



CHAMPAIGN COUNTY MENTAL HEALTH BOARD

CHAMPAIGN COUNTY BOARD FOR CARE AND TREATMENT OF PERSONS WITH A DEVELOPMENTAL DISABILITY

*PLEASE REMEMBER this meeting is being audio recorded.
Speak clearly into the microphone during the meeting.*

Champaign County Developmental Disabilities Board (CCDDDB) AGENDA

Wednesday, March 16, 2016

Brookens Administrative Building, Lyle Shields Room

1776 E. Washington St., Urbana, IL 61802

8:00 AM

(Members of the Champaign County Mental Health Board are invited to sit in as special guests)

1. Call to Order – Dr. Phil Krein, President
2. Roll Call – Stephanie Howard-Gallo
3. Additions to Agenda
4. Citizen Input/Public Participation
The CCDDDB reserves the authority to limit individual public participants to five minutes and limit the total time to 30 minutes.
5. CCMHB Input
6. Approval of CCDDDB 2/17/16 Board Meeting Minutes **(pages 3-6)***
Minutes are included in the packet. Board action is requested.
7. President's Comments – Dr. Phil Krein
8. Executive Director's Report – Peter Tracy
9. Staff Reports – Lynn Canfield **(pages 7-14)** & Shandra Summerville **(pages 15-41)**
10. Agency Information
11. Financial Report
 - A. Approval of Claims* **(pages 42-43)**
Included in the Board packet. Action is requested.
12. New Business
 - A. Integration Transition Successes

Representatives of funded programs will provide oral reports on transitions to community settings for home, work, and connection.

B. Requests for FY2017 Funding (page 44)

A list of successful applications for funding of ID/DD programs is included in the packet for information.

13. Old Business

A. Intergovernmental Agreement* (pages 45-50)

A Decision Memorandum and revised Intergovernmental Agreement between the Champaign County Developmental Disabilities Board and the Champaign County Mental Health Board are included in the packet. Approval of the IGA is requested.

B. Employment First Update

Representatives of the Champaign County partnership will provide an oral report on progress.

C. CILA Update

An oral report will be provided at the meeting.

D. Alliance/Ebertfest Update (pages 51-58)

A Briefing Memorandum, Dr. Rappaport's 2014 PsycCRITIQUES article "Better Than a Documentary: A Review of Short Term 12," February 2016 Briefing for UIUC Advertising/Computer Science students, and three ads for the 2016 festival program book are included in the packet for information only.

E. Expo Update (pages 59-60)

An oral report will be provided at the meeting.

F. Meeting Schedules (pages 61-62)

Copies of CCDDDB and CCMHB meeting schedules are included in the packet for information only.

14. Board Announcements

15. Adjournment

**Board action requested*

6

**CHAMPAIGN COUNTY BOARD FOR CARE AND TREATMENT
OF PERSONS WITH A DEVELOPMENTAL DISABILITY
(CCDDB)
BOARD MEETING**

Minutes –February 17, 2016

*Brookens Administrative Center
Lyle Shields Room
1776 E. Washington St.
Urbana, IL*

DRAFT

8 a.m.

MEMBERS PRESENT: Phil Krein, Deb Ruesch, Mike Smith, Sue Suter

MEMBERS EXCUSED: Joyce Dill

STAFF PRESENT: Peter Tracy, Lynn Canfield, Nancy Crawford, Mark Driscoll,
Shandra Summerville

STAFF EXCUSED: Stephanie Howard-Gallo

OTHERS PRESENT: Michelle Petty, Jennifer Carlson, Vicki Tolf, Danielle Matthews,
Laura Bennett, Patty Walters, Dale Morrissey, Annette Becherer,
Developmental Services Center (DSC); Gary Maxwell, Sam Shore,
Champaign County Board; Susan Fowler, Champaign County
Mental Health Board (CCMHB); Jamie Stevens, Jennifer Knapp,
Community Choices; Dylan Boot, Persons Assuming Control of
their Environment (PACE); Lisa Benson, Regional Planning
Commission (RPC); Vicki Niswander, IAMC; Darlene Kloeppel,
Citizen

CALL TO ORDER:

Dr. Phil Krein called the meeting to order at 8 a.m.

ROLL CALL:

Roll call was taken and a quorum was present.

DRAFT

3

ADDITIONS TO AGENDA:

An update on the CILA will be added to the agenda.

CITIZEN INPUT:

Mr. Morrissey from Developmental Services Center (DSC) distributed written information and flyers on a movement to raise the wage for direct support professionals. Representative Robyn Gabel has introduced House Bill 5931 which would increase Direct Support Professional's wages to \$15 per hour.

CCMHB INPUT:

Draft minutes from the January 20, 2016 meeting was included in the Board packet for information only. The CCMHB will meet later in the day.

APPROVAL OF CCDDDB MINUTES:

Minutes from the January 20, 2016 CCDDDB meeting were included in the Board packet. Dr. Krein asked for an edit to be done under "President's Comments".

MOTION: Ms. Suter moved to approve the amended minutes from the January 20, 2016 CCDDDB meeting. Mr. Smith seconded the motion. A voice vote was taken and the motion passed unanimously.

PRESIDENT'S COMMENTS:

Dr. Krein spoke regarding the dire state of the Illinois budget. He stated an update on the CCDDDB/CCMHB Executive Director search would be provided later in the meeting.

EXECUTIVE DIRECTOR'S REPORT:

Mr. Tracy distributed a Briefing Memorandum regarding the CILA Project update. County Board member, Gary Maxwell stated according to the County's outside auditor, the CILA Project will need to be part of the County budget. An amendment will go before the Champaign County Board on 2/18/16.

STAFF REPORTS:

Ms. Canfield's and Ms. Summerville's written reports were included in the Board packet. A list of FY17 applicants for CCDDDB funding was distributed.

Ms. Summerville's staff report was included in the Board packet. County Board member, Sam Shore stated he was pleased to see Cultural Competence Training was being planned by the Champaign County Board.

Ms. Summerville provided a verbal update on her anti-stigma involvement.

CONSULTANT’S REPORT:

None.

AGENCY INFORMATION:

None.

FINANCIAL REPORT:

A copy of the claims report was included in the Board packet.

MOTION: Mr. Smith moved to accept the claims report as presented. Ms. Suter seconded the motion. A voice vote was taken and the motion passed unanimously.

NEW BUSINESS:

Integration Transition Successes:

Jennifer Knapp from Community Choices and Annette Becherer from Developmental Services Center (DSC) shared transition success stories.

Dylan Boot from PACE shared the agency’s recent Advocates for Access group activities.

LEAP Business Certification Presentation by Partners for Employment:

A Powerpoint presentation by Michelle Petty, the LEAP coordinator from Developmental Services Center (DSC) and Jamie Stevens from Community Choices regarding Partners for Employment was given. Board members were given an opportunity to ask questions.

2nd Quarter FY16 Agency Reports:

FY16 Second Quarter Activity Reports submitted per ID/DD program was included in the Board packet for information only.

