

*CU Denver DDC FA LGBTQ+ Committee
Meeting Minutes September 11, 2020*

Call to order and attendance, 11:00 AM.

Present: Nate, Dale, Nicky, Katy, Mia, Maren, Ryan, Shea, Marty

Agenda

1. Introductions and approval of ex-officio membership
2. Updates from Faculty Assembly
3. Committee projects for the fall

Minutes

1. Committee unanimously approved ex-officio membership for Maren Scull.
2. Updates from Faculty Assembly
 - a. Vice Chancellor of Diversity & Inclusion (hereafter: VCDI)
 - i. Chancellor committed to a transparent and more inclusive process, including broader representation on the search committee.
 - ii. Let's keep tabs on this. Mia noted that the Provost had not formally replied to any of the letters from the spring about the position, and there are questions as to his level of involvement in the search.
 - b. Online acceleration paused – there may be an opening for more advocacy.
 - c. “Purple ink” memo regarding university communications at Dean’s level and above. Memo requires communications to be centralized through the president’s office.
 - i. LGBTQ issues noted as one of a number of “sensitive” topics. Mia: Even if the memo has been watered down or rephrased, the overall push is one of censorship, which may lead administration to self-censorship.
 1. Other groups on campus (re: Katy and Shea) have started asking university community members to raise concerns about the memo through a letter-writing campaign.
 2. Committee endorsed a letter of concern to FA. Committee will vote on letter by email and seek Ethnic Diversity Committee’s (EDC) support.
 3. Chair will try to get the letter and discussion of the memo on the FA agenda for October.
3. Agenda items for the fall semester
 - a. Pursue discussion and advocacy regarding “purple ink” memo; actions noted above.
 - b. Surveillance tech and online teaching
 - i. Committee discussed efforts on this front. Shea has earned more support for his letter seeking greater oversight and a ban on online proctoring software, including from Dept. of Economics (Ryan).
 1. Nate noted new awareness of the effect on students because of widespread remote/online teaching, which led to Maren’s note that

student harm could be an effective angle for building awareness on this issue.

- a. Committee endorsed connecting to student government to raise concerns about these technologies (Shea will take lead).
2. Mia also noted that an effort could be made to offer faculty alternative pedagogical methods, which would reduce the need and support for some of these technologies.
 - a. Chair's added note for next meeting: perhaps we could get one of the professional development centers (CFDA, CETL, or whatever they are now called) to concentrate on this? We need more than a one-off Zoom meeting, though – a webinar or resources page?
- c. Pronouns and gender inclusion
 - i. Katy has been making efforts to introduce students to ways to input pronouns into university systems. This effort has been limited thus far to certain classes but needs to be expanded.
 1. Shea noted the complexity of getting university systems talking to one another; it is likely that full compliance is years out, complicated both by technical issues and a lack of urgency on the part of stakeholders.
 - ii. Katy would like to find new ways of encouraging greater student and faculty education about gender pronouns, including not only ways to provide the proper information to vital university systems, but also a mandatory training for faculty on gender inclusion.
 1. Committee endorsed raising the issue at the next FA for discussion, Katy to present.
 2. Committee also endorsed inviting First-Year Experience officers to our next meeting to discuss how to better inform students.

CU Denver DDC FA LGBTQ+ Committee
Meeting Minutes October 9, 2020

Call to order and attendance, 11:00 AM.

Present: Robert Allan, Rachel Gross, Marty Sabo, Shea Swauger, Ryan Brown, Nathan Thompson, Nicky Beer

Agenda

1. Quick updates/minutes approval
2. Discussion with First-Year Experience staff, Emilie Waggoner and Christy Heaton, and Head of Advising, Nimol Hen, regarding student awareness of pronoun information in university systems and how to encourage from the student and advising side more proactive faculty engagement around gender inclusion.
3. 22 September 2020 [Executive Order](#) dubiously entitled, “Combating Race and Sex Stereotyping”
4. Any other FA updates

Minutes

1. September minutes approved.
2. Discussion with First-Year Experience staff, Emilie Waggoner and Christy Heaton, and Head of Advising, Nimol Hen.
 - a. Introductions regarding FYE and Advising on processes for students to navigate university resources.
 - b. Both FYE and Advising have resources for students and work with them to make sure that they can register their pronouns and preferred name in different systems.
 - i. FYE trains both faculty and PALs on how students can navigate university systems, IDs, etc
 - ii. Advising has monthly and biweekly trainings, so there is room for continued improvement on best practices.
 - c. Do university systems talk to each other?
 - i. Not always – things are supposed to work, but there is a process. Sometimes students have to do multiple steps, a tricky process.
 - d. How do we protect students? The systems should not “out” students; students should be able to change their information.
 - i. Students should have their identities expressed in the systems they use to go to school...BUT these systems can be used to harm people if they are no secure and private and protected.
 - ii. There are multiple levels of concern, from the university administration to the government.
 - iii. Some aspects of this information will not be protected by FERPA; some information is provided during the application process and students are not protected until they enroll.
 - e. Unclear, though, how faculty access and see all of the information. Do faculty know how these things work?

