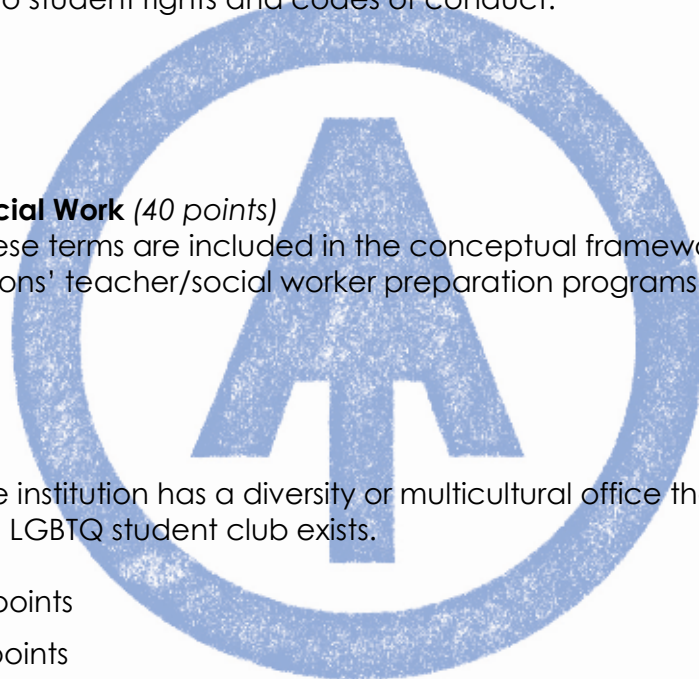
- LGBTQ Office: 15 points
- Student Club: 15 points

### 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.



## Visibility Matters Findings 2010: Teacher Preparation

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Of the sixty accredited teacher preparation programs in Illinois, thirty-six, or sixty percent, received a failing grade representing a twelve percent improvement from the 2009 report. Three schools received an A (DePaul University, Illinois Wesleyan University and University of Illinois at Chicago (the only school to receive an A in the 2009 report)); three schools received a B (Illinois State University, School of the Art Institute of Chicago, and Southern Illinois University-Carbondale); nine schools received a C; and nine schools received a D.

The lack of inclusion of gender identity in both university-wide policies and in teacher preparation conceptual frameworks continued to be a reason institutions received a failing grade. Only three teacher preparation programs (DePaul University, MacMurray College and School of the Art Institute of Chicago) included gender identity in their conceptual frameworks, compared to one in 2009. Additionally, even in institutions where university-wide policies are inclusive of sexual orientation and there exist both an LGBTQ Office and student club, these inclusive policies and practices do not exist within the College of Education (please see Columbia College as an example).

Illinois continues to accredit institutions to prepare teachers that have anti-LGBTQ lifestyle statements, covenants, and/or mission documents. In 2010, six institutions (Greenville College, Judson University, Olivet Nazarene University, Principia College, Trinity International University, and Wheaton College) received negative points for having these statements.

## Visibility Matters Inclusion & Findings: Social Work Preparation

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Accredited schools of social work in Illinois were added to the P-Project *Visibility Matters* report given the extensive nature of involvement social workers have in schools and agencies that serve children and families. School social workers often serve as the link between students' families and the school by working with parents, guardians, teachers, and other school officials to ensure that students reach their academic and personal potential. They also assist students in dealing with stress or emotional problems.

It is critical that school social workers are knowledgeable on all aspects of diversity, including LGBTQ issues. The age of coming out has steadily decreased with the average of self-awareness being between 8 and 11 years old and the average age of coming out between 15 and 17 years old (Savin-William & Diamond, 2000). School social workers can be a critical resource to help young people who are questioning or beginning to explore their sexual orientation or gender identity as well as serving as an important advocate for students with their parents or teachers on the issue of coming out. Sexual orientation or gender identity is a common reason for bullying in schools and social workers may be the resource person to address the bullying and to provide programs to students to educate on this issue. School social workers may provide professional development education to teachers and other allied professionals in the schools to raise awareness and provide knowledge for youth who identify as LGBTQ or who live in diverse families. Additionally, social workers can be very effective working at the macro level to influence school systems by promoting anti-discrimination policies and response policies that ensure an environment of safety and inclusion for all children and families, including those with LGBTQ people.

The Council on Social Work Education, the accrediting organization for social work education, is very clear regarding their mandate for diversity inclusion in the social work curriculum. One of the ten required educational policies states:

#### Educational Policy 2.1.4—Engage diversity and difference in practice

*Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.*

Although all social work programs are required to include content on LGBTQ issues, there exists great variability in how that is done and to what extent content is included. Social work programs that include LGBTQ content as integrated and infused across the curriculum send a clear message that LGBTQ status is a natural and valid aspect of human experience. Pre-professional students from inclusive programs are prepared to embrace all aspects of diversity including LGBTQ issues and will be prepared to be allies and leaders to ensure safe and inclusive school environments for all children from all types of families.

Of the twenty-one accredited social work preparation programs in Illinois, five received an A (DePaul University, Illinois State University, University of Chicago, University of Illinois at Chicago, and University of Illinois at Urbana-Champaign); three received a B (Loyola University Chicago, Southern Illinois University-Edwardsville, and University of Illinois at Springfield); two received a C (Northeastern Illinois University and Western Illinois University); four received a D; and seven received an F.

As in teacher preparation, the lack of inclusion of gender identity in both university-wide policies and in social work preparation program mission and documents was a reason institutions received a failing grade. Only five programs include gender identity within those statements (DePaul University, Illinois State University, Loyola University Chicago, Southern Illinois University-Edwardsville, and University of Illinois at Chicago).

#### **Visibility Matters: Stories of Success, 2009-2010**

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##### Illinois State University

In January 2009, ISU received a grade of "C" on the *Visibility Matters* Report Card. In response to that grade, the University leadership sought recommendations from faculty and staff for changes that could be made to improve. Faculty recommended that ISU update its mission statement and discrimination/harassment policy to include gender identity/expression. As of May 2, 2009, ISU completed these updates:

##### **Mission**

Illinois State University is committed to providing an educational and work environment free of discrimination and harassment based on race, color, religion, gender, national origin, sexual orientation\*, order of protection\*, gender identity and expression\*, ancestry, age, marital status, disability, unfavorable military discharge, or status as a veteran. The University will conduct its educational programs, related activities, and employment practices consistent with applicable federal, state and local laws, regulations, and orders to provide equal opportunity, access, and affirmative action to persons from traditionally underrepresented groups.

##### **Discrimination & Harassment Policy**

Any act of harassment and/or discrimination based on race, color, religion, gender, national origin, sexual orientation\*, order of protection\*, gender identity and expression\*, ancestry, age, marital

status, disability, unfavorable military discharge, or status as a veteran is a violation of this policy and the law and will not be tolerated. Retaliation against any person making an allegation of harassment, discrimination, or exercising their legal right to have their allegation investigated is prohibited by this policy and the law and will not be tolerated. Any allegation of retaliation initiated by an individual participating in the complaint investigation process will be deemed a separate and distinct violation of the Illinois State University Harassment and Discrimination Policy and will be independently investigated.

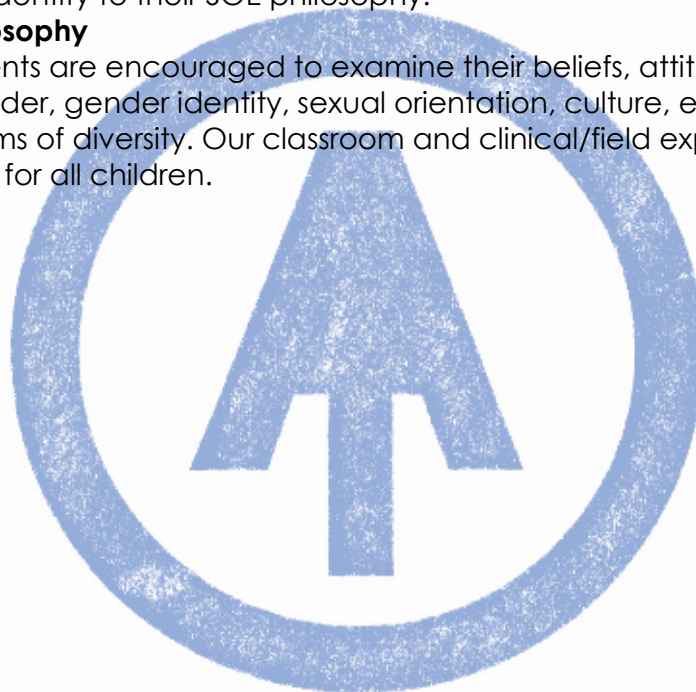
*\* Harassment or discrimination based on sexual orientation and order of protection status are prohibited by University Policy and State of Illinois law. Gender identity and expression is prohibited by Illinois State University policy.*

### DePaul University

As a result of the *Visibility Matters* report DePaul University established the LGBTQ Ad Hoc Committee that met during the Summer of 2009 to discuss changes to the School of Education's (SOE) website, and also started discussions about how to open up dialogue in the faculty around curriculum and possible educational training of faculty for substantive changes if needed. DePaul added sexual orientation and gender identity to their SOE philosophy:

#### **School of Education Philosophy**

In all our programs, students are encouraged to examine their beliefs, attitudes, and assumptions about differences of gender, gender identity, sexual orientation, culture, ethnic and racial groupings, disabilities, and other forms of diversity. Our classroom and clinical/field experiences support an equal, quality education for all children.



## Recommendations, Conclusions, and Future Directions

We recognize that teacher and social work 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 and social work education programs and the campuses of which they are a part can significantly improve their public attention to LGBTQ issues.

Some recommendations:

### Campus Wide

- Work to ensure that campus-wide policies (e.g., non-discrimination, harassment) are inclusive of sexual orientation and gender identity
- 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
- Encourage administrators to include sexual orientation and gender identity in definitions of diversity
- Conduct a campus climate survey that assesses the campus climate for LGBTQ persons
- Establish an LGBTQ resource center or student group on campus

### Education/Social Work Program Specific

- Make visible the practices you are already engaging in that prepare educators/social workers to be knowledgeable about and advocates for LGBTQ youth and their families
- Ensure that sexual orientation and gender identity are included in all definitions of diversity
- 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)
- Ensure that the program's conceptual framework and dispositions statements include sexual orientation and gender identity
- Utilize statements from national organizations (e.g., NCTE, AERA) to advocate for the inclusion of LGBTQ topics into the teacher/social work preparation curriculum
- Find allies within the university, as well as the community, to help you advocate for changes within your teacher/social work 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

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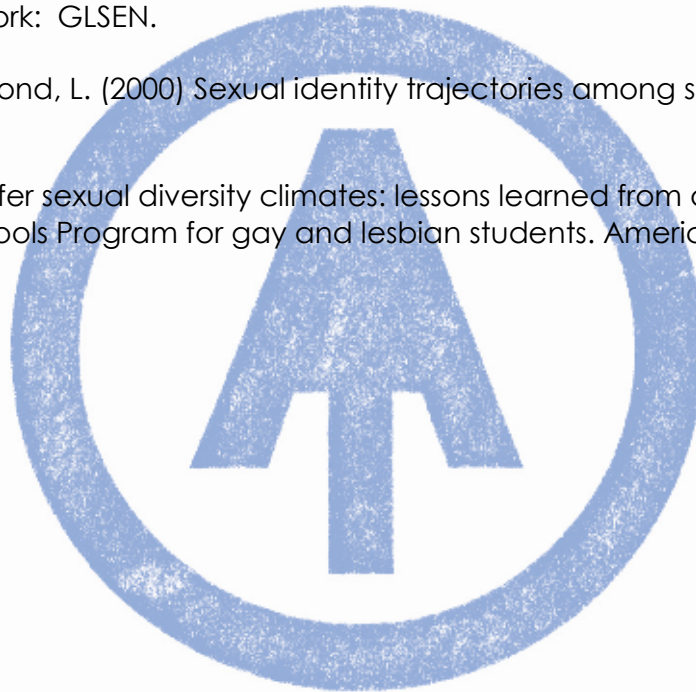
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## Appendix A: Including Gender Identity

### Gender Identity and Gender Expression: The Importance of Enumerating Protected Categories in Nondiscrimination Policy

It is critical that Illinois schools (K-12 as well as postsecondary) make it clear that they protect against discrimination and preserve the right to equal educational opportunities for all people protected by law, including on the bases of their gender identity and gender expression.

#### What is gender identity and gender expression?

Gender identity is an internal sense of who you are as a gendered person. Gender expression is how you express your gender identity. Discrimination based on gender identity and gender expression is pervasive in schools.

#### Why is it important to include gender identity and gender expression explicitly?

- **Because comprehensive policies more effectively protect the people they are intended to protect.** Research demonstrates that students in schools with comprehensive policies report less discrimination and more supportive environments than students in schools whose policies do not specify what discrimination is unacceptable.
- **Because policies reflect the shared values of a school's community.** Including gender identity and gender expression in your policies is a clear message to school personnel, students, and the school community that discrimination on these grounds will not be tolerated in your school environment.
- **Because Illinois law protects school personnel and students on the basis of gender identity.** The Illinois Human Rights Act explicitly protects people on the bases of "race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, or unfavorable discharge from military service" and defines sexual orientation to include "gender-related identity, whether or not traditionally associated with the person's designated sex at birth." (775 ILCS 5/1-103) Commonly conflated, sexual orientation and gender identity and gender expression are distinct concepts.
- **Because by failing to name gender identity as a protected category policy leaves an educational institution vulnerable to legal liability.** If your nondiscrimination, equal educational opportunity, or other policies exclude gender identity as an explicitly protected category, you have left your school personnel without clear notice of their legal obligations to protect the rights of faculty, staff, and students on the basis of gender identity. Ignorance of the law is not a defense to liability.

#### How can you take action?

- **Adopt model language.** [Name of Educational Institution] does not discriminate against any person on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender identity or expression, or unfavorable discharge from military service. This policy applies to all employment practices, admissions procedures, and educational programs and activities, and is intended to be consistent with the provisions of applicable State and Federal laws and other [Institution] policies.
- **Borrow from the examples of other educational institutions.** Illinois Wesleyan University does not discriminate on the basis of age, race, religion, sex, sexual orientation including gender identity and expression, disability, or national origin in its admissions policies, educational programs and activities, or employment policies. (<http://www.iwu.edu/statement.shtml>)
- **Publicize the changes to your entire school community.** Once your policies are amended to include gender identity and expression, make an announcement to school personnel and students and post them to your website.