Requests for FY17 Funding:

A spreadsheet listing the applicants for FY17 funding was distributed to CCDDDB members.

Process for Search and Selection of Executive Director:

A Decision Memorandum was included in the Board packet. The Executive Committee of the CCDDDB and CCMHB has determined the need to allocate funding to cover costs associated with the search and selection of a new Executive Director. The preliminary estimate is a total of \$7,500 split equally between the CCDDDB and CCMHB.

5

DRAFT

MOTION: Ms. Ruesch moved to authorize and set aside \$3,750 as the CCDDDB share of the Executive Director search and selection process. A roll call vote was taken and the motion passed.

OLD BUSINESS:

Intergovernmental Agreement with the CCMHB:

A draft of a revised CCDDDB and CCMHB Intergovernmental Agreement was included in the packet for review. County Board member, Gary Maxwell stated he was concerned the Agreement appears to be distancing the CCMHB and the CCDDDB from the County Board. He encouraged the search process be as open and transparent as possible. He encouraged the Board to consider including service providers and members of the public to the search committee.

Dr. Krein provided clarification on why specific changes are being made to the Agreement. He provided a verbal report on progress that has been made organizing the search committee.

MOTION: Ms. Suter moved to approve the Draft Intergovernmental Agreement dated February 17, 2016. Ms. Ruesch seconded the motion. A roll call vote was taken and the motion passed.

National Association Position on ID/DD:

A final draft of position paper of NACBHDD's ID/DD position paper was included for information only.

Meeting Schedules:

Copies of CCDDDB and CCMHB meeting schedules and allocation timelines are included in the packet for information only.

BOARD ANNOUNCEMENTS:

None.

ADJOURNMENT:

The meeting adjourned at 9:40 a.m.
Respectfully Submitted by: Stephanie Howard-Gallo

**Minutes are in draft form and subject to CCDDDB approval.*

DRAFT

④

**Lynn Canfield, Associate Director for Intellectual and Developmental Disabilities
Staff Report – March 16, 2016**

FY2017 Funding Applications: We have revised the templates for program summaries and evaluation of Cultural and Linguistic Competence Plans and begun reviewing requests for FY2017 funding, along with performance data for the current and previous contract years. Drafts of staff impressions of applications will be included in April board packets. Board users have read-access to all agency application forms and reports submitted through the system.

Alliance for the Promotion of Acceptance, Inclusion, and Respect: The steering committee met for updates and brainstorming, and a great deal of work was completed via email and phone afterward. This year’s sponsored ‘anti-stigma’ film addresses issues of importance to the boards and our partners, including trauma, first episode psychosis, adverse childhood experiences, drug addiction, family advocacy, the arts, and recovery. In addition to connecting the focus and visuals of our efforts with those of the film, we are: coordinating a day-long art show for Saturday, April 16th, to feature over twenty artists in a larger space; identifying local experts to join festival guests for the Friday, April 15th panel discussion on Challenging Stigma through the Arts; debuting a short PSA style video about equity in inclusion, narrated by a variety of self-advocates; integrating a social media promotion about the serious issues Alliance members work on year-round; and co-promoting a live music event near the festival to take our message to a broader audience. I have not met with UIUC students since my last staffing report, but a copy of a briefing presented to one class is included elsewhere in this packet, along with Peter Tracy’s Alliance background memo and related documents.

Association Committee Calls, Conferences, and Webinars:

I participated in meetings of the **Association of Community Mental Health Authorities of Illinois (ACMHAI)** Executive Officers and Legislative Committee, meeting more often as bills are introduced and considered in the General Assembly. During this cycle, members with information from advocacy groups (Don Moss, the ARC, Equip for Equality) have contributed to discussion about positions the association should take on specific bills. The legislative consultant will send emails during the session summarizing bills in hearing and positions recommended; all are encouraged to file witness slips through the GA dashboard, at <http://my.ilga.gov/>. The Executive Committee addressed issues around the transition to paid Coordinator and (unpaid) Treasurer, with support from other officers, and these were brought to the full group at the Spring Membership Meeting on March 3 and 4. Training Day topics were CCBHCs (Certified Community Behavioral Health Centers), SIM (State Innovation Model), and Illinois Healthy People 2021; presenters were Diana Knaebe, Director of Illinois DHS Division of Mental Health, Lee Ann Reinert, Clinical Policy Specialist at DMH, and Lora Thomas, CCBHC Training Coordinator, DMH. Before the

business meeting, legislative consultants presented “Getting to Know You,” on how to maximize our interactions with legislators to achieve results, followed by a demonstration on registering with the ILGA website and filing witness slips.

The February 10th **Office of Disability Employment Policy (ODEP)** webinar was on the quarterly theme of Capacity Building, this month focusing on Benefits Planning from the Provider Perspective, with discussion of tools such as the 1619b waiver (prevents loss of Medicaid for those ineligible for cash benefits due to earned income,) benefits summary analysis in a person’s records, maximizing deductions like the student earned income exclusion (to test ability to work while in school and earning,) adult service providers having a Certified Benefits Counselor on staff or using free job support online. Although <http://www.chooseworkttw.net/findhelp/> sorts by zip code/county and desired service, my search turned up Cook County resources. Some SSDI beneficiaries may prefer to be ‘off’ of benefits, but for those aged 18-64 who desire them, these services should be available.

I viewed a **NACBHDD/NACo (National Association of Counties)** webinar on the topic of Decarceration. Focus groups from small and medium sized counties contributed to a description of the experience of those with MI and SUD in jails, along with what will be helpful; 14.5% of incarcerated men and 31% of incarcerated women have a severe mental illness, and often a co-occurring substance use disorder, and high rates of current and lifetime trauma. A speaker from SAMHSA said that CCBHCs will be required to collaborate with justice/law enforcement agencies and that peer supports are proving useful within many jails. Pat Fleming of NACo gave an overview of the Stepping Up Initiative and the upcoming summit of 50 of 232 participating counties (Champaign is one of the 50!) We reviewed the Sequential Intercepts model, with the new “Intercept 0” reflecting what all communities said was missing – community based mental health resources, prevention, and other supports. The much higher post-release death rates for those with SMI are attributed to (in descending order): heart disease, overdose, homicide, and suicide.

The NACBHDD Legislative and Policy Conference in Washington DC covered a breathtaking range and depth of current issues: NACBHDD Initiative on Improving County Behavioral Health Systems to Decarcerate County Jails; Developing County-Based Certified Community Behavioral Health Clinics; Mental Health for Seniors; NACo & Council of State Governments Stepping Up Initiative; Council on Quality and Leadership’s Personal Outcome Measures; Update from SAMSHA; Key Developments in the Medicaid Program; System Reform, Value Purchasing, and the Future of Behavioral Health; National Survey of the Private Sector; New HRSA Center on Behavioral Health Workforce Research; Update from HRSA; Understanding the ABCs of Value Purchasing; Response to the Opioid Epidemic, Including IMD; Discussion of 2015 NACBHDD Legislative Agenda; Update on Medicaid Administrative Payments; ID/DD Community and Services Integration; Introduction to Self-Advocacy; and Managed Care’s Role in County Behavioral

Health Service Delivery. I have distributed electronic copies of presentations as they've become available and requested additional materials whenever offered, so let me know if you have an interest in seeing more on these topics.