- i. Ideas about potentially offering a faculty training on gender inclusion and how not to inundate faculty...so many things faculty “should” be doing.
 - 1. Do we need to scare them with consequences, legal or otherwise?
 - 2. How do we make people aware of what the experience of being misgendered *feels* like?
 - 3. We might think about this as misidentification on a broad range, not just on gender – mispronouncing names, etc.
 - 4. Other models out there?
 - f. Advising has been working on training videos and will ask its student workers to put together some videos on these issues.
- 3. Executive Order
 - a. How do we fight this? Can we put FA on record rejecting the T**** administration’s framing of the issue? Center critical race theory in ways that show its utility and how it encourages a necessary reckoning with the past and present?
 - i. How do we move some of these ideas outside the classroom, so that our students feel safer and more recognized on our campus?

*CU Denver DDC FA LGBTQ+ Committee
Meeting Minutes November 13, 2020*

Present: Dale Stahl, Mia Fischer, Katherine Mohrman, Ryan Brown, Nicole Beer, Maren Scull, Nate Thompson, Marty Sabo, Jacob McWilliams

Agenda

1. Approval of October minutes (coming soon)
2. Discussion of Advising Center's new videos (link on its way)
3. Updates from Faculty Assembly (shared communication protocol and inclusion training)
4. Discussion of Inclusion Training (options and ways forward – CETL and CFDA may be interested in collaborating on pilot)

Minutes

1. October minutes approved.
2. Slightly changed order of agenda to address most time-sensitive issues:
3. Dale and Katy with report from Faculty Assembly meeting re purple ink letter and presentation on training for pronoun/gender identity inclusive teaching:
 - a. Purple Ink Letter was approved by FA; convoluted process: first endorsement of the letter's recommendations before the entire letter received approval
 - b. overall positive reception re importance of pronouns and gender identity by FA especially after Daniel Casillas from SGA also spoke up in support
4. Discussion of Inclusion training and paths forward
 - a. resources and collaboration possible with CETEL pros and cons
 - b. faculty in FA also indicated interested in a larger training that encompasses all aspects of diversity, equity, inclusion – yet the question of whether that may dilute efforts and/or make it harder to implement
 - c. guest Jacob McWilliams from Women and Gender Center: DEI work currently exclusively focused on race which is totally understandable and makes sense; DEI leadership has a hard time thinking for intersectionally around issues of equity. So in theory more broad approach is great but probably not practical right now. There have been three prior attempts for trainings but they never materialized.
 - d. Marty mentions possibility of tri-institutional approach; consensus that probably best to start with CU Denver first
 - e. Question about making the training “mandatory” and attaching it directly to merit evaluations
 - i. How do we effectively reach the people who need these the most
 - ii. Drawbacks to making them seem like “punishment”
 - iii. What metrics/outcomes to apply for merit evaluations
 - iv. Integration into existing structures, e.g. CLAS' Improvement of Instruction or Diversity Report
 - f. Types and models of trainings
 - i. Jacob describes implementations at program/department-level at other institutions; emphasizes that its leadership who have to make those

cultural changes rather than those who are less-secure and often don't receive recognition for their work.

- ii. more immediate program-level approach with workshops/training
 - iii. Arrival of new Provost in July 2021 as opportunity to pitch and demand institution-wide implementation
 - g. Summary of three key items the committee will work on: 1) Individual training; 2) Merit-related and program-level efforts; 3) reaching out to other relevant stakeholders
5. Scheduling December meeting to invite Theodosia Cook or Mark Rabideau from CAM
- a. Katy will compile various data/resources into one document
 - b. We will begin collaboration on workshop/training
 - c. Target departments and hold workshops during Spring semester
 - d. Use collected data to present to new Provost in summer 2021

CU Denver DDC FA LGBTQ+ Committee
Meeting Minutes December 11, 2020

Present: Katy Mohrman, Dale Stahl, Nicky Beer, Nate Thompson, Shea Swauger, Rachel Gross, Ryan Brown, Robert Allan, Mia Fischer

Guests: Mark Rabideau, Assoc Dean for Academic and Faculty Affairs CAM; Katie Leonard, special advisor and artist/activist in residence CAM

Agenda

1. Explain our committee's goals and what we want to do (pilot a training of some kind for all instructors re: gender expression and inclusion)
2. Learn from Mark and Katie what kinds of trainings they think would work for CAM, i.e., what models have they found workable and effective? Individual? By program? Online or in person? Etc.
3. General discussion of how to try out a pilot (if they're interested in partnering with us) with plans to collect data about effectiveness and scale up.