## Comprehensive Report Card Grades

### Teacher Preparation

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

Keller Graduate School of Management of DeVry University	F
Kendall College	F
Knox College	C
Lake Forest College	F
Lewis University	D
Loyola University Chicago	F



University of Saint Francis	F
Vanderbrook College of Music	F
Western Illinois University	C
Wheaton College	F

### Social Work Preparation

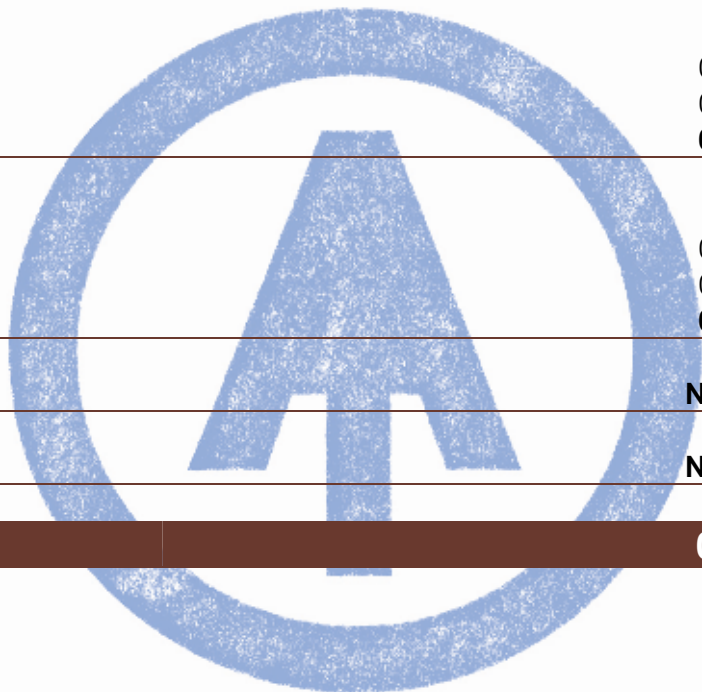
Aurora University George Williams College	D
Bradley University	D
Chicago State University	F
DePaul University	A
Dominican University	F
Governor's State University	F
Illinois State University	A
Loyola University Chicago	B
MacMurray College	D
Northeastern Illinois University	C
Olivet Nazarene University	F



Southern Illinois University-Carbondale	D
Southern Illinois University-Edwardsville	B
Saint Augustine College	F
Trinity Christian College	F
University of Chicago	A
University of Illinois at Chicago	A
University of Illinois at Springfield	B
University of Illinois at Urbana-Champaign	A
University of Saint Francis	F
Western Illinois University	C

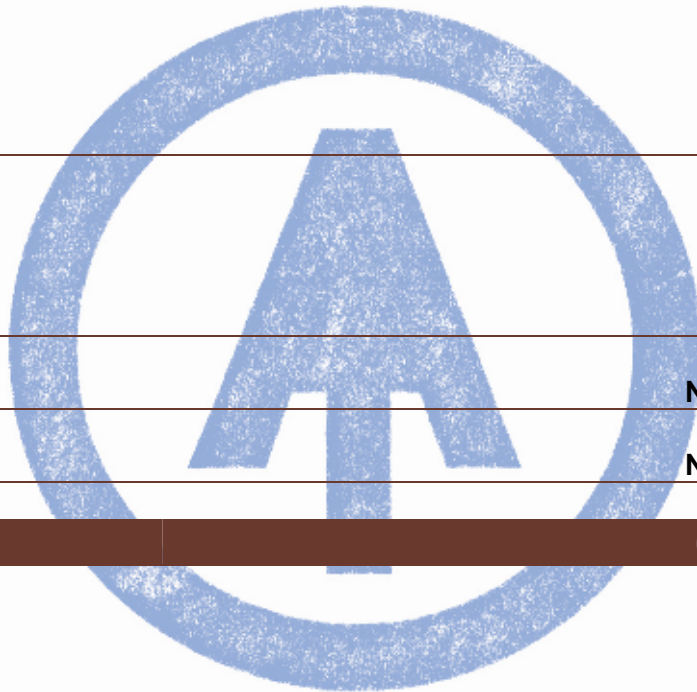
# AMERICAN COLLEGE OF EDUCATION REPORT CARD

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



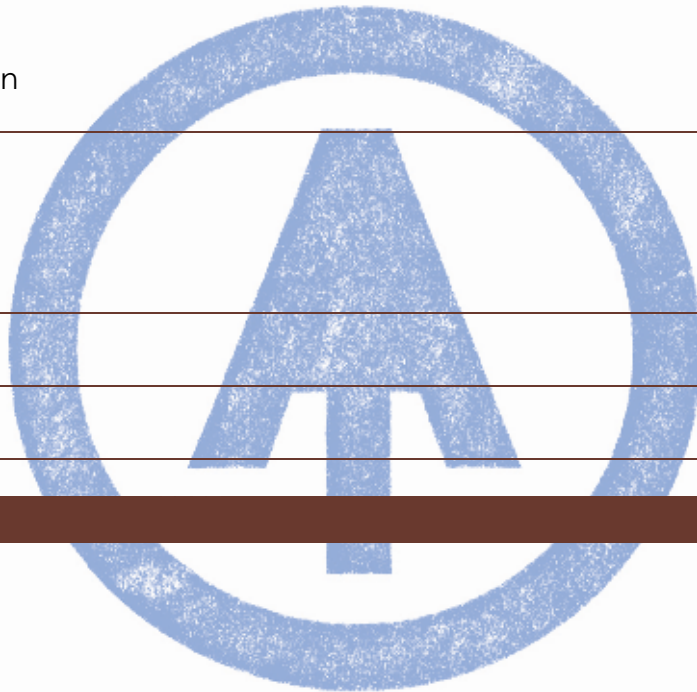
# ARGOSY UNIVERSITY REPORT CARD

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



# AUGUSTANA COLLEGE REPORT CARD

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



# AURORA UNIVERSITY REPORT CARD

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	5 5 <b>10</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 10 <b>10</b>
<b>College of Education</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 0 <b>0</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>45</b>



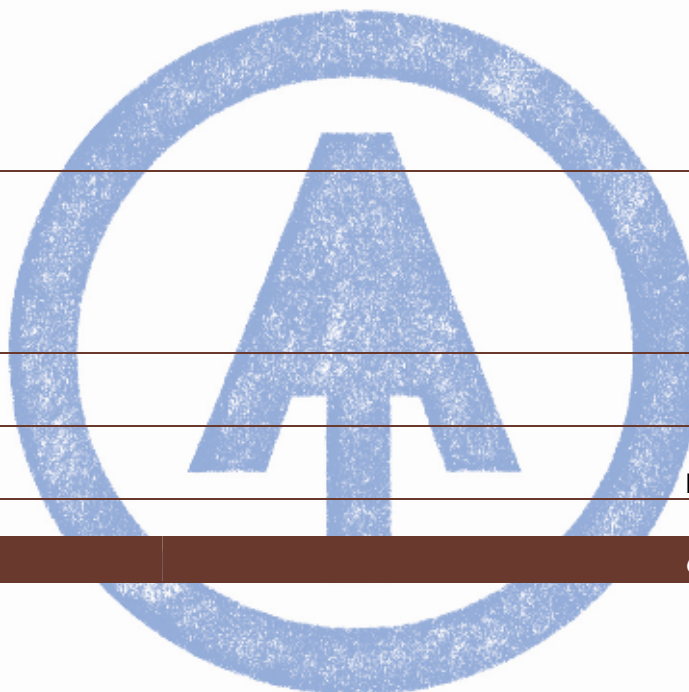
# BENEDICTINE UNIVERSITY REPORT CARD

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



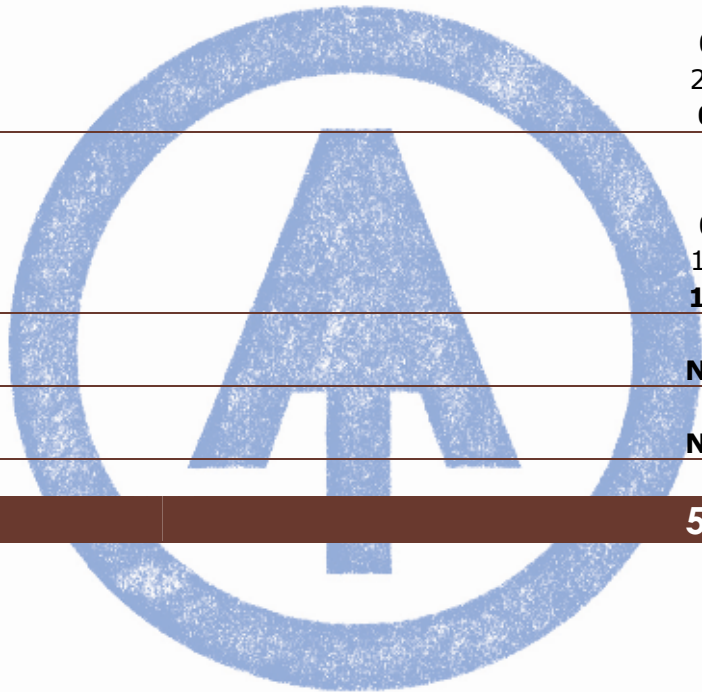
# BLACKBURN COLLEGE REPORT CARD

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



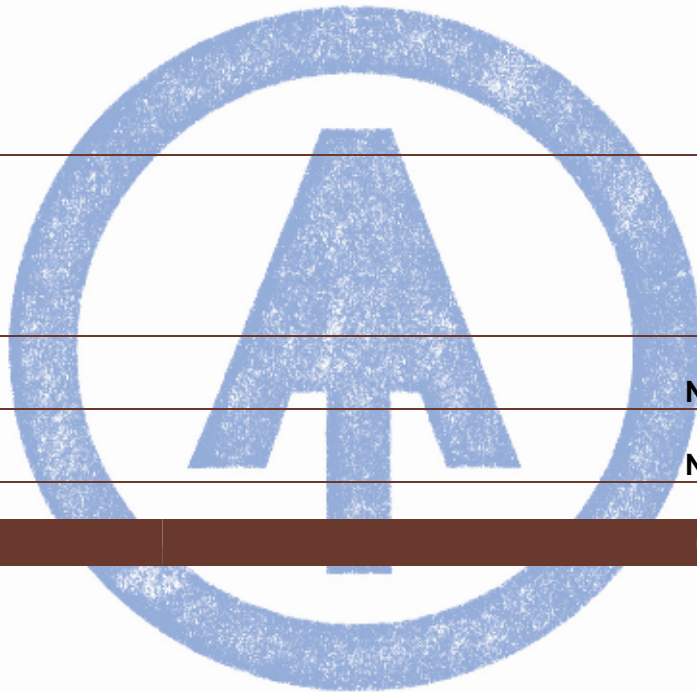
# BRADLEY UNIVERSITY REPORT CARD

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



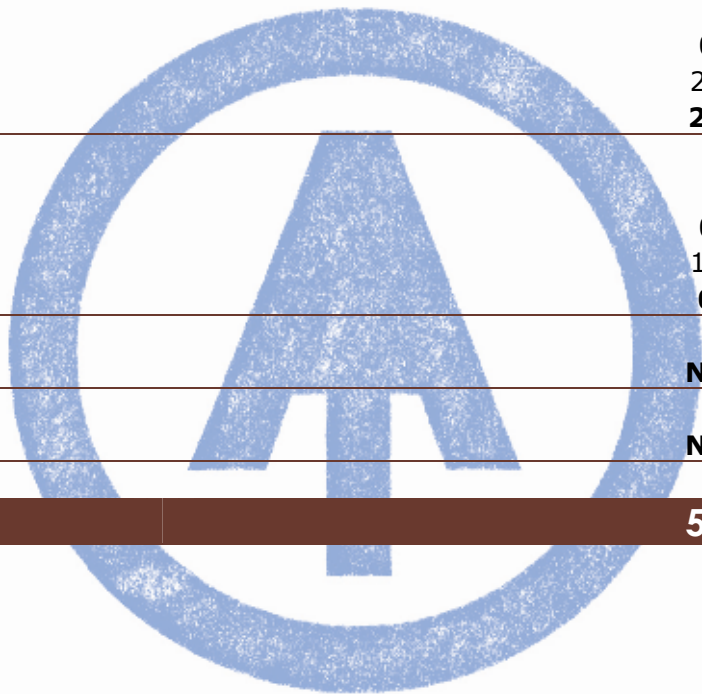
# CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY REPORT CARD