I travelled with a group to Capitol Hill, to a NACo/NACBHDD briefing there entitled "Criminal Justice Reform Starts Locally: The Pivotal Role of Counties in Lowering Incarceration Rates and Facilitating Successful Reentry" and to a Reception. Awards were given to Marv Southard of USC, Richard Frank of HHS, Senators Cassidy (LA), Franken (MN), Murphy (CT), and Alexander (TN), and Representatives Duckworth (IL), Green (TX), Jenkins (KS), Miller (FL), Napolitano (CA), Pallone (NJ), and Upton (MI). Rep. Lynn Jenkins' speech was particularly hopeful, emphasizing that mental health reform legislation presents a rare opportunity for bipartisan effort. Legislators and aides we encountered seemed well-versed in the issues important to us, including changes in the DD system of services; we will try to reach those less-informed to share our issue papers.

Other Activity: I participated in a bimonthly meeting of the **CIT Steering Committee** and a quarterly meeting of the **Metropolitan Intergovernmental Council**. The latter consisted of Mayor Prussing's update on the Hospital Tax Exemption Statute (recently declared unconstitutional) and roundtable discussion of the impact of the state budget impasse on each member's organization.

Ligas, PUNS, and Unmet Need: The Ligas Court Monitor has taken up several compliance issues: the workforce crisis, primarily with DSP wages but also including nursing and supervisory staff; scarcity of smaller CILAs and supports for those with intense needs; day and employment services not as flexible, person centered, or integrated as many prefer/need; and 254 approved individuals waiting for their approved waiver services to start.

A "PUNS draw" is expected to occur this month, although I'm unaware of predictions on how many Champaign County residents will be selected. PUNS data sorted for Champaign County, from the IDHS website's February 8 update, appear below, with the full report attached. Also attached are data compiled by the CCRPC Independent Service Coordination Program, regarding the **262 Champaign County residents receiving HCBS ("waiver") services** as of January 2016, along with data from Andy Mendoza, Assistant Director of Swann Special Care Center.

10/4/11:	201 with emergency need; of 278 with critical need, 123 are recent or coming grads.
9/10/12:	224 with emergency need; of 288 with critical need, 131 are recent or coming grads.
10/15/13:	244 with emergency need; of 378 with critical need, 160 are recent or coming grads.
9/9/14:	260 with emergency need; of 425 with critical need, 180 are recent or coming grads.
9/8/15:	254 with emergency need; of 440 with critical need, 181 are recent or coming grads.
12/7/15:	242 with emergency need; of 455 with critical need, 183 are recent or coming grads.
2/8/16:	214 with emergency need; of 414 with critical need, 161 have exited school in the past 10 years or expect to in the next 3 years.

Emergency need = person needs in-home, day, or out of home supports immediately.

Critical need = person needs supports within one year.

What People Have: the majority of existing supports, in order, are Education, Transportation, Speech Therapy, Occupational Therapy, and Behavioral Supports.

What People Want: the most frequently identified desired supports, in order, are Transportation, Personal Support, Support to engage in work/activities in a disability setting, Support to work in the community, Occupational Therapy, Speech Therapy, Other Transportation Service, Behavioral Supports, Out-of-home residential services with 24-hour supports (**108 people**), Assistive Technology, Out-of-home residential services with less than 24-hour supports (**94 people**), Physical Therapy, and Respite.

Because eligibility determination is done after selection from PUNS rather than upon enrollment, these data will include an unknown number of individuals who do not have a qualifying diagnosis. An FY2016 CCDDDB contract with RPC ISC provides for some eligibility determinations at enrollment and upon request, and this is a goal to be undertaken statewide. Persons likely to qualify as Ligas members (toward state awards for Home and Community Based services) may be currently served by CCDDDB and CCMHB funded programs while enrolled in PUNS. As a result, these data will also include individuals whose short-term service and support needs may be met (in full or in part) while they wait for long-term state waiver funding.



Division of Developmental Disabilities
Prioritization of Urgency of Needs for Services (PUNS)
Summary By County and Selection Detail

February 08, 2016

County: Champaign

Reason for PUNS or PUNS Update

New	146
Annual Update	131
Change of category (Emergency, Planning, or Critical)	14
Change of service needs (more or less) - unchanged category (Emergency, Planning, or Critical)	13
Person is fully served or is not requesting any supports within the next five (5) years	149
Moved to another state, close PUNS	8
Person withdraws, close PUNS	20
Deceased	11
Unable to locate	3
Other, supports still needed	5
Other, close PUNS	120

EMERGENCY NEED(Person needs in-home or day supports immediately)

1. Individual needs immediate support to stay in their own home/family home (short term - 90 days or less); e.g., hospitalization of care giver or temporary illness of an individual living in their own home.	9
2. Individual needs immediate support to stay in their own home/family home or maintain their employment situation (long term); e.g., due to the person's serious health or behavioral issues.	21
3. Care giver needs immediate support to keep their family member at home (short term - 90 days or less); e.g., family member recuperating from illness and needs short term enhanced supports.	4
4. Care giver needs immediate support to keep their family member at home (long term); e.g., care giver is permanently disabled or is terminally ill and needs long term enhanced supports immediately to keep their family member at home.	12

EMERGENCY NEED(Person needs out-of-home supports immediately)

1. Care giver is unable or unwilling to continue providing care (e.g., person has been abandoned).	24
2. Death of the care giver with no other supports available.	3
3. Person has been committed by the court or is at risk of incarceration.	2
4. Person is living in a setting where there is suspicion of abuse or neglect.	6
5. Person is in an exceedingly expensive or inappropriate placement and immediately needs a new place to live (for example, an acute care hospital, a mental health placement, a homeless shelter, etc.).	9
6. Other crisis, Specify:	124

CRITICAL NEED(Person needs supports within one year)

1. Individual or care giver will need support within the next year in order for the individual to continue living in their current situation.	47
2. Person has a care giver (age 60+) and will need supports within the next year.	37
3. Person has an ill care giver who will be unable to continue providing care within the next year.	8
4. Person has behavior(s) that warrant additional supports to live in their own home or family home.	49
5. Individual personal care needs cannot be met by current care givers or the person's health has deteriorated.	17
6. There has been a death or other family crisis, requiring additional supports.	4
7. Person has a care giver who would be unable to work if services are not provided.	33
8. Person or care giver needs an alternative living arrangement.	11
9. Person has graduated or left school in the past 10 years, or will be graduating in the next 3 years.	161
10. Person is living in an inappropriate place, awaiting a proper place (can manage for the short term; e.g., persons aging out of children's residential services).	2
11. Person moved from another state where they were receiving residential, day and/or in-home supports.	6
12. The state has plans to assist the person in moving within the next year (from a state-operated or private Intermediate Care Facility for People with Developmental Disabilities, nursing home or state hospital).	1
13. Person is losing eligibility for Department of Children and Family Services supports in the next year.	6
14. Person is losing eligibility for Early Periodic Screening, Diagnosis and Treatment supports in the next year.	2
20. Person wants to leave current setting within the next year.	7
21. Person needs services within the next year for some other reason, specify:	23