Minutes

1. Updates from Katy about a) gender identity how to guide, both for students and faculty; goal ready for Spring semester; share with committee for distribution; and b) Jacob McWilliams put in his notice, will be gone early January; fears that this might be used to dissolve the Women and Gender Center through unilateral decision by VCDI.
 - a. Ryan: would it make sense to start advocacy now?
 - b. Decision to craft a letter showing appreciation for Jacob's work and the importance of the Center
2. Discussion of potential partnership with CAM on Trainings and what CAM has been doing to address DEI
 - a. Welcome from Mark Rabideau: relatively new to CU Denver, still in Louisville, KY; CAM leadership is examining its policies, practices, priorities in regard to DEI and re-envisioning CAM as a welcoming space; task force committee led by Katie Leonard. Some of the things they are working on: syllabus-wide DEI statements and availability of resources on campus; cluster-higher strategy with DEI at the head: scholarship/teaching with focus on critical race, queer/trans, women and gender studies; pay equity and new requirements for lecturers (70% of workforce in CAM) to make sure they have a set of shared values. So trainings and what our committee is working on is very timely; ways to celebrate/reward faculty who are doing extraordinary DEI work.
 - b. Katie Leonard: Denver native; background in municipal politics and local Denver activist. Was brought in as external specialist, excited to be doing this work.
 - c. Dale: summary of what the committee has been doing in terms of how people inhabit spaces on campus with bathroom access, access to sanitary products etc. Moving to student-faculty relationships with some of the negative experiences. University systems and their opaqueness regarding prioritizing pronoun and name sharing, changing those in various systems. Different systems with different

trainings in Skill Soft which make it easier to ignore these things. Knowing best practices and part of the culture/belonging on campus. Took it to Faculty Assembly and concerns around “mandatory.” Trying to do something different than just a Skillssoft training. Engage with a college that’s interested in doing this type of work, promoting it, accountability, attaching it to pay/merit.

- d. Katy adds: imaging these trainings not as a one-off but in conversation with a multitude of other issues, e.g. race/ethnicity issues
- e. Nate: question for Mark how to entice reluctant faculty or those who don’t think it’s important to attend and why it matters?
 - i. Mark: culture-building; CETEL offering workshops for innovative teaching and no one wanted to engage; carrots and sticks; tie it to lecturers and tied to financial incentive/merit pay. Two different kinds of workshop: for faculty and one for students (what can students expect from faculty)
Katie: when doing anti-oppression work there are two types of groups: understanding (open and willing to learn) and then to put it into practice; measurable ways of shifting culture. Other folks who think it’s tangential and “extra” – asks us to think carefully about who is our audience.
Shea: mistake to cater to the least common denominator; cater to folks who have power and cater to their feelings. How to continue the conversation and how to move into more useful, fruitful advocacy, we’ve tried this for two decades. When you are doing anti-racism work with white folks, focus on whiteness; when we are having conversations about LGBTQ people, we need to ask straights to interrogate their heteronormativity
Katie: recommends Marilyn Frye “On Sexism” as a good jumping off point on heterosexuality; how to bring those who are interested along or don’t bring them along
Nate: to grapple with Shea’s point how do we change the power structure if it doesn’t matter or we don’t want to engage them? Questioning of straightness, whiteness, maleness can be scary. How to square the circle?
Shea: I don’t have space for that discomfort because it causes violence; how to move them along: I have the security to be loud and has allowed others to speak up when they are not comfortable to do so.
Katy: I’m in the privileged position I have to do this work and we have someone in power here so if we have sticks we need to use them
Mia: Echo, faculty is important to get buy-in and use higher-ups with sticks.
 - ii. Dale: Liked the point about what students can expect, how to evaluate a good teacher and faculty knowing this is what good pedagogy is
Nicky: making those experiences more “visible” to higher-ups; minimizing pain and suffering; suicide and health risks; but in a way that’s not threatening or exploitative to our students
Mark: I need to set-up standards and bars where expectations are met or not met; note of caution regarding ageism and complexities of identities with different journeys; common denominator are students: you do in one way or the other care about students, so how can we empower students

Katie L: importance of setting parameters around our own work and doing different work; calling people in; short-term versus long-term; reform versus transform; policy and culture; carrots and sticks are not going to change culture.

Storytelling and narrative making a shortfilm about the EDI work is doing and use it to build out.