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



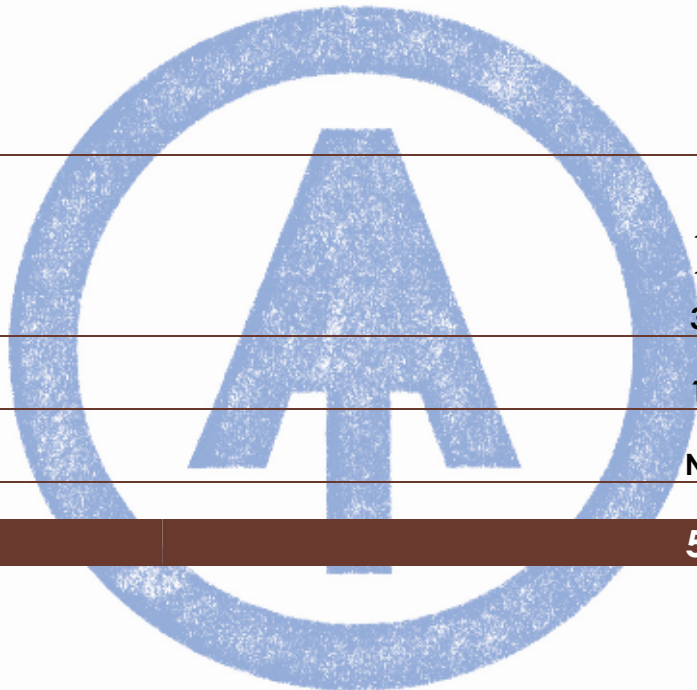
# CHICAGO STATE UNIVERSITY REPORT CARD

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



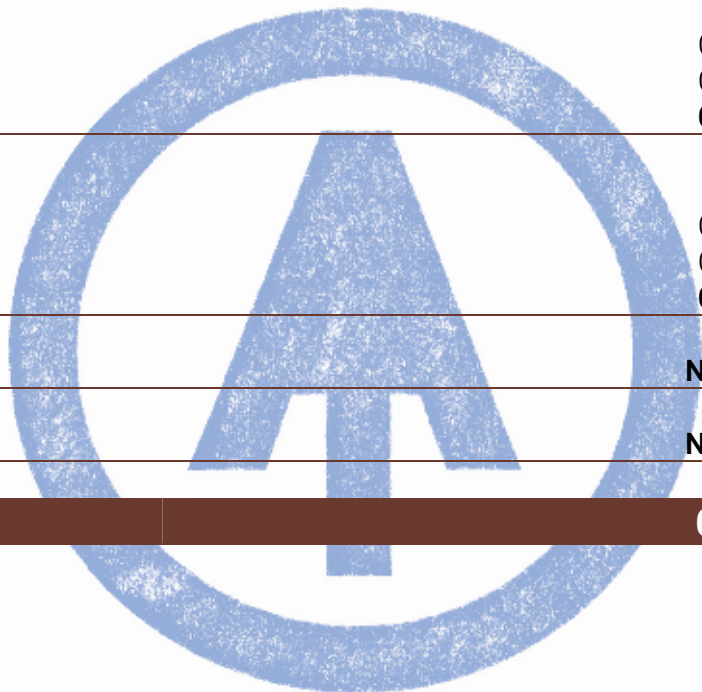
# COLUMBIA COLLEGE REPORT CARD

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



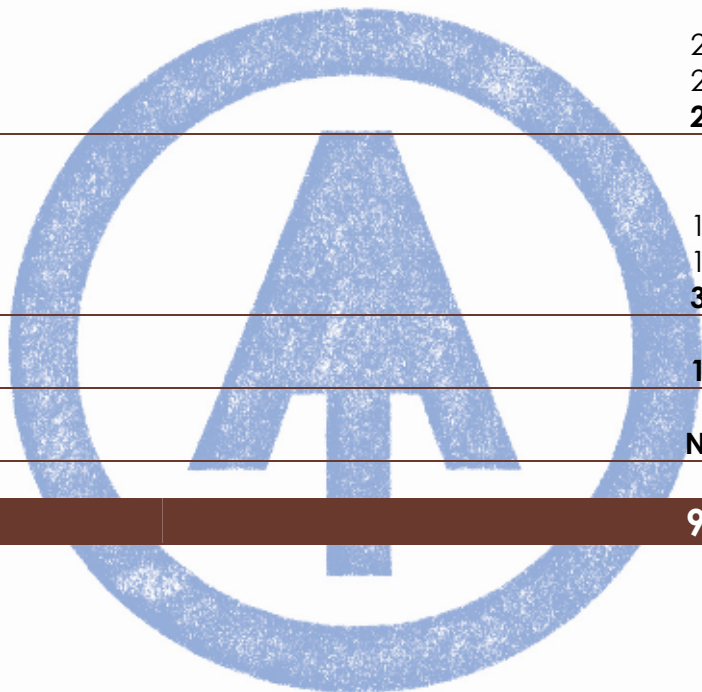
# CONCORDIA UNIVERSITY CHICAGO REPORT CARD

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



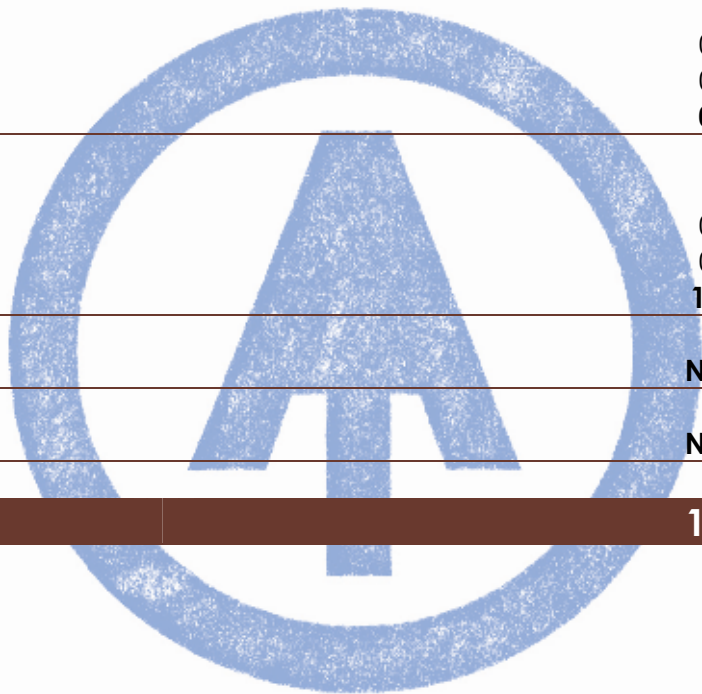
# DEPAUL UNIVERSITY REPORT CARD

Evaluation Categories	Points
<b>University Policy</b>	
Gender Identity	0
Sexual Orientation	5
<b>TOTAL</b>	<b>5</b>
<b>Student Rights and Responsibilities</b>	
Gender Identity	0
Sexual Orientation	10
<b>TOTAL</b>	<b>10</b>
<b>College of Education</b>	
Gender Identity	20
Sexual Orientation	20
<b>TOTAL</b>	<b>20</b>
<b>Campus Life</b>	
LGBTQ Office	15
Student Club	15
<b>TOTAL</b>	<b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>95</b>



# DOMINICAN UNIVERSITY REPORT CARD

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



# EASTERN ILLINOIS UNIVERSITY REPORT CARD

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



# ELMHURST COLLEGE REPORT CARD

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



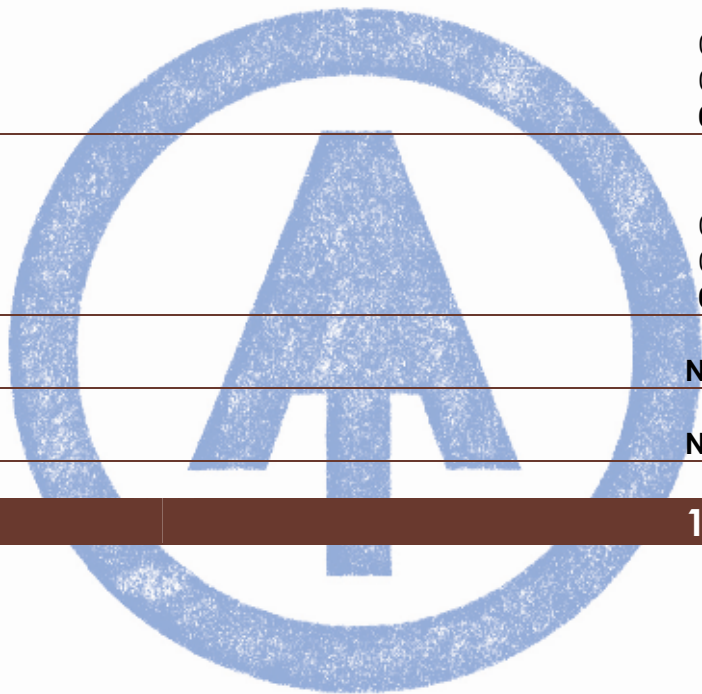
# ERIKSON INSTITUTE REPORT CARD

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



# EUREKA COLLEGE REPORT CARD

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



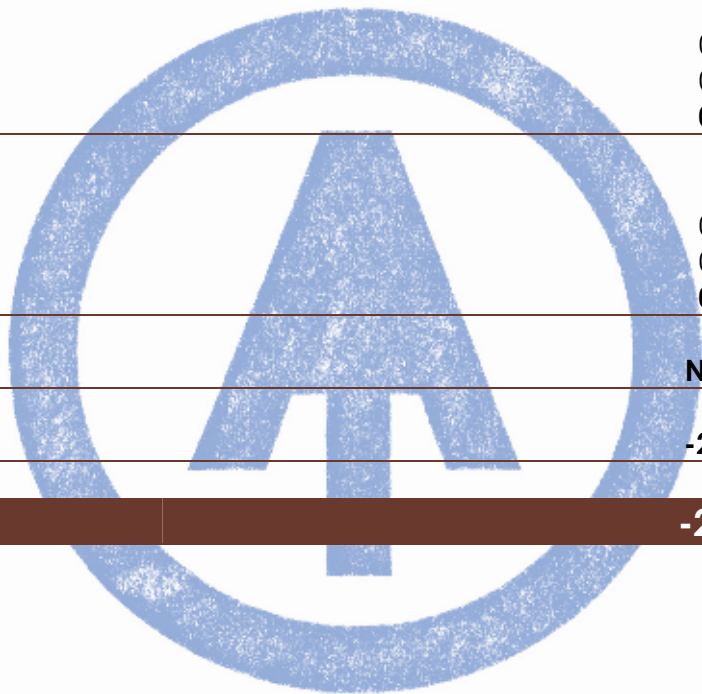
# GOVERNOR'S STATE UNIVERSITY REPORT CARD

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



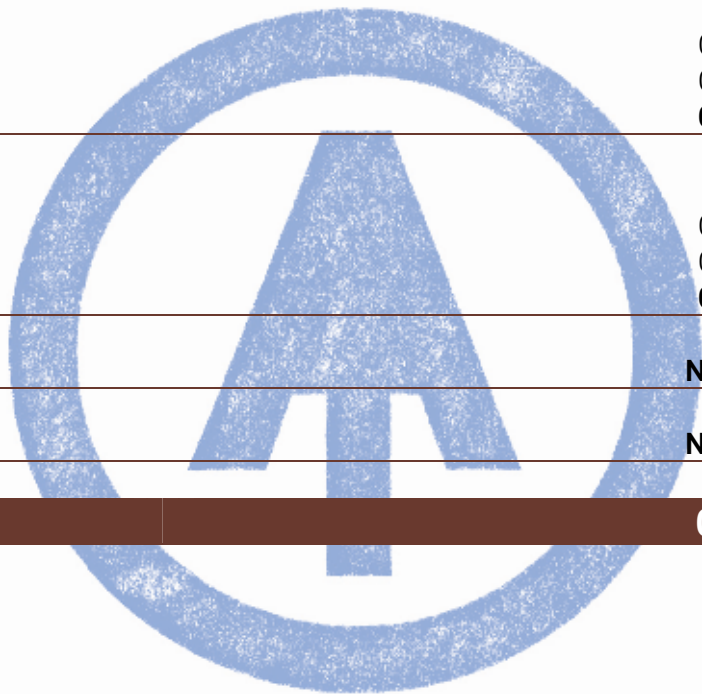
# GREENVILLE COLLEGE REPORT CARD

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



# HEBREW THEOLOGICAL COLLEGE REPORT CARD

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



# ILLINOIS COLLEGE REPORT CARD

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



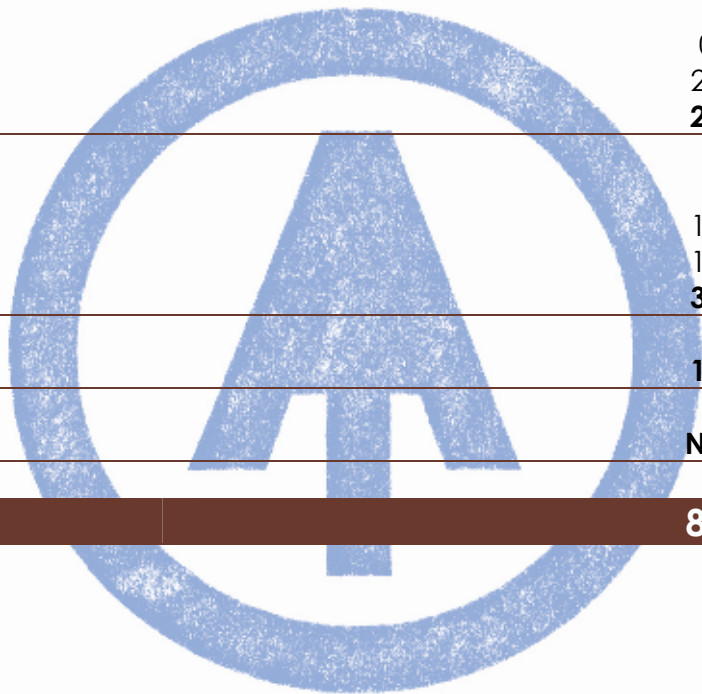
# ILLINOIS INSTITUTE OF TECHNOLOGY REPORT CARD

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



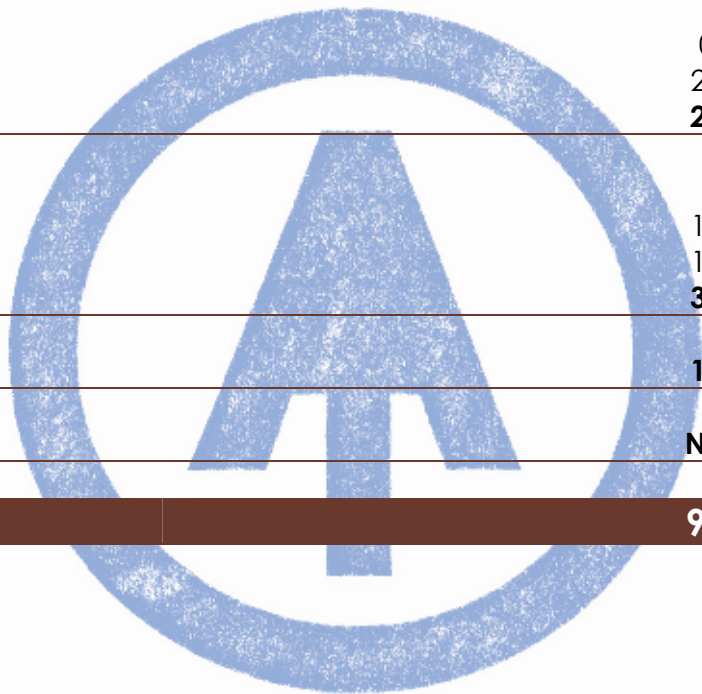
# ILLINOIS STATE UNIVERSITY REPORT CARD

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	5 5 <b>10</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 10 <b>10</b>
<b>College of Education</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	15 15 <b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>80</b>