11



Division of Developmental Disabilities
Prioritization of Urgency of Needs for Services (PUNS)
Summary By County and Selection Detail

February 08, 2016

PLANNING FOR NEED(Person's needs for service is more than a year away but less than 5 years away, or the care giver is older than 60 years)

1. Person is not currently in need of services, but will need service if something happens to the care giver.	92
2. Person lives in a large setting, and person/family has expressed a desire to move (or the state plans to move the person).	1
3. Person is dissatisfied with current residential services and wishes to move to a different residential setting.	3
4. Person wishes to move to a different geographic location in Illinois.	2
5. Person currently lives in out-of-home residential setting and wishes to live in own home.	2
6. Person currently lives in out-of-home residential setting and wishes to return to parents' home and parents concur.	1
7. Person is receiving supports for vocational or other structured activities and wants and needs increased supports to retire.	1
8. Person or care giver needs increased supports.	80
9. Person is losing eligibility for Department of Children and Family Services supports within 1-5 years.	1
13. Person is residing in an out-of-home residential setting and is losing funding from the public school system within 1-5 years.	1
14. Other, Explain:	6

EXISTING SUPPORTS AND SERVICES

Respite Supports (24 Hour)	12
Respite Supports (<24 hour)	22
Behavioral Supports (includes behavioral intervention, therapy and counseling)	97
Physical Therapy	67
Occupational Therapy	119
Speech Therapy	146
Education	189
Assistive Technology	50
Homemaker/Chore Services	5
Adaptions to Home or Vehicle	10
Personal Support under a Home-Based Program, Which Could Be Funded By Developmental Disabilities, Division of Rehabilitation Services or Department on Aging (can include habilitation, personal care, respite, retirement supports, budgeting, etc.)	26
Medical Equipment/Supplies	20
Nursing Services in the Home, Provided Intermittently	4
Other Individual Supports	27

TRANSPORTATION

Transportation (include trip/mileage reimbursement)	117
Other Transportation Service	69
Senior Adult Day Services	1
Developmental Training	92
"Regular Work"/Sheltered Employment	76
Supported Employment	41
Vocational and Educational Programs Funded By the Division of Rehabilitation Services	11
Other Day Supports (e.g. volunteering, community experience)	15

RESIDENTIAL SUPPORTS

Community Integrated Living Arrangement (CILA)/Family	5
Community Integrated Living Arrangement (CILA)/Intermittent	5
Community Integrated Living Arrangement (CILA)/Host Family	1
Community Integrated Living Arrangement (CILA)/24 Hour	33
Intermediate Care Facilities for People with Developmental Disabilities (ICF/DD) 16 or Fewer People	9
Intermediate Care Facilities for People with Developmental Disabilities (ICF/DD) 17 or More People	1
Skilled Nursing Facility/Pediatrics (SNF/PED)	5
Supported Living Arrangement	2
Shelter Care/Board Home	1
Children's Residential Services	6

12



Division of Developmental Disabilities
Prioritization of Urgency of Needs for Services (PUNS)
Summary By County and Selection Detail

February 08, 2016

Child Care Institutions (Including Residential Schools)	4
Other Residential Support (including homeless shelters)	9

SUPPORTS NEEDED

Personal Support (includes habilitation, personal care and intermittent respite services)	260
Respite Supports (24 hours or greater)	60
Behavioral Supports (includes behavioral intervention, therapy and counseling)	133
Physical Therapy	88
Occupational Therapy	159
Speech Therapy	148
Assistive Technology	98
Adaptations to Home or Vehicle	26
Nursing Services in the Home, Provided Intermittently	8
Other Individual Supports	44

TRANSPORTATION NEEDED

Transportation (include trip/mileage reimbursement)	266
Other Transportation Service	140

VOCATIONAL OR OTHER STRUCTURED ACTIVITIES

Support to work at home (e.g., self employment or earning at home)	16
Support to work in the community	168
Support to engage in work/activities in a disability setting	177

RESIDENTIAL SUPPORTS NEEDED

Out-of-home residential services with less than 24-hour supports	94
Out-of-home residential services with 24-hour supports	108

13

Champaign County
 State DD Waiver Funding-January 2016

Total CILA	115
RDI	54
Adams-Philo	6
Chestnut-St. Joe	4
Cureton-Urbana	8
Gates-Rantoul	8
Pond-Urbana	4
Rockland-Rantoul	7
Rodney-Champaign	6
Curtis-Ogden	7
Scovill-Urbana	4
DSC	48
Campbell-Rantoul	7
Chickory-Champaign	7
Creve Coeur-Champaign	3
Kathryn-Urbana	8
Kerr-Urbana	1
Mahomet	0
Lincolnshire-Champaign	3
Trail way-Champaign	6
Georgetown-Champaign	5
Hartle-Urbana	8
CTF	7
Devonshire-Champaign	7
IAG	6
Aberdean-Champaign	3
Royal Oak-Champaign	3
Swann Special Care	7

Waiver Type	
AHBS	79
CHBS	11
Family CILA	0
Intermittent CILA	4
CILA	115
DT	3
31 U	43
ICF	7
total	262

Total adults in **Swann residential program** = 117

Adults in the Swann Page Two/day training program = 98

Children at Swann school (age 1-22) = 18

1 resident is a year old, stays home (Swann Special Care Center)

14

**Shandra Summerville
Cultural and Linguistic Competence Coordinator-CCDDB/CCMHB
Staff Report- March 2016**

CCMHB FY17 Application Process:

All of the applications/CLC Plans have been submitted. The Summary template was created and will be attached to the program summaries. The actual CLC Plan will be distributed to all board members after the allocation process.

National Updates:

On February 26 & 27 There was a strategic planning retreat for the board members to begin discussing the new partnerships for the National Federation of Families. In addition, the definition of Family Driven and the Guiding Principles for Family Driven are being revised to reflect beyond System of Care Values and Principals. This will mean an opportunity to broaden the reach to be more inclusive of families in other fields such as Developmental Disabilities and children that have been dually diagnosed. There will be an opportunity for public comment before the official adoption of the new definition.

National Federation of Families for Children’s Mental Health-

SAMHSA Hosts Mental Health Awareness Day- May 5, 2016

“As you know, it's time to begin preparations for this year's Children's Mental Health Awareness Week (CMHAW)! We would like to include a comprehensive fact sheet this year includes the issues that are important in your state. We feel that this offers a powerful message about the array of issues that families and children face.