3. Summary and Synthesis of meeting:

1. finalize how-to guides and distribute them
2. talk with Mark more about his vision for CAM the lecturer pilot Dale will connect with Katie L about the film project
3. reach out to Student Government for their input and invite to February meeting (Mia will email Daniel Casillas, SGA president)
 - a) Ryan: how to involve students, how much weight to put on them, share stories and student government can give additional weight; not all faculty care about students but we care about their dollars
 - b) Mark: sending out culture climate survey to students which will hopefully give us powerful data; wants to partner with us on the pilot for sure for Fall.

Meeting adjourned: 12.03pm

Katie Leonard also left these comments in the chat for committee:

Katie Leonard (she/they) to [Everyone](#) 12:01 |

Some key terms: Short term // Long term.
Reform // Transform. Policy // Culture.

Reform in this case sounds a lot like damage control (we call it harm reduction). I.e. protecting your students' well being by incentivizing/requiring (policy change) that administration learns and uses that learning (puts it into practice). This can happen quickly. This will not transform culture (culture has always driven oppression.) In order to transform harm in a way that makes future harm impossible, you must change the culture. I.e. ensuring that future administration come equipped with learning and practices that align with your (our) core values.

CU Denver DDC FA LGBTQ+ Committee
Meeting Minutes February 12, 2021

Present: Katy Mohrman, Dale Stahl, Nicky Beer, Nate Thompson, Shea Swauger, Rachel Gross, Ryan Brown, Mia Fischer, Marti Sabo

Agenda

1. Approval of Dec Minutes (attached)
2. Updates from Faculty Assembly
3. Discussion of CAM pilot of gender inclusion training

Minutes

1. Approved minutes
2. Updates from Faculty Assembly:
 - a. Chancellor reports hire for VCDI is moving forward; our letter for Jacob and the Women and Gender Center was acknowledged by current interim VCDI Viveiros, she punted to the new hire for status of Women and Gender Center;
 - b. Technology issues with proctoring software and concerns about inequities, each college seems to be doing its own thing. Shea: Business School moving ahead with ODE but since ODE is now system-wide question of what happens directly on our campus; unclear what responsibility is at the system versus individual campus level and how that impacts costs for various services/software programs. Mia: CLAS Dean has brought concerns about Proctorio to other deans in various meetings. Dale: Once the new person is hired invite to one our meetings to have conversation about our concerns
 - c. Budget is not a total disaster and furloughs are ending March 1
3. CAM gender inclusion training
 - a. Dale update: CAM wants to work with us on the trainings, some concerns around whether to make it mandatory; current timeplan is to offer a pilot program for them starting Fall 2021. Question of labor, time, and effort.
 - b. Discussion about format and to what extent it can be made mandatory
 - i. Shea: is this training different in terms of impact from other implicit bias or anti-racism trainings? We won't change someone's views who is homophobic/ transphobic. Focus on practices rather than changing views
Mia: echo Shea, giving them tools
Katy: focus on practices and not trans- and homophobia 101
Nate: question of legal liability?
Rachel: bringing us back to format, in the proposal outline why it matters in terms of pressure points
Ryan: Chair responsibility and make it clear to them why it matters; here at the expectations
 - c. Importance of framing it around student success and retention – all agreed that this is key and needs to be emphasized
 - i. Get someone from SGA and/or CAM student rep to support this initiative

- d. Accountability
 - i. different accountability levels at classroom, program, and college
 - ii. creating a grievance procedure as part of accountability
 - iii. multi-checklist that allows for pre- and post-assessment
 - Nate: generally might be at a good time to do this right now because there is more attention on student needs due to COVID
 - Shea: assessment at the end of the semester and creating a public document that shows what has been accomplished concerning DEI
- e. Questions of where/how to best address the grievance process: outside the department? Anecdotally students report of not feeling supported by HR or Office of Equity. Could the Ombuds Office be an alternative? Agreement that we may need to come back to accountability at a later point.
- f. Katy is asking us to review the gender inclusion guide to see if we notice anything that's missing, doesn't make sense etc.

Here is what the committee agreed to in terms of moving forward with the pilot:

Division of Labor

- Trainings: Katy, Shea, Marti
- Proposal: Dale, Ryan, Mia
- Nate: will check-in with Katie Leonard, Rabideau, CAM student rep
- Mia: will try to reach out to Daniel Cassilas, SGA pres again

Suggestions for what to address in the proposal

- proposed format: 1) utilize both the CAM-wide meeting at the beginning of the Fall semester for a primer on why/how this is important regarding student retention success (ask student rep to be present); then 2) present practical materials and guides at the department-wide meetings after (CAM only has three different departments)

We agreed to have **draft documents ready** for committee review by **March 5, 2021** to discuss in March 12, 2021 meeting.

Meeting adjourned 12.00pm.