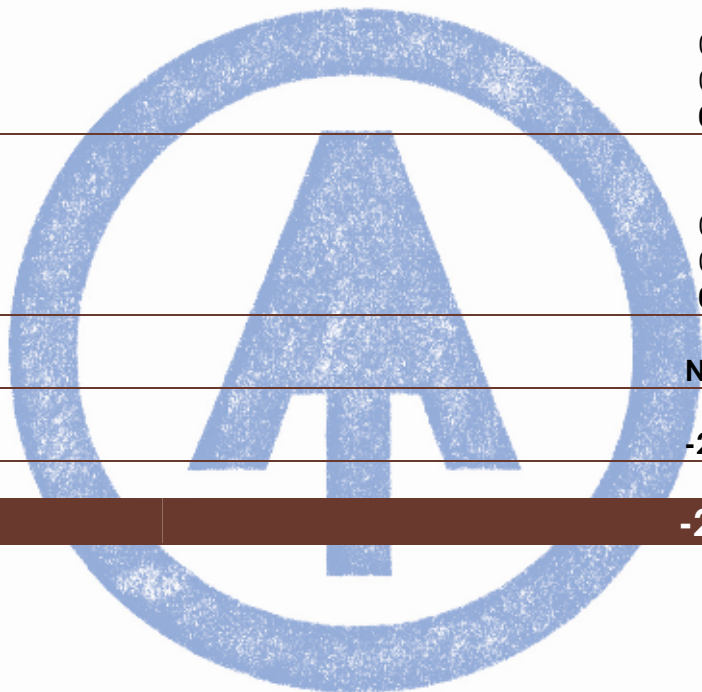
# ILLINOIS WESLEYAN UNIVERSITY REPORT CARD

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



# JUDSON UNIVERSITY REPORT CARD

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



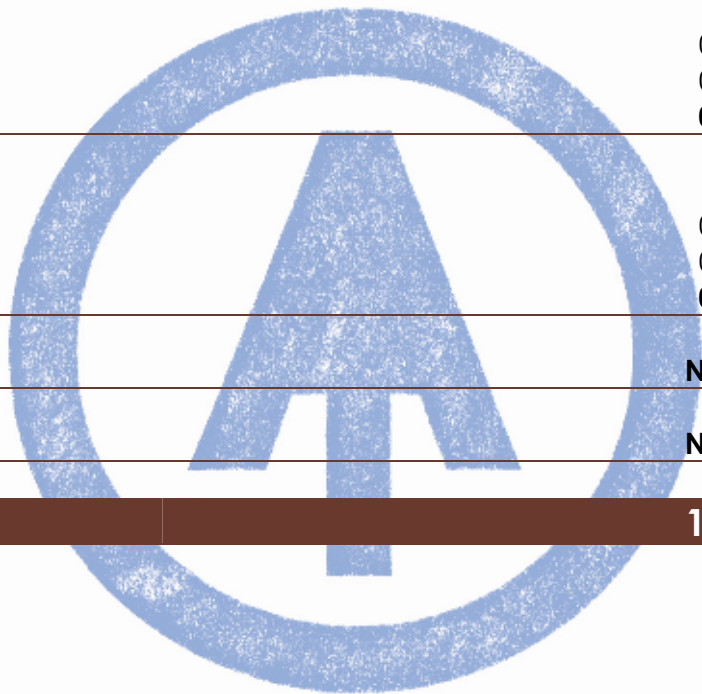
# KELLER GRADUATE SCHOOL OF MANAGEMENT OF DeVRY UNIVERSITY

## REPORT CARD

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

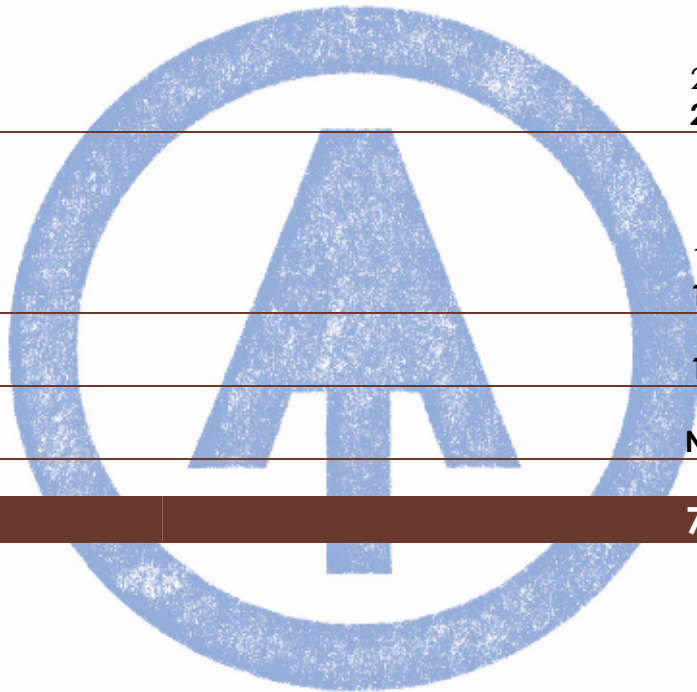
# KENDALL COLLEGE REPORT CARD

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



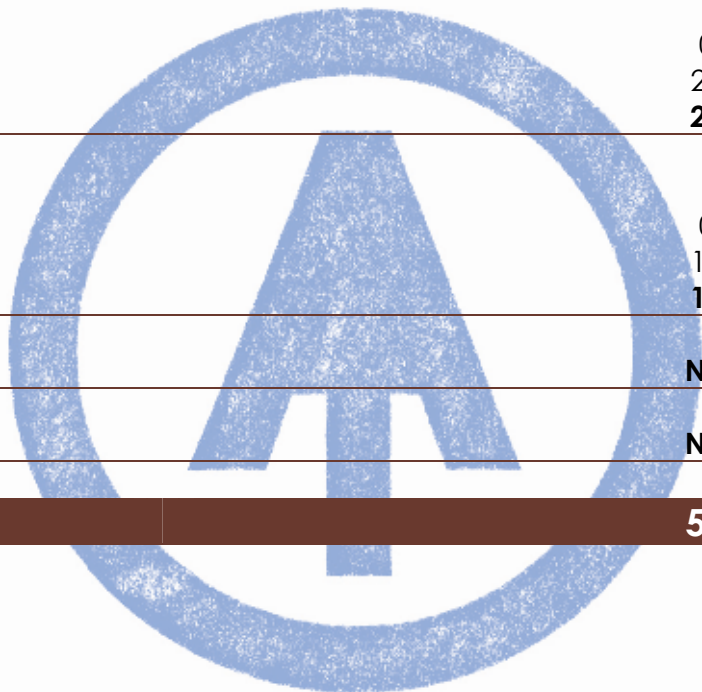
# KNOX COLLEGE REPORT CARD

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



# LAKE FOREST COLLEGE REPORT CARD

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



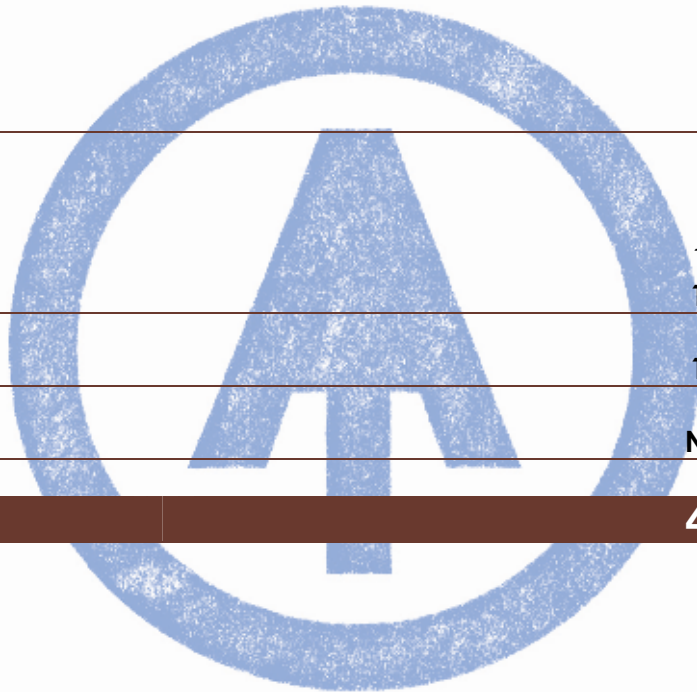
# LEWIS UNIVERSITY REPORT CARD

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



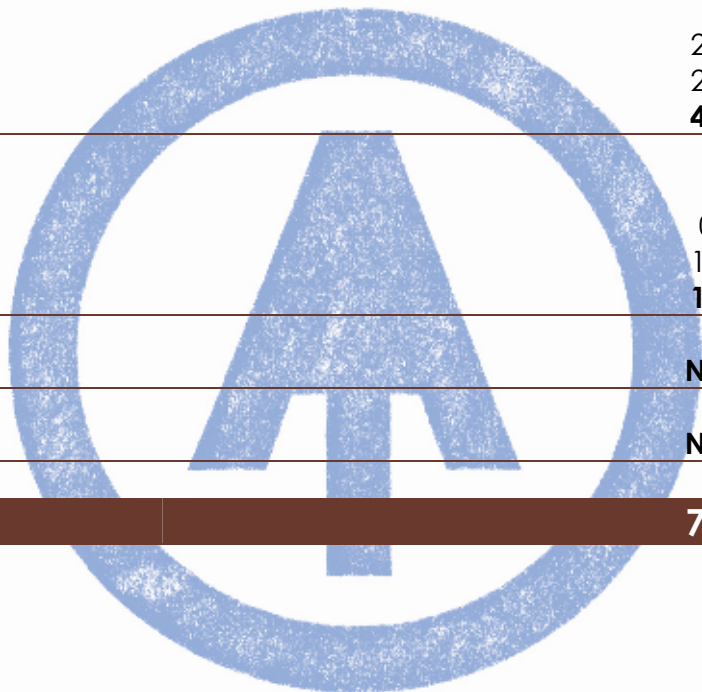
# LOYOLA UNIVERSITY CHICAGO REPORT CARD

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



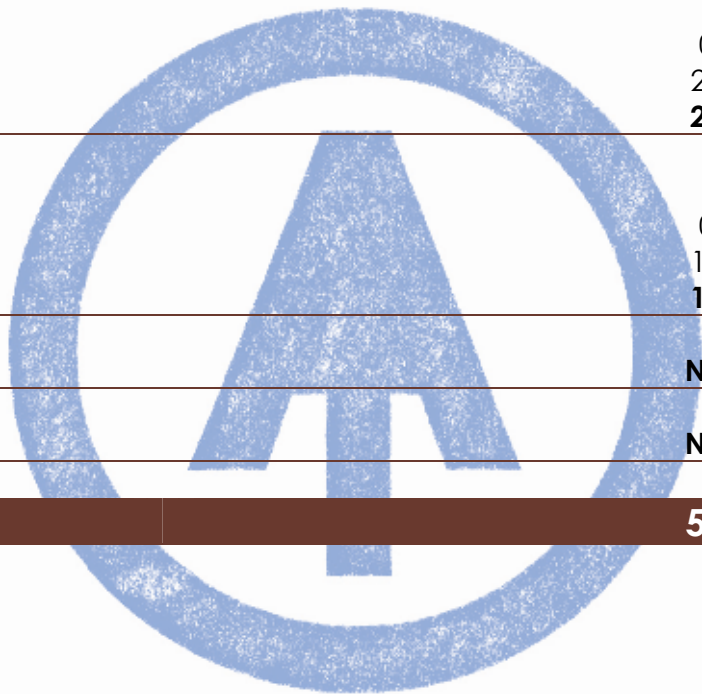
# MACMURRAY COLLEGE REPORT CARD

Evaluation Categories	Points
<b>University Policy</b>	
Gender Identity	0
Sexual Orientation	5
<b>TOTAL</b>	<b>5</b>
<b>Student Rights and Responsibilities</b>	
Gender Identity	0
Sexual Orientation	10
<b>TOTAL</b>	<b>10</b>
<b>College of Education</b>	
Gender Identity	20
Sexual Orientation	20
<b>TOTAL</b>	<b>40</b>
<b>Campus Life</b>	
LGBTQ Office	0
Student Club	15
<b>TOTAL</b>	<b>15</b>
<b>Extra Credit</b>	<b>NA</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>70</b>