To ensure that your state is represented, please take a few minutes and send me several important issues that your families and children are facing. Here are examples:

- 22% of students age 12 - 18 report that they have attempted suicide
- 30% of students over the age of 13 report that they have experimented with illegal substances
- 45% of parents of children with co-occurring diagnoses report that services are unavailable
- 30% of counties in our state report no access to psychiatric services

These are examples, please send facts and statistics that are important in your state. We will list the facts by state to demonstrate the range of challenges experienced nationwide.”

www.ffcmh.org

Rotary Club Group Study Exchange

The team will be scheduling the local presentations upon the return from the trip to Romania. I will have a short presentation for the members of the Board in June. You will be informed of the local presentations that will be available for attendance. Board members are welcome to attend the community presentation.

State Updates

There was a call to action to contact legislators about the lack of state budget. I sent 4 emails to the address calling for action on behalf of all social service agencies and state universities.

Local Updates

Consultation, Technical Assistance and Training are available for all agencies funded by the CCDDDB/CCMHB. If you have a request for consultation, please feel free to contact me at shandra@ccmhb.org or 217-367-5703 ext 2428

I served as the Moderator for the candidate Forum, sponsored by the League of Women Voters, NAACP, and News Gazette. I served as a representative for the NAACP Champaign County Branch.

-Self-Help Advisory Group: I attended the quarterly meeting for the Family Service Self-Help Advisory Council. We begin setting the agenda for the Self-Help Conference in 2017. In addition we are planning the Self-Help Workshop that is planned for group facilitators and those interested in starting a Support Group.

March 3: I attended the University of Illinois Racial Microaggressions workgroup as a member of the community. We prepared for a presentation for the School of Engineering and discussed the different reports that are being developed by different faculty and staff members. There is representation from the committee that serves on the School of Medicine Diversity Committee. I introduced the group to the National CLAS Standards and provided them with the link to the Blueprint as a guideline to begin discussion about best practices as they think about diversity and inclusion as they formulate policies for the new University of Illinois School of Medicine.

AIR- Alliance for Promoting Inclusion and Respect: I attended the committee meeting on March 2, 2016. I worked with Lynn Canfield to review the advertisement and to develop additional messaging to ensure that there was an inclusive message from the members of the Alliance.

Ebert Festival: The implementation and production of the 60 Second Video Clip has begun. We are fortunate to have Don Francisco that is doing all of the filming and editing for this project. The topic of the clip will talk about "What Do I need to Go the Movies". We have different perspectives on ability and accessibility that will be showcased during this clip. All filming will conclude on March 11, 2016. Thank you to all of the organizations that have provided support for this project.

Upcoming Organization Training/Presentations:

Illinois Coalition Against Sexual Assault- Springfield, IL- Anti- Oppression and Diversity Training. March 16, 2016 1:00-4:00pm.

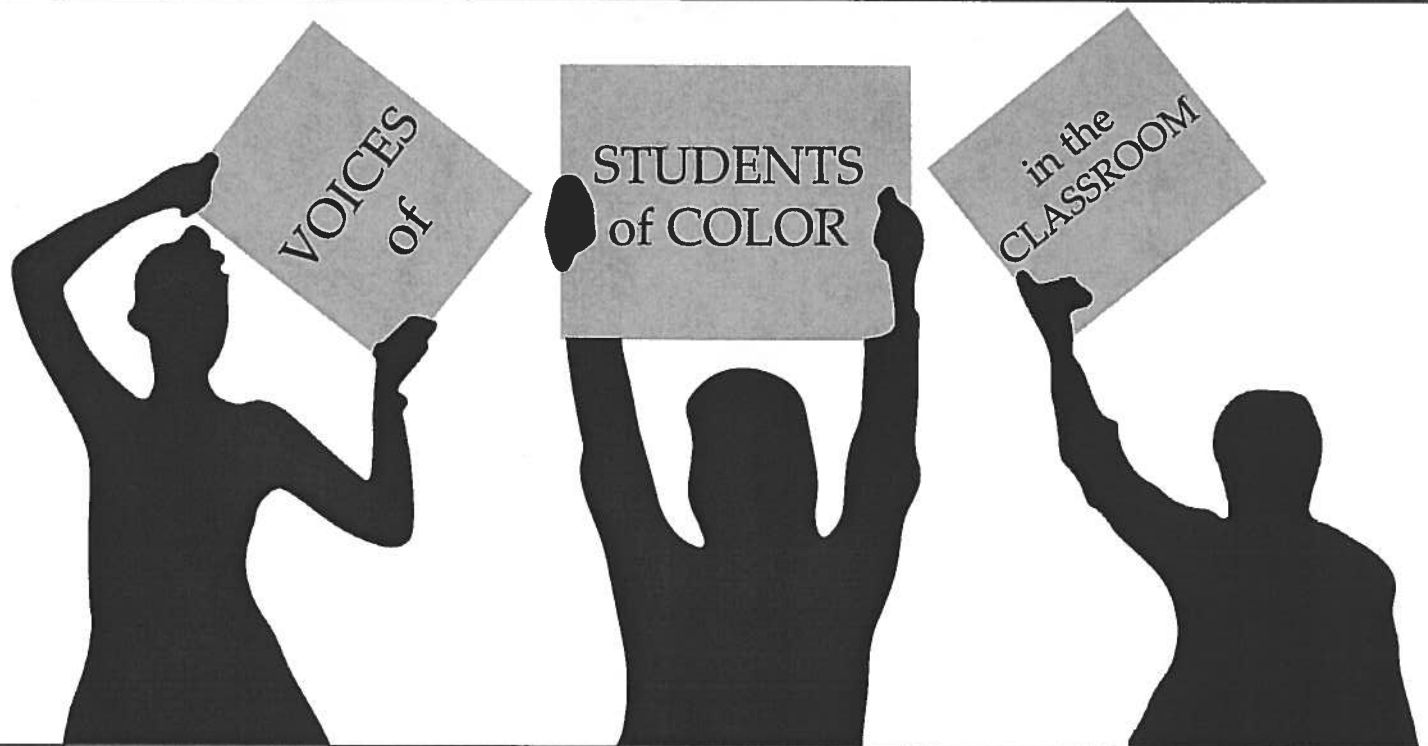
16

Illinois Choices- Cultural Competence Workshop and Technical Assistance and Plan
Development- March 11, 2016, March 18, 2016
Self-Help Center Workshop- April 15, 2016

Resource information- The Racial Micro-Aggressions report is attached as a resource for board members. This report was conducted by researchers on campus to begin conversations about climate for students of color that attend the University of Illinois-Urbana- Champaign.

Racial Microaggressions

@ University of Illinois, Urbana-Champaign



Stacy Anne Harwood | Shinwoo Choi | Moises Orozco | Margaret Browne Huntt | Ruby Mendenhall

Acknowledgements

The University of Illinois Racial Microaggressions Project was supported by grants from the Center for Democracy in a Multiracial Society (now closed), University of Illinois Campus Research Board (including the Multiracial Democracy Program), Graduate College Focal Point, and University Housing. We thank all the members of the Racial Microaggressions Team who helped to develop the survey questions, recruit participants, and analyze the data. Special thanks to Efadul Huq for the design and layout of this report.

For More Information about the Project:

To learn more about the University of Illinois Racial Microaggressions Research Project, contact Dr. Stacy Harwood, Department of Urban & Regional Planning, University of Illinois at Urbana-Champaign, 111 Temple Buell Hall, 611 E. Lorado Taft Drive, Champaign, IL 61820 or email: sharwood@illinois.edu.

Download a free copy of the report:

<http://www.racialmicroaggressions.illinois.edu/>

How to Cite this Report

Suggested citation format

Harwood, S. A., Choi, S., Orozco, M., Browne Huntt, M., & Mendenhall, R. (2015). Racial microaggressions at the University of Illinois at Urbana-Champaign: Voices of students of color in the classroom. University of Illinois at Urbana-Champaign.

Racial Microaggression Research Team

Principal Investigators

Stacy Anne Harwood – Associate Professor, Department of Urban & Regional Planning, University of Illinois at Urbana-Champaign, sharwood@illinois.edu.

Margaret Browne Hunt - Research Development Specialist, Division of Biomedical Sciences, University of Illinois at Urbana-Champaign, mbrowne@illinois.edu.

Ruby Mendenhall - Associate Professor, Departments, Sociology, African American Studies, Urban & Regional Planning, Social Work, Institute for Genomic Biology, Institute for Computing in Humanities, Arts and Social Science, University of Illinois at Urbana-Champaign, rubymen@illinois.edu.

Research Assistants

Shinwoo Choi - Ph.D. Candidate, School of Social Work, University of Illinois at Urbana-Champaign, scchoi2@illinois.edu.

Vanessa Gutierrez - Pathways Project Manager, Human and Community Development Department, vgutier2@illinois.edu.

Tanisha Trina King - Adjunct Lecturer, School of Social Work, University of Illinois at Urbana-Champaign, ttking@illinois.edu.

Sang Lee - Ph.D. Candidate, Department of Urban & Regional Planning, University of Illinois at Urbana-Champaign, sanglee7@illinois.edu.

Jioni Lewis - Assistant Professor, Department of Psychology, University of Tennessee, jalewis@utk.edu.

Ashely Isismeme Ojiemwen – Undergraduate, Department of Speech and Hearing Science and Ronald E. McNair Scholar, University of Illinois at Urbana-Champaign, ojiewe2@illinois.edu.

Moises Orozco - Ph.D. Candidate, Department of Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, orozco6@illinois.edu.

Cameron Riopelle - Ph.D. Candidate, Department of Sociology, University of Illinois at Urbana-Champaign, criopel2@illinois.edu.

Artesha Williams – Undergraduate, Department of Sociology and Ronald E. McNair Scholar, University of Illinois, Urbana-Champaign, willia80@illinois.edu.

Contents

Executive Summary	1
Introduction	2
Research Methodology	4
Overview: Racial Climate in the Learning Environment	5
Students of Color Tell Their Stories	7
• Sitting Unwelcome in the Classroom	
• Racist Conversations, Direct or Overheard	
• Offensive Lecture Content	
• Classroom Participation: Ignored, Invalidated or Expected to Perform	
• Stereotypes in Class Discussions	
• Stereotypes in Small Group Discussions	
• Exclusion and Harassment in Group Projects	
• Racial Steering in Advising about Courses and Major Selection	
Students' Coping Strategies against Racial Microaggressions	14
Campus Recommendations	16
References	18

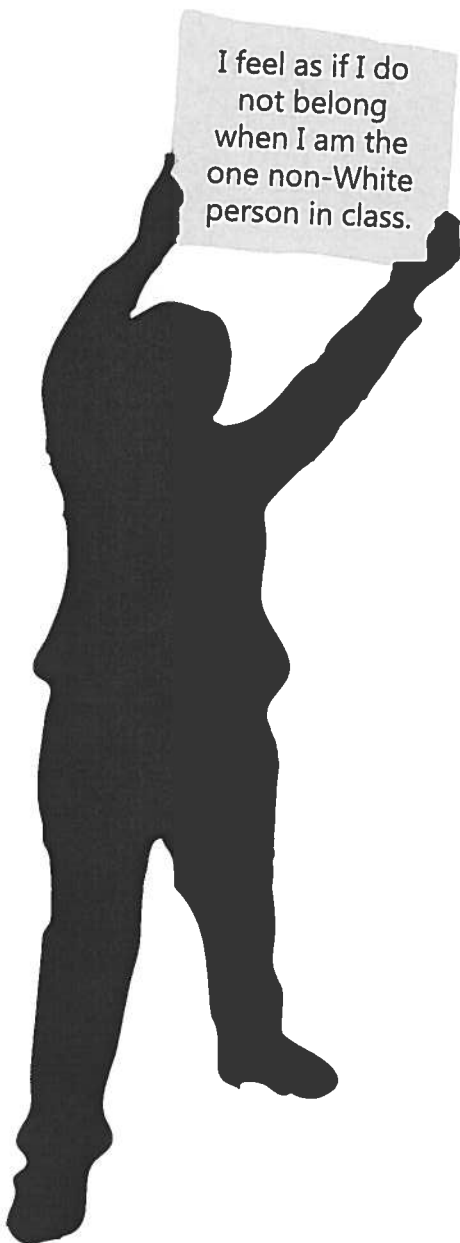
Executive Summary

This report presents research findings about racial microaggressions that occur in learning environments at the University of Illinois Urbana campus. The research team invited all domestic students of color attending the university during the 2011- 2012 academic year to participate in the survey. Over 4,800 students of color completed the online survey, yielding a 45% response rate.

Thirty-nine percent (39%) of the students of color who responded to the survey reported feeling uncomfortable on campus because of their race. The most frequently cited uncomfortable locations for students of color were “fraternity and sorority certified housing,” “Green Street,” “on the bus” and “classrooms and labs.”

Over half of participants (51 percent) reported experiences of stereotyping in the classroom. About a third (27 percent) of the students of color reported feeling that their contributions in different learning contexts were minimized and that they were made to feel inferior because of the way they spoke. Additionally, a quarter (25 percent) of students of color reported feeling that they were not taken seriously in class because of their race. This report provides quantitative data and uses quotes from students of color to describe racial microaggressions in the classroom and how students respond to them.

This report ends with a list of recommendations for campus leadership. The presence of racial microaggressions negatively affects campus climate, especially for students of color. The campus leadership must intentionally work to improve the racial and cultural climate of the university.



Introduction

Campus diversity can enrich higher education by developing critical thinking, increasing intellectual engagement, broadening cultural awareness, expanding democratic sensibilities, and practicing perspective taking; (Chang, 2002; Engberg & Mayhew, 2007; Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, 2005; Lopez, 2004). At the same time, however, the racial minority students who contribute to diversity often perceive their campus climate as unwelcoming and unsupportive (González, 2002; Villalpando, 2003).