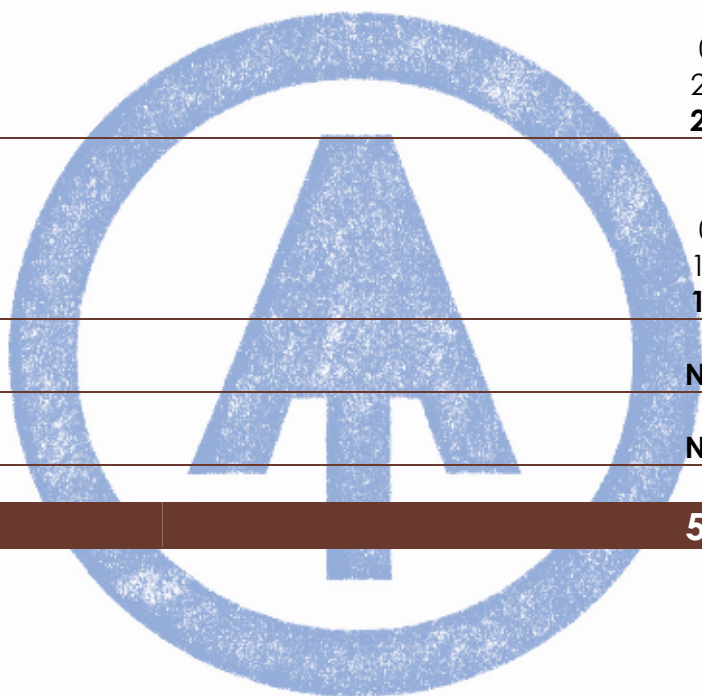
# MCKENDREE COLLEGE REPORT CARD

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



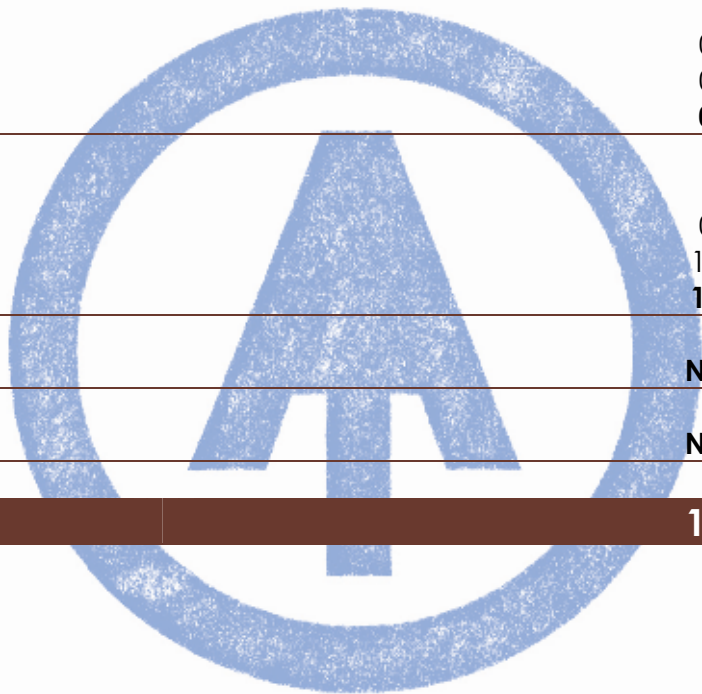
# MILLIKIN UNIVERSITY REPORT CARD

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



# MONMOUTH COLLEGE REPORT CARD

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



# NATIONAL-LOUIS UNIVERSITY REPORT CARD

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



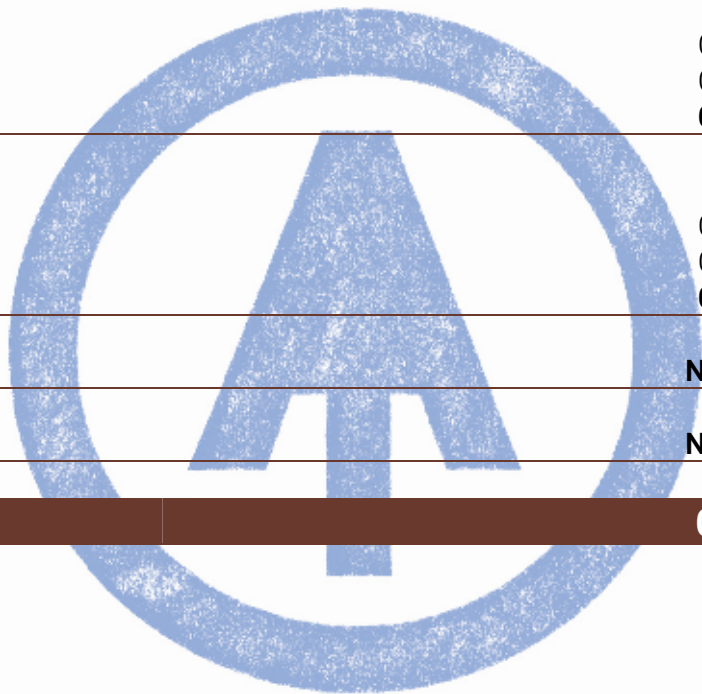
# NORTH CENTRAL COLLEGE REPORT CARD

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



# NORTH PARK COLLEGE REPORT CARD

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



# NORTHEASTERN ILLINOIS UNIVERSITY REPORT CARD

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



# NORTHERN ILLINOIS UNIVERSITY REPORT CARD

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



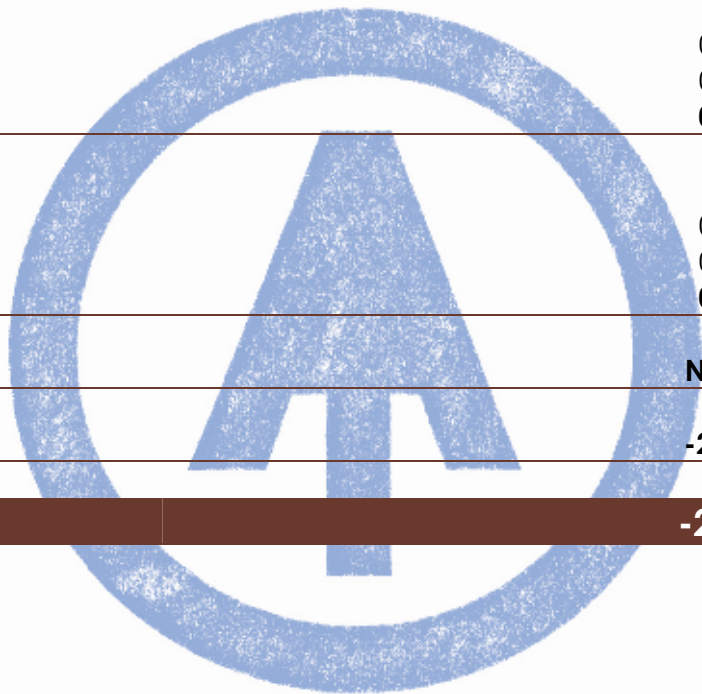
# NORTHWESTERN UNIVERSITY REPORT CARD

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



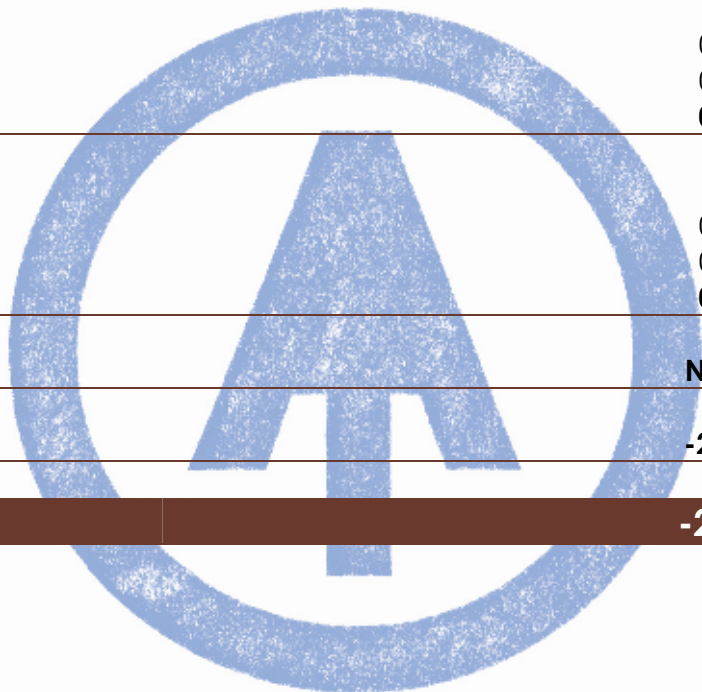
# OLIVET NAZARENE UNIVERSITY REPORT CARD

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



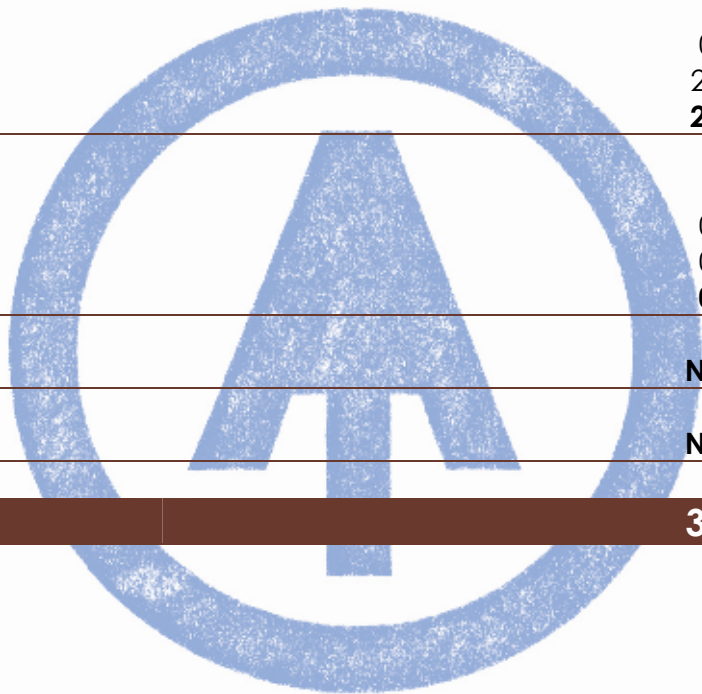
# PRINCIPIA COLLEGE REPORT CARD

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



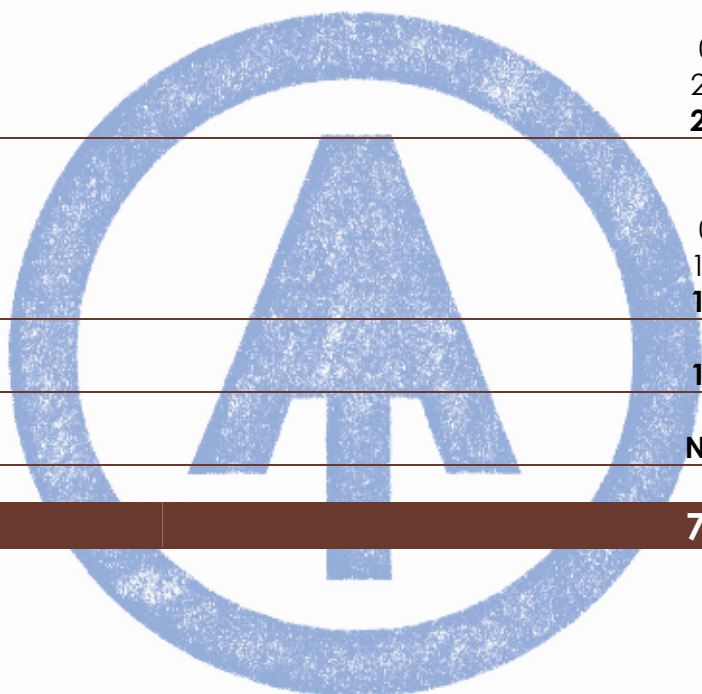
# QUINCY UNIVERSITY REPORT CARD

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



# ROCKFORD COLLEGE REPORT CARD

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



# ROOSEVELT UNIVERSITY REPORT CARD

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



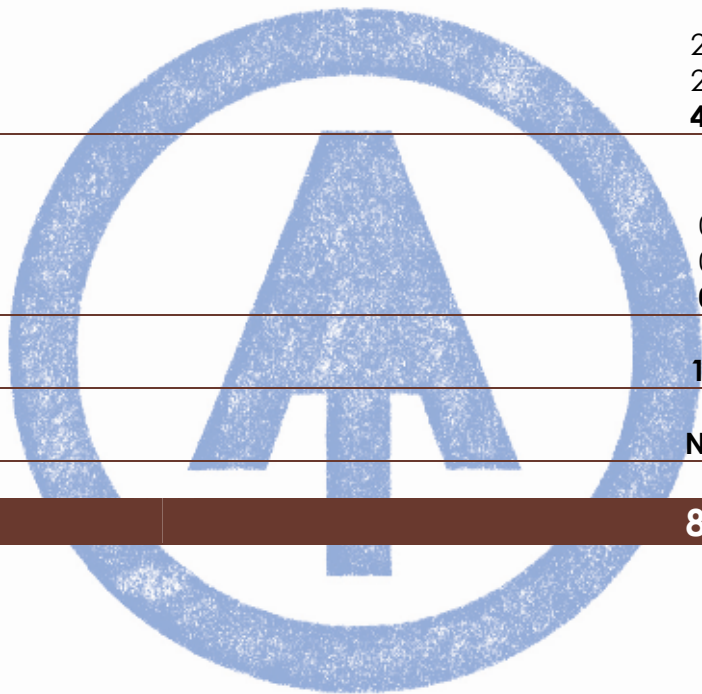
# SAINT XAVIER UNIVERSITY REPORT CARD

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



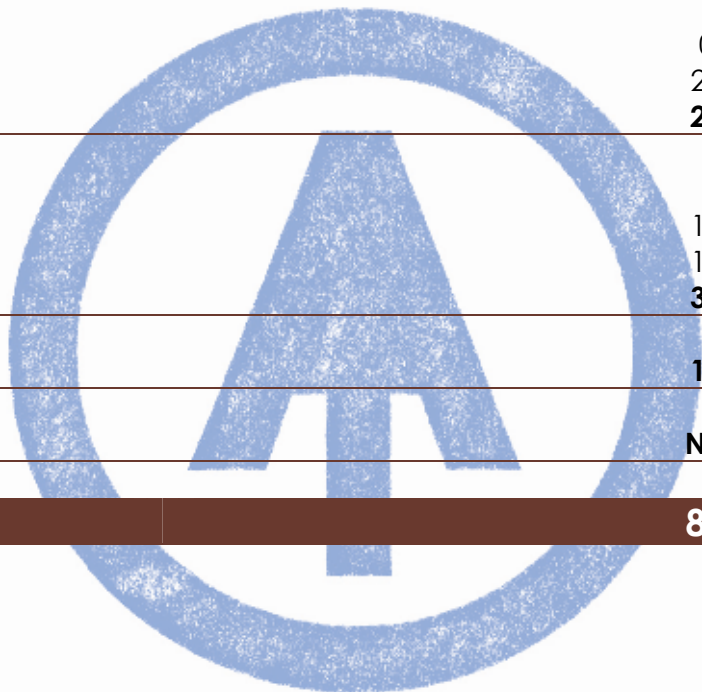
# SCHOOL OF THE ART INSTITUTE OF CHICAGO REPORT CARD

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



# SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE REPORT CARD

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	10 10 <b>20</b>
<b>College of Education</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	15 15 <b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>85</b>



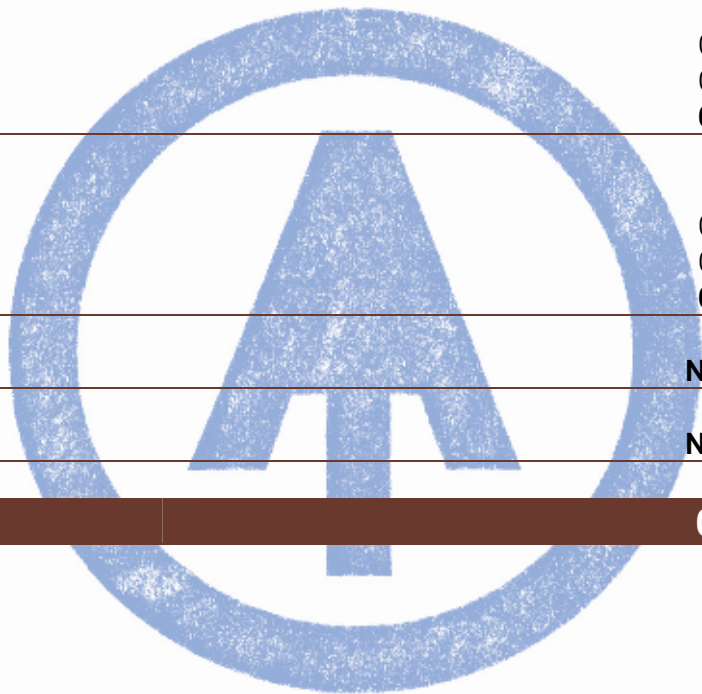
# SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE REPORT CARD