Previous research has found that racial discrimination occurs in various university contexts. Many students of color have provided accounts of being harassed and mistreated by their classmates, as well as by faculty and university staff (Booker, 2007; D'augelli & Hershberger, 1993; Jay & D'augelli, 1991). A study by Milkman, Akinola, & Chugh (2014) demonstrated the prevalence of racial bias among professors. For example, their findings showed that White male students were favored as advisees, while racial minority and female students had a more difficult time finding professors to advise them. According to Harwood, Browne Hunt, Mendenhall, and Lewis (2012), students of color living in the residence halls endured both explicit racial slurs and subtle racial jokes.

The discrimination experienced by people of color has harmful psychological and physiological effects such as fear, resentment, anxiety, helplessness, isolation, stress and exhaustion (Clark, Anderson, Clark, & Williams, 1999). As Smith, Hung, and Franklin (2011) assert, chronic exposure to discrimination causes racial battle fatigue and undermines psychological and physiological well-being. In addition, students have reported physical symptoms such as, headaches, high blood pressure, and fatigue.

In higher education, as racial minority students perceive more negative racial campus climates, rates of academic persistence and retention fall (Chang, 1999; Reid & Radhakrishnan, 2003; Worthington, Navarro, Loewy, & Hart, 2008). Conversely, a positive

racial environment contributes to a strong sense of belonging and is associated with higher grades and graduation rates for students of color (Booker, 2007; Brown, 2000; Goodenow 1993; Hinderlie & Kenny, 2002; Strayhorn, 2008).

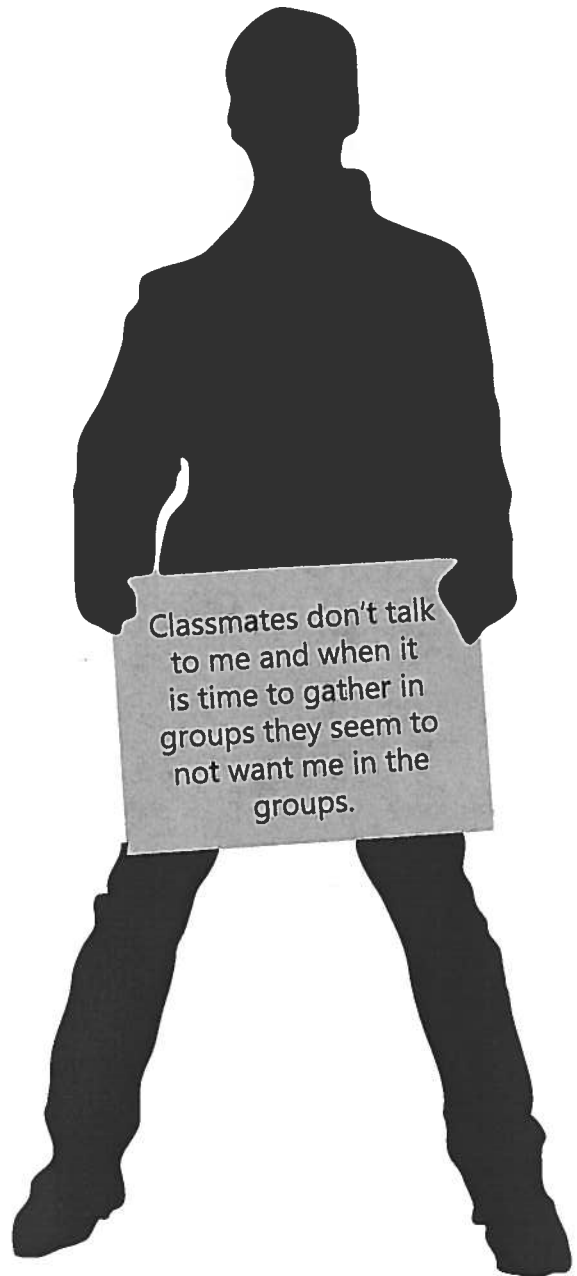
Explicit racism exists on many college campuses. This project, however, exposes the arguably more prevalent, though less apparent, everyday racist practices called racial microaggressions. The term "racial microaggression" was coined by Chester Pierce (1978) after the Civil Rights era to bring attention to the shift in racial relations and less-recognized racist behaviors that are "subtle, stunning, often automatic, and nonverbal exchanges, which are 'put downs' of Blacks by offenders." More recently, Derald Wing Sue and his colleagues (2007) refined the definition to "commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative racial slights and insults" (Sue, Capodilupo, Torino, Bucceri, Holder & Nadal, 2007, p. 278). For over a decade, scholars have examined these contemporary forms of racism targeting different racial and ethnic groups in all aspects of United States society (Dovidio & Gaertner, 1996; McConahay, 1986; Sears, 1988; Smith, 1995; Sue, Capodilupo, & Holder, 2008; Thompson & Neville, 1999). Increasingly, researchers have emphasized the subtle, everyday and micro forms of racism endured by students of color, to explain some of the educational differentials between students of color and Whites.

Sue et al. (2007) identified a variety of racial microaggressions: microinsults, microinvalidations and microassaults. Sue et al. (2007) defined microinsults as "behaviors/verbal remarks or comments that convey rudeness, insensitivity and demean a persons' racial heritage or identity" (p. 278). For example, an academic advisor's obvious surprise that an Asian student is struggling in a math class is a microinsult because it assumes that mental abilities are an attribute of race. A store employee asks only Latinos to check their bags when entering assumes

criminality based on race. Assuming that an African American student was admitted to a predominantly or traditionally White institution simply because of Affirmative Action rather than merit is another example of a racial microinsult. Perpetrators of such microaggressions may be unaware of their actions, since they are often prompted by unconscious assumptions about race.

Seemingly innocuous questions such as “Where are you from?” and “Where were you born?” are sometimes offensive because they assume that a person of color is foreign-born or not a United States citizen even when they are not. Color-blind remarks, such as “When I look at you, I don’t see color” are demeaning refusals to acknowledge a person’s race. According to Sue et al. (2007) these statements are examples of microinvalidations, which are “verbal comments or behaviors that exclude, negate or nullify the psychological thoughts, feeling or experiential reality of a person of color” (p. 278). More broadly, the denial that racism or White privilege exists (or the insistence that a perceived racial microaggression is nonexistent) invalidates an actual experience of a person of color. Like microinsults, racial microinvalidations may also be unconscious.

In a more overt category, using the N-word and other explicit racial epithets, as well as actions of purposeful discrimination are racial microassaults. Sue et al. (2007) state “microassaults are explicit racial derogations characterized primarily by a violent verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior or purposeful discriminatory actions” (p. 278). Unlike the “old fashioned” racism, that was public yet unchallenged, microassaults often occur anonymously or in a more private setting. An example of this is demonstrated when non-Asian students begin to speak in a pretend Asian language and laugh as an Asian student walks by.