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



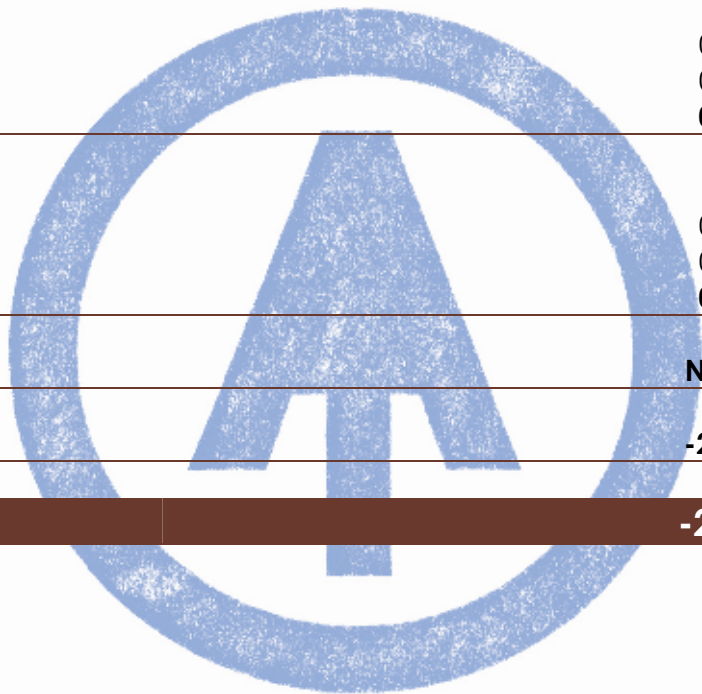
# TRINITY CHRISTIAN COLLEGE REPORT CARD

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



# TRINITY INTERNATIONAL UNIVERSITY REPORT CARD

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



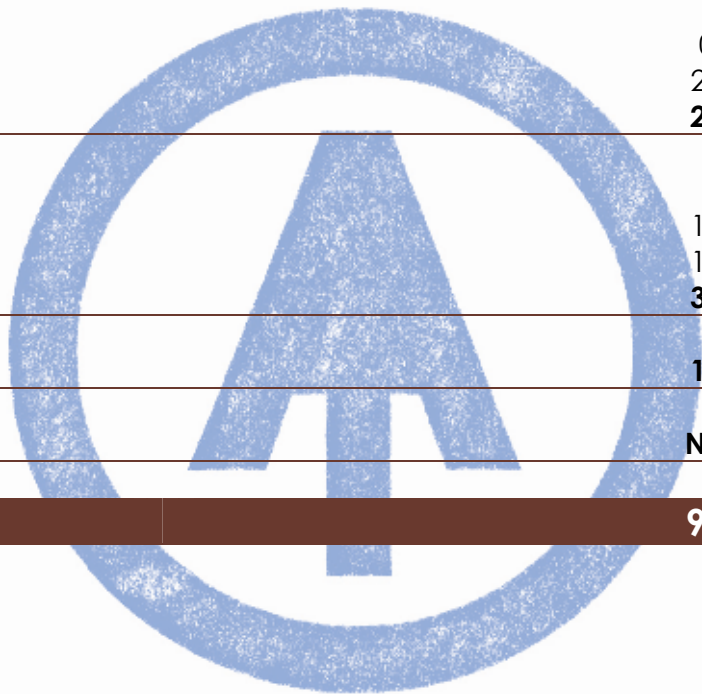
# UNIVERSITY OF CHICAGO REPORT CARD

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



# UNIVERSITY OF ILLINOIS AT CHICAGO REPORT CARD

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



# UNIVERSITY OF ILLINOIS AT SPRINGFIELD REPORT CARD

Evaluation Categories	Points
<b>University Policy</b>	
Gender Identity	0
Sexual Orientation	5
<b>TOTAL</b>	<b>5</b>
<b>Student Rights and Responsibilities</b>	
Gender Identity	0
Sexual Orientation	10
<b>TOTAL</b>	<b>10</b>
<b>College of Education</b>	
Gender Identity	0
Sexual Orientation	0
<b>TOTAL</b>	<b>20</b>
<b>Campus Life</b>	
LGBTQ Office	15
Student Club	15
<b>TOTAL</b>	<b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>55</b>



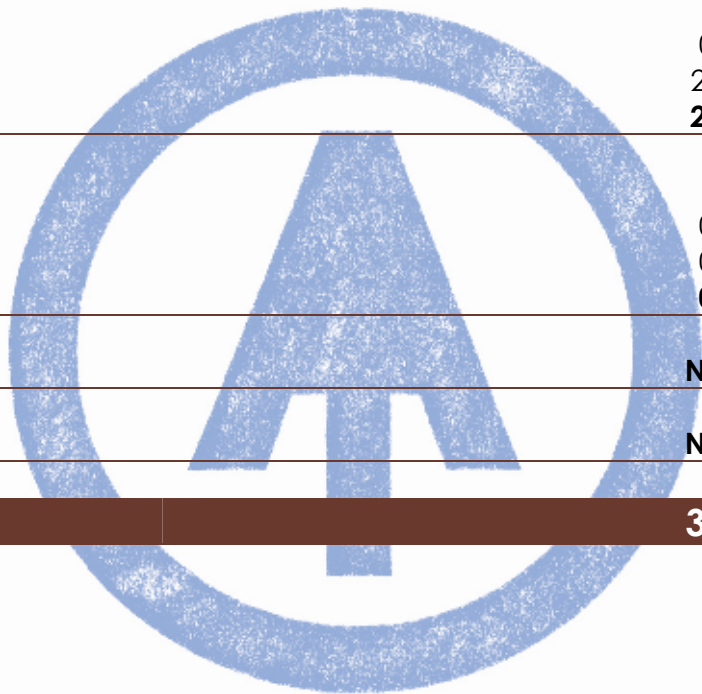
# UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN REPORT CARD

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



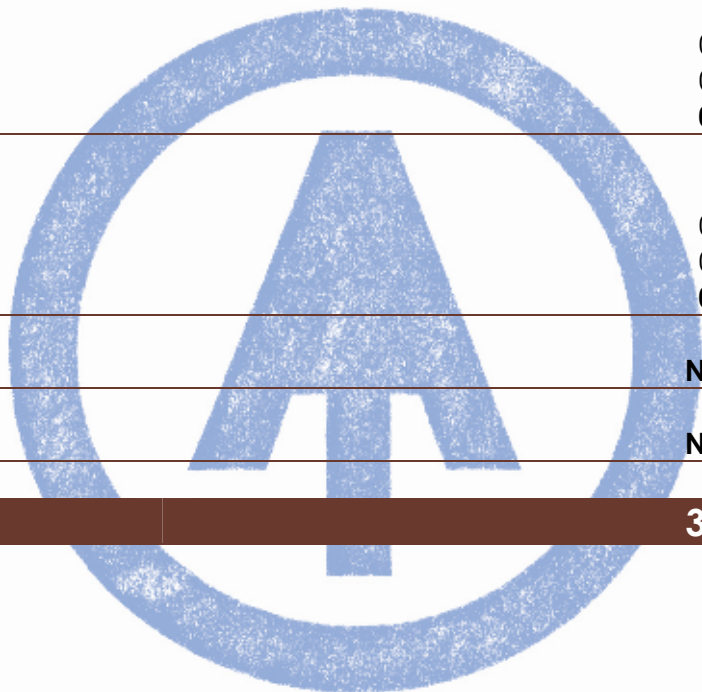
# UNIVERSITY OF SAINT FRANCIS

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



# VANDERCOOK COLLEGE OF MUSIC REPORT CARD

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



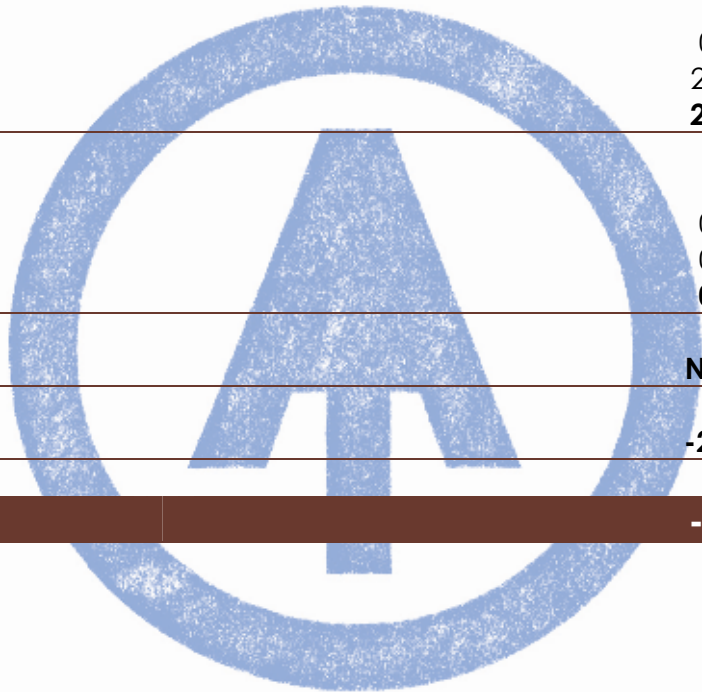
# WESTERN ILLINOIS UNIVERSITY REPORT CARD

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



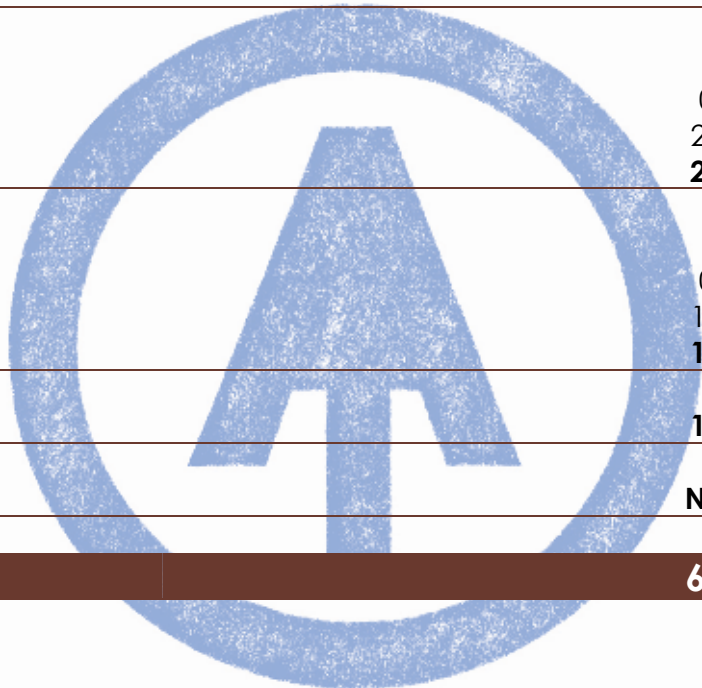
# WHEATON COLLEGE REPORT CARD

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



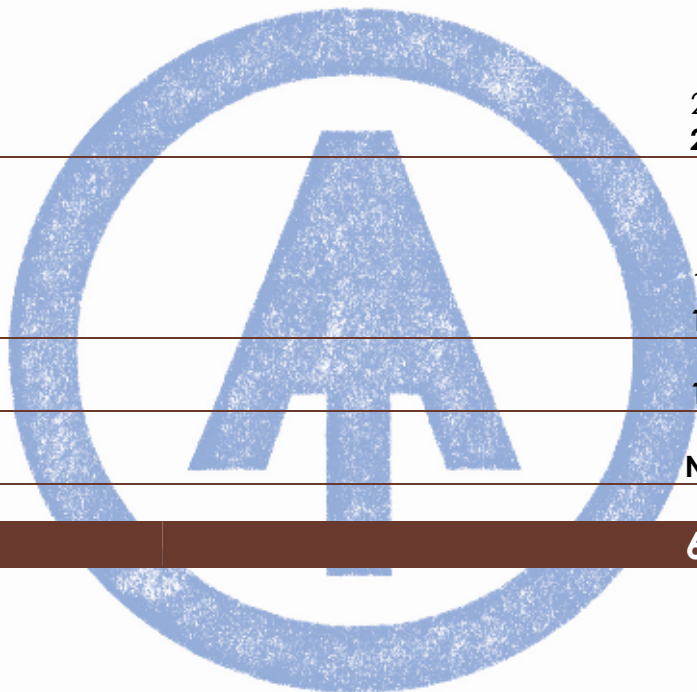
# AURORA UNIVERSITY GEORGE WILLIAMS COLLEGE REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>60</b>



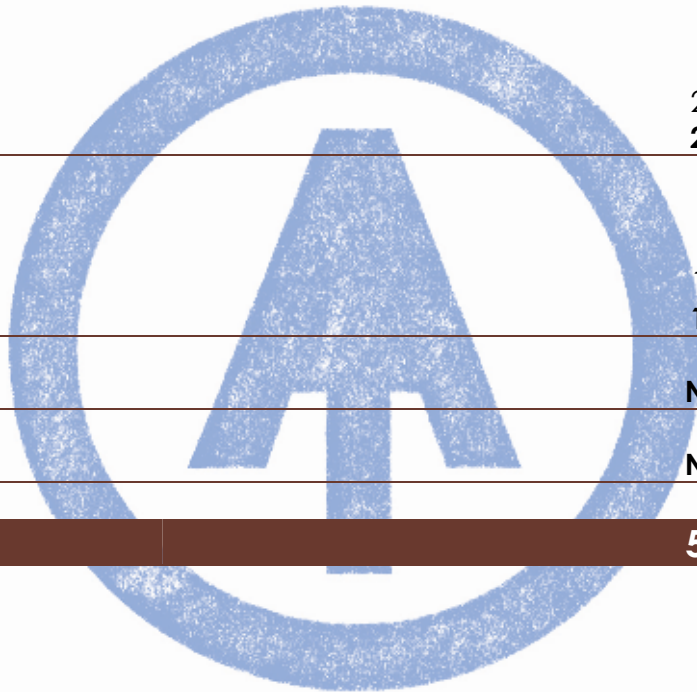
## BRADLEY UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b>	
Gender Identity	0
Sexual Orientation	5
<b>TOTAL</b>	<b>5</b>
<b>Student Rights and Responsibilities</b>	
Gender Identity	0
Sexual Orientation	10
<b>TOTAL</b>	<b>10</b>
<b>Social Work</b>	
Gender Identity	0
Sexual Orientation	20
<b>TOTAL</b>	<b>20</b>
<b>Campus Life</b>	
LGBTQ Office	0
Student Club	15
<b>TOTAL</b>	<b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>60</b>



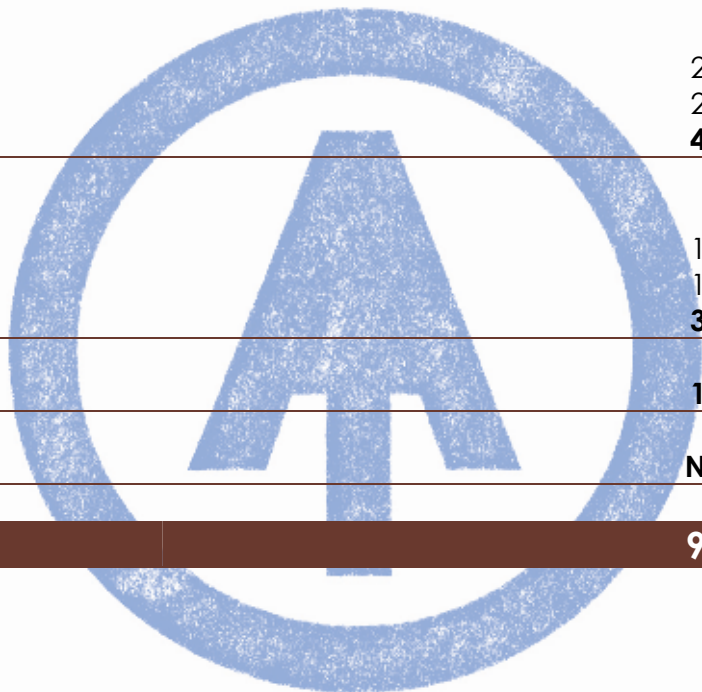
# CHICAGO STATE UNIVERSITY: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 15 <b>15</b>
<b>Extra Credit</b>	<b>NA</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>50</b>



# DEPAUL UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 20 20 <b>40</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 15 15 <b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>95</b>



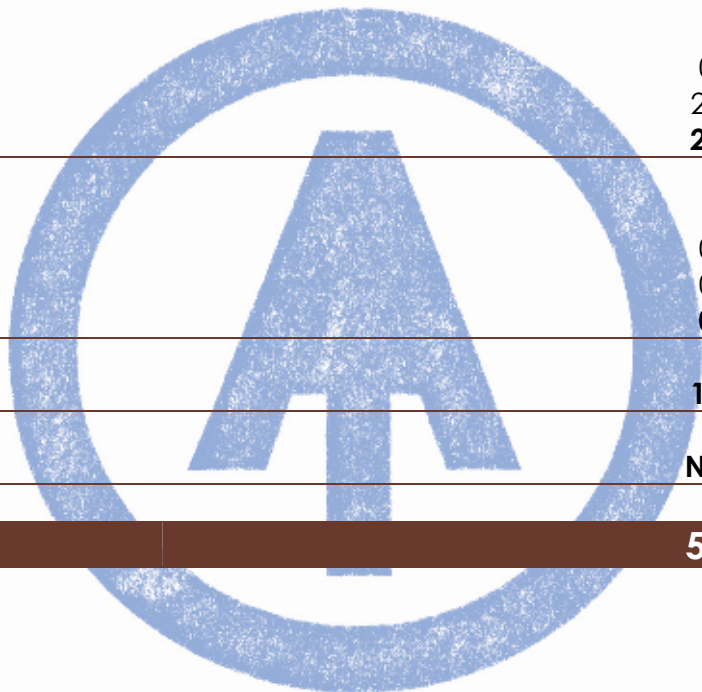
## DOMINICAN UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 0 <b>0</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>40</b>



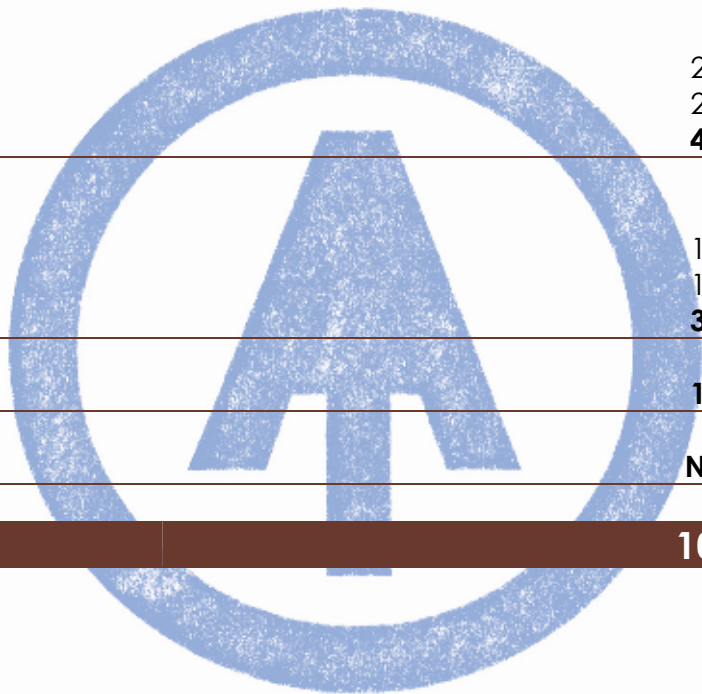
# GOVERNOR'S STATE UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 10 10 <b>20</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 0 <b>0</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>55</b>



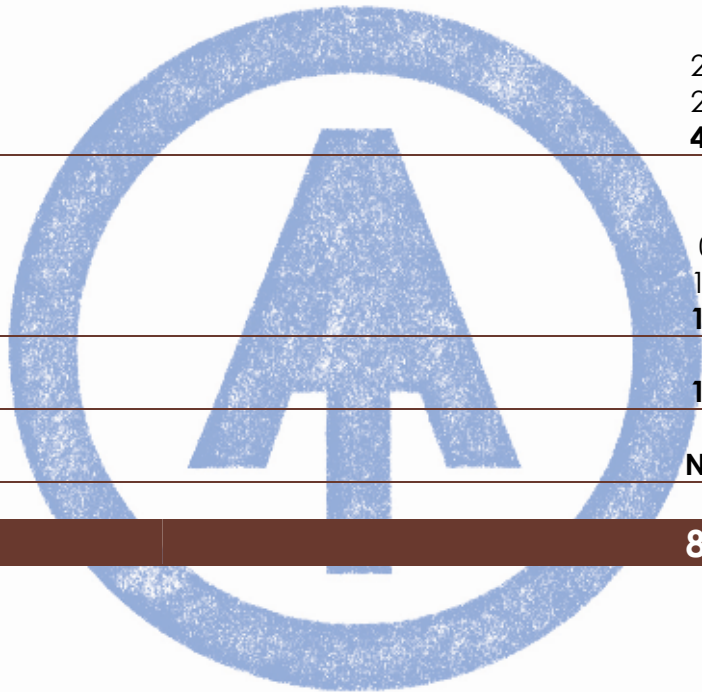
# ILLINOIS STATE UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 5 5 <b>10</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 20 20 <b>40</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 15 15 <b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>100</b>



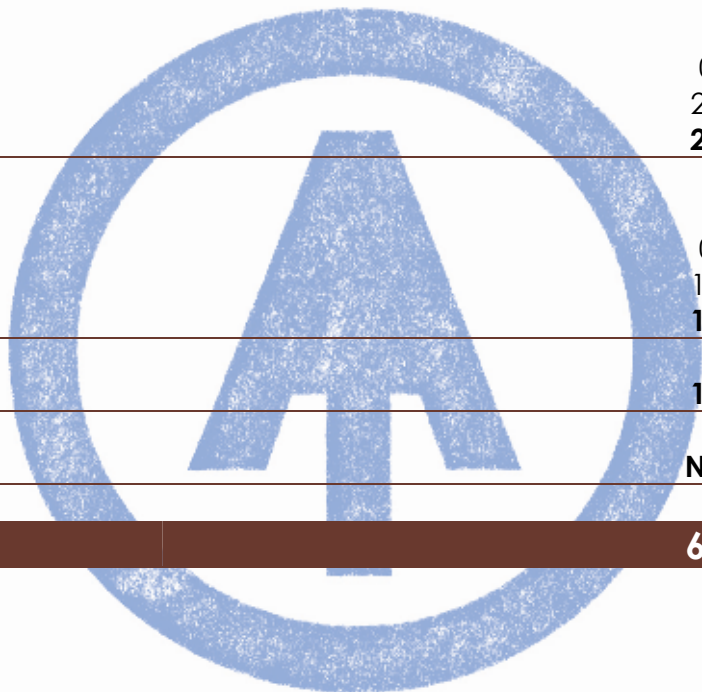
# LOYOLA UNIVERSITY CHICAGO REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	20 20 <b>40</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>80</b>



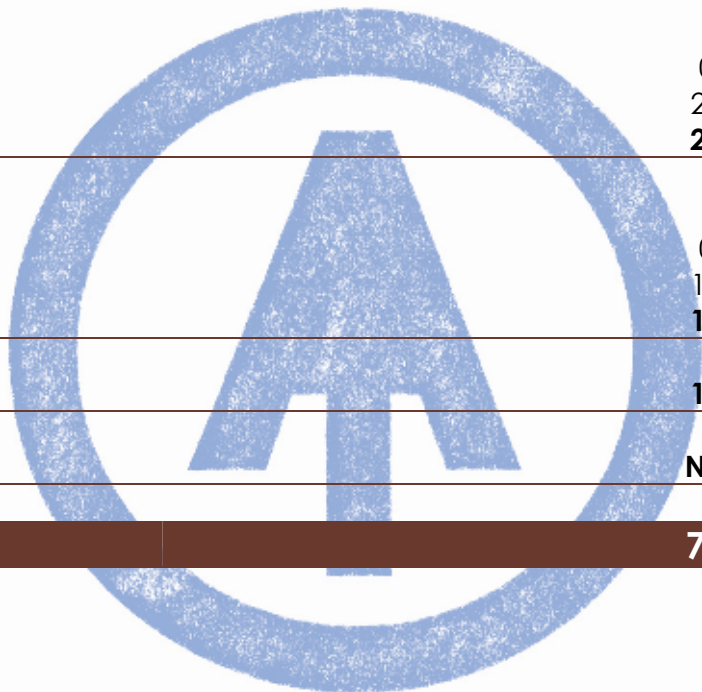
## MACMURRAY COLLEGE REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>60</b>



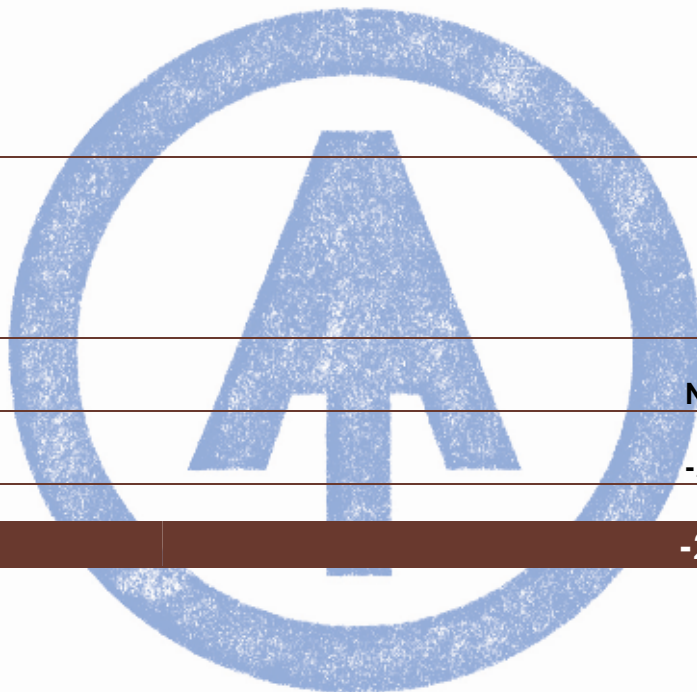
# NORTHEASTERN ILLINOIS UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	10 10 <b>20</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>70</b>



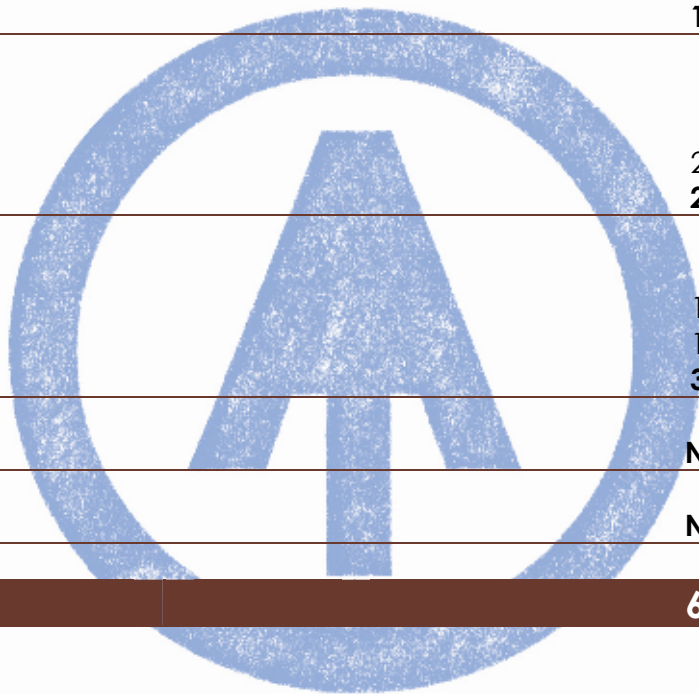
# OLIVET NAZARENE UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 0 <b>0</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 0 <b>0</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 0 <b>0</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	0 0 <b>0</b>
<b>Extra Credit</b>	<b>NA</b>
<b>Negative Points</b>	<b>-25</b>
<b>GRAND TOTAL</b>	<b>-25</b>