Research Methodology

Our interdisciplinary research team developed a web-based survey instrument to better understand the extent of racial microaggressions on the University of Illinois at Urbana-Champaign campus. The survey included questions about the 1) racial experiences of students of color, 2) situations in which a student of color felt uncomfortable, insulted or invalidated because of his or her race, and 3) how students coped with racial microaggressions and feelings of marginalization. The research team invited all students of color attending the University during the 2011-2012 academic year to participate in the Racial Microaggressions Web Survey. Over 4,800 students of color from a total of over 10,800 completed the online survey yielding a 45% response. The response rate was high for an online survey.¹

The team developed a Racial Microaggression Scale based on the types of racial microaggressions that students reported in focus groups in 2008 and 2009. The team also reviewed the research literature on racial microaggressions, perceived racism, and race-related stress and adapted some items from the Schedule of Racist Events, the Index of Race-related Stress, and the Racial Life Experiences Scale (Sue, 2010; Hurtado et al., 2008). While most of the survey questions were quantitative, the team included three qualitative questions asking student to describe situations: 1) when they felt uncomfortable, insulted, invalidated or disrespected by a comment that had racial overtones, 2) when others subtly expressed stereotypical beliefs about race/ethnicity, and 3) when others have suggested that they do not belong at the Urbana campus because of their race or ethnicity.

The racial and ethnic background of the survey participants include: American Indian or Native American (less than 1 %)², Asian (35%), Biracial or Multiracial (27%), Black or African American (19%), Hispanic or Latino (19%). Fifty-three percent (53%) of the sample was female. Undergraduate students made up 68% of the sample. A majority of the participants were from Humanities and Social Sciences majors (63%). Most (86%) of the participants had graduated from public high schools before enrolling at the university.



¹ Since online surveys generally have lower response rates than paper surveys (an average response rate of 11% according to Manfreda, Bosnjak, Berzelak, Haas & Vehovr, 2008), our rate was unusually high. We attribute the high response rate to holding the online survey open much longer than the average time period so that more students of color could participate (Ilieva, Baron & Healey, 2002). Issue salience also is an important factor in a high response rate (Sheehan, 2006; Sheehan and McMillan, 1999).

² Only 7 students identified themselves as only Native American or American Indian, and approximately 35 more identified themselves as Biracial or Multiracial.

Overview: Racial Climate in the Learning Environment

Although the online survey covered many aspects of university life, this report focuses on the learning environment at the Urbana campus, given that education is part of its central mission. Following is a quantitative summary of what was discovered. The summary is then followed by students of color describing their experiences with racial microaggressions in their own voices.

Thirty-nine percent (39%) of the students of color who responded to the survey reported feeling uncomfortable on campus because of their race.

The survey asked students to identify the relevant locations, and many did. The most frequently cited uncomfortable locations for students of color were “fraternity and sorority certified housing” and “Green Street.” The next most frequently named uncomfortable locations were “on the bus” followed by “classrooms and labs.” Other locations that created discomfort included “Residence Halls” and “Academic Departments.” Table 1 ranks the 15 uncomfortable

locations students cited most frequently and the number of responses for each location.

Students reported avoiding walking by fraternity houses or spending time on Green Street. However, they also remarked that unlike other campus destinations, the learning environment cannot be avoided. In order to learn the material and get good grades, they must attend lectures or meet with other students for group projects.

The survey also asked students to indicate whether or not they had experienced specific racial microaggressions in their classrooms (summarized in Table 2). Over half of participants (51 percent) reported experiences of stereotyping in the classroom. Examples include stereotyping assumptions about intelligence, criminality, country of origin, citizenship status, preferential admittance, ability to speak English, economic background, work ethic, body type and hair style, likes and dislikes, and sexual promiscuity.

Table 1
Campus Locations where Students of Color Report Feeling Uncomfortable Because of their Race

Rank	Locations	#Responses
1	Fraternity/Sorority Certified Housing	731
2	Green Street	402
3	On the Bus/Transportation	344
4	Classrooms and Labs	324
5	Residence Halls	299
6	Academic Departments	299
7	Libraries	228
8	The Quads (Engineering, South, Main)	211
9	The Illini Union	204
10	Financial Aid Office	181
11	Memorial Stadium	161
12	Admissions office	152
13	Instructor's office	151
14	Assembly hall	138
15	McKinley Health Center	135

Table 2
Racial Microaggressions in the Classroom

	% Yes
I have had stereotypes made about me in the classroom because of my race.	51
I have had my contributions minimized in the classroom because of my race.	27
I have been made to feel the way I speak is inferior in the classroom because of my race.	27
I have experienced not being taken seriously in my classes because of my race.	25

About a third (27 percent) of the students of color reported feeling that their contributions in the classroom were minimized and made to feel inferior about the way they spoke. Additionally, a quarter of the survey respondents reported feeling that they were not taken seriously in class because of their race.

Analysis of the responses to those questions by race, gender, and major revealed important differences and similarities. For all the questions, Black students reported the highest percentages of racial microaggressions among the racial and ethnic groups. Men of color reported experiencing slightly more racial microaggressions in the classroom than women of color. STEM and non-STEM majors reported experiences of stereotyping in the classroom to an equal degree.

The qualitative survey data paints a more detailed picture of the various situations where racial microaggressions occur. The survey asked participants three open-ended questions: 1) describe when you felt uncomfortable, insulted, invalidated or disrespected by a comment that had racial overtones, 2) describe when others subtly expressed stereotypical beliefs about your race/ethnicity, and 3) describe when people suggested that you do not belong at the University of Illinois because of your race/ethnicity. Students welcomed the opportunity to discuss these challenges and their experiences with racial microaggressions. We received over 2,500 examples for each question (over 8,000 in total).

Reading through the students' responses to the questions revealed over 800 examples of racial

microaggressions occurring in the learning environment. The following are some of the most commonly described:

- Being the only student of color in the classroom
- Hearing stereotypes in the content of lecture and other course materials
- Being dismissed or ignored by the instructor before or after class
- Hearing inappropriate comments made by instructors before or after class
- Listening to the perpetuation of unaddressed stereotypes during classroom discussion
- Being called on in the classroom to offer the "student of color perspective"
- Receiving hostile reactions to participation in the classroom discussion
- Being excluded from participating in a group project
- Experiencing racial jokes and teasing in the labs
- Being discouraged during meetings with one's academic advisor
- Overhearing racist conversations between students in the classroom

The quantitative and qualitative responses of the students of color suggest that racial microaggressions are not isolated incidents. They appear to be deeply and systematically engrained in the campus culture. The next section of this report reveals students of color perceived racial microaggressions experiences and their emotional and educational impact.

Students of Color Tell Their Stories

Sitting Unwelcome in the Classroom

Students of color reported feeling uncomfortable and unwelcomed just walking into or sitting in the classroom, especially if they were the only person of color, or one of a few.

People do not necessarily say I do not belong, but I feel as if I do not when I am in a classroom and I am the one non-White person. (Latina, Female)

I get stares when I walk into classrooms as if to say, 'What the hell are you doing here?' Classmates don't talk to me and when it is time to gather in groups they seem to not want me in the groups. (African American, Female)

Additionally, students of color noted that White students avoid sitting next to them in the classroom. Male students of color experienced this more than females.

I've been in classes where people avoided sitting around me. That happened when there were a lot of assaults on campus