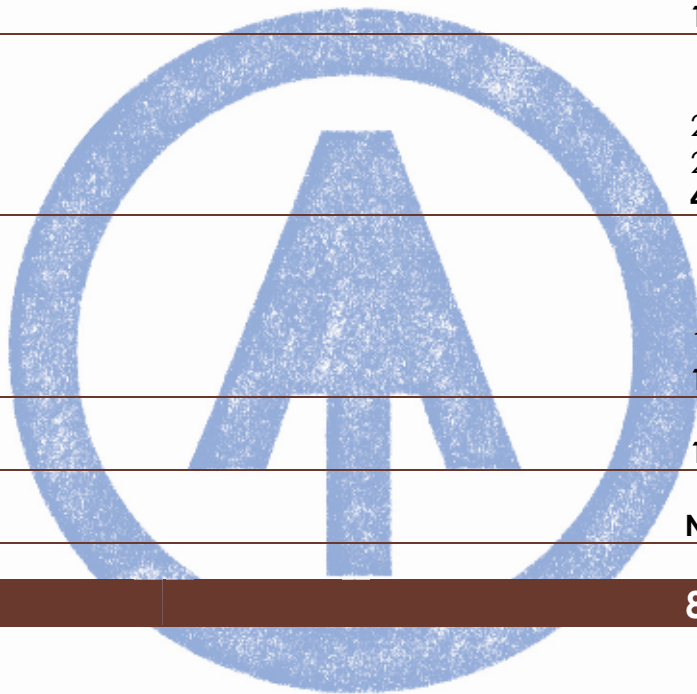
# SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 15 15 <b>30</b>
<b>Extra Credit</b>	<b>NA</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>65</b>



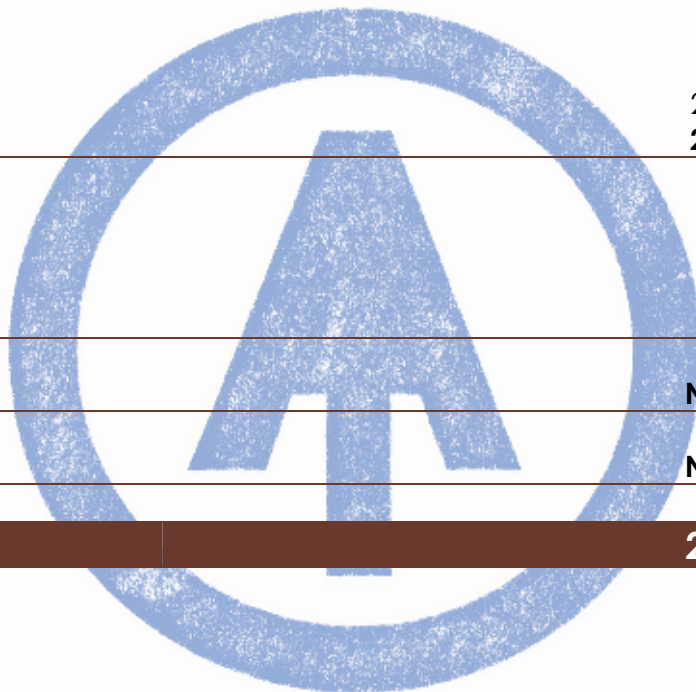
# SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	20 20 <b>40</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>80</b>



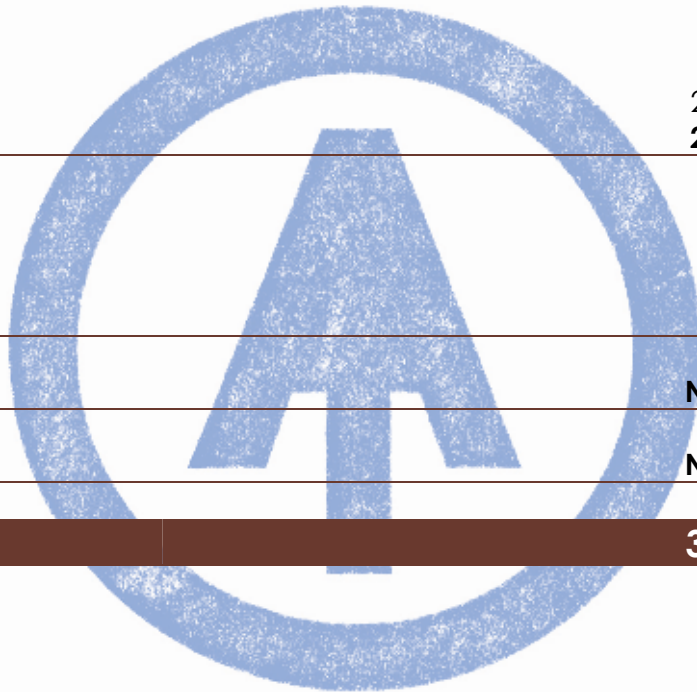
## SAINT AUGUSTINE COLLEGE REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 0 <b>0</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 0 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 0 <b>0</b>
<b>Extra Credit</b>	<b>NA</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>20</b>



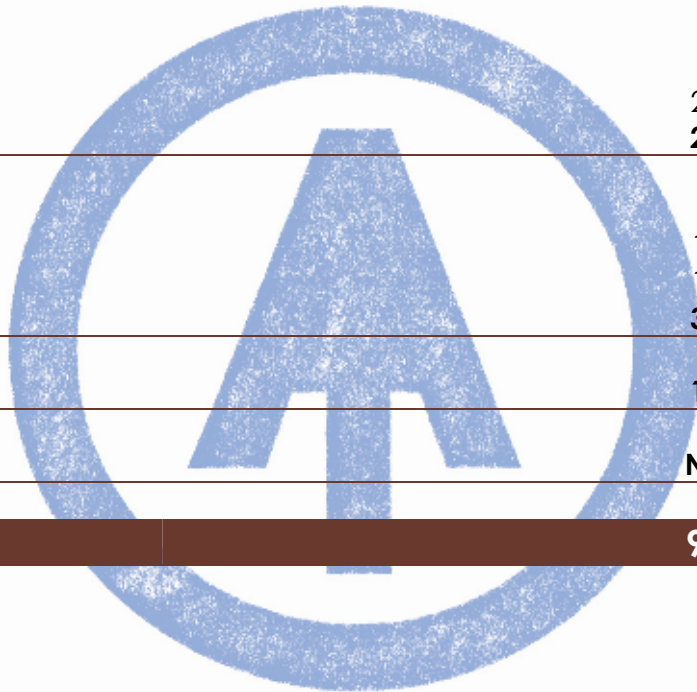
# TRINITY CHRISTIAN COLLEGE REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 0 <b>0</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 0 <b>0</b>
<b>Extra Credit</b>	<b>NA</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>30</b>



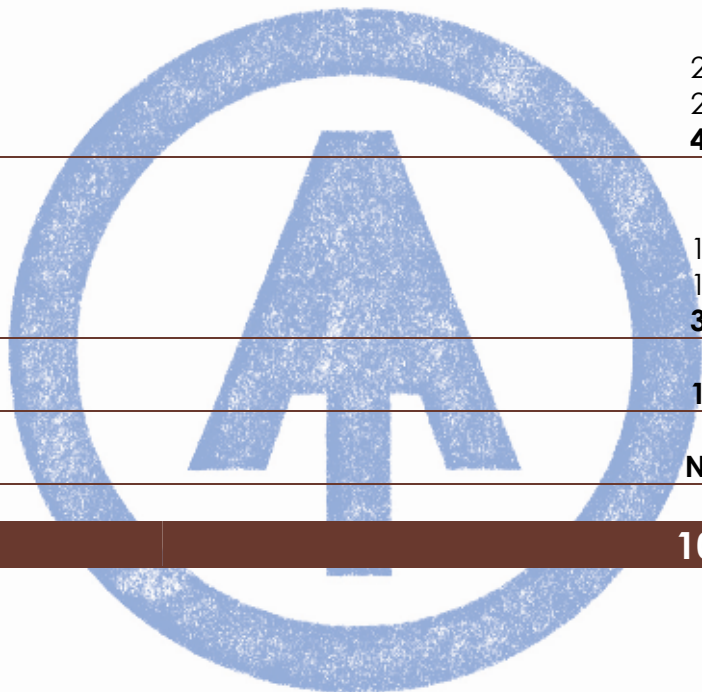
# UNIVERSITY OF CHICAGO REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 5 5 <b>10</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 10 10 <b>20</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 15 15 <b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>90</b>



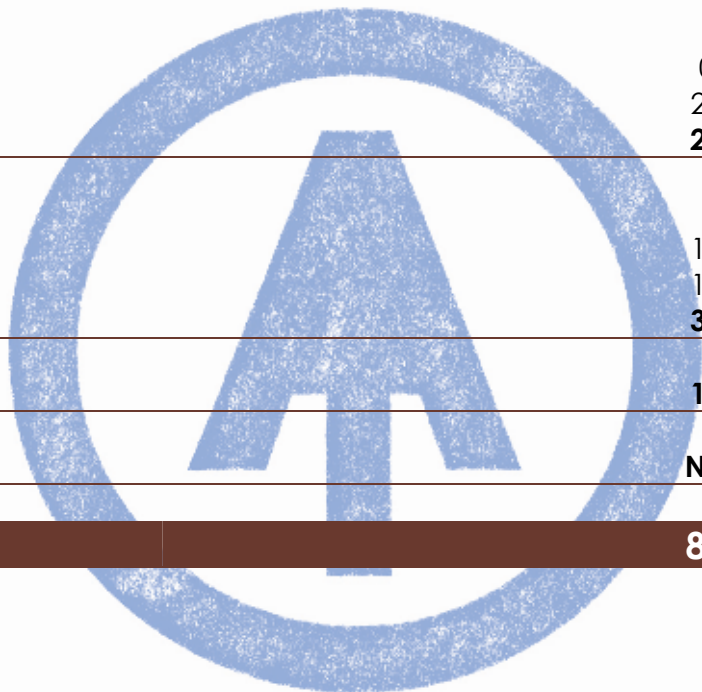
# UNIVERSITY OF ILLINOIS-CHICAGO REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	5 5 <b>10</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 10 <b>10</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	20 20 <b>40</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	15 15 <b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>100</b>



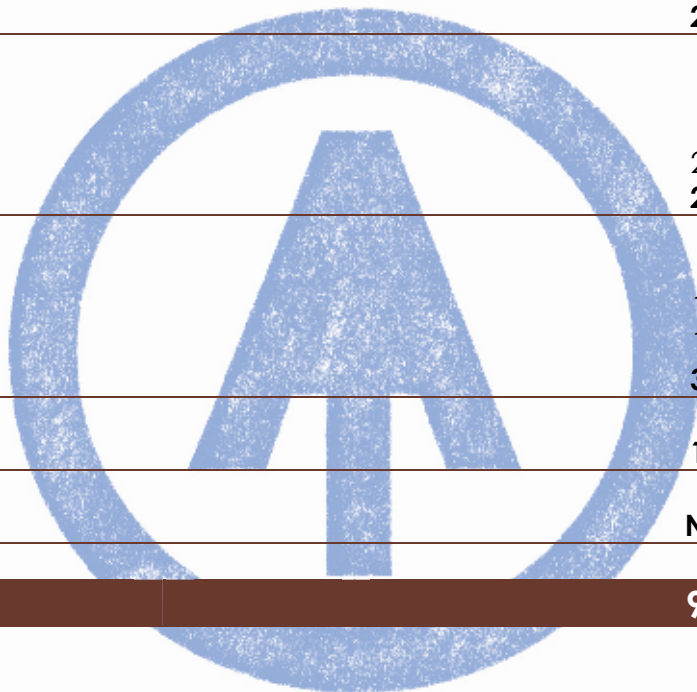
# UNIVERSITY OF ILLINOIS-SPRINGFIELD REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 5 <b>5</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	10 10 <b>20</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	15 15 <b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>85</b>



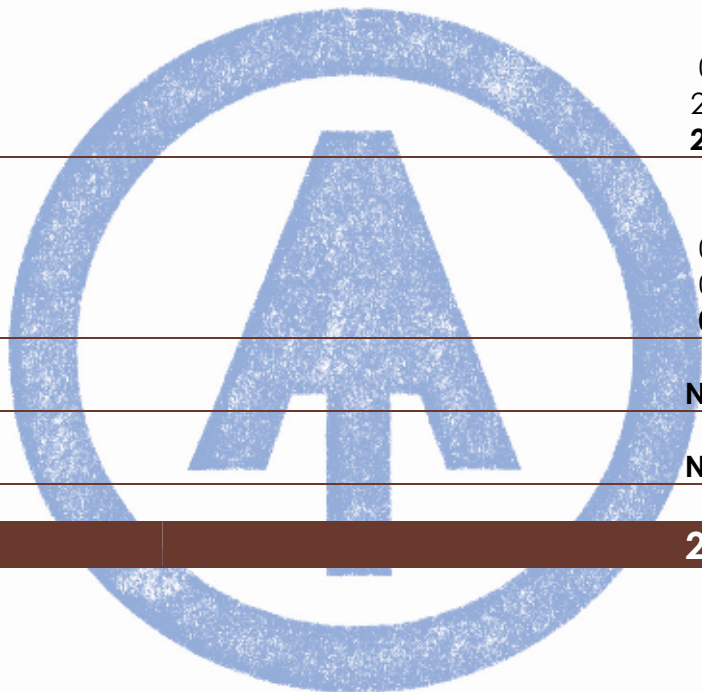
# UNIVERSITY OF ILLINOIS-URBANA-CHAMPAIGN REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b>	
Gender Identity	5
Sexual Orientation	5
<b>TOTAL</b>	<b>10</b>
<b>Student Rights and Responsibilities</b>	
Gender Identity	10
Sexual Orientation	10
<b>TOTAL</b>	<b>20</b>
<b>Social Work</b>	
Gender Identity	0
Sexual Orientation	20
<b>TOTAL</b>	<b>20</b>
<b>Campus Life</b>	
LGBTQ Office	15
Student Club	15
<b>TOTAL</b>	<b>30</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>90</b>



# UNIVERSITY OF ST. FRANCIS REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 0 <b>0</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 0 <b>0</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 0 <b>0</b>
<b>Extra Credit</b>	<b>NA</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>20</b>



# WESTERN ILLINOIS UNIVERSITY REPORT CARD: SOCIAL WORK

Evaluation Categories	Points
<b>University Policy</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 5 5 <b>10</b>
<b>Student Rights and Responsibilities</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 10 10 <b>20</b>
<b>Social Work</b> Gender Identity Sexual Orientation <b>TOTAL</b>	 0 20 <b>20</b>
<b>Campus Life</b> LGBTQ Office Student Club <b>TOTAL</b>	 0 15 <b>15</b>
<b>Extra Credit</b>	<b>10</b>
<b>Negative Points</b>	<b>NA</b>
<b>GRAND TOTAL</b>	<b>75</b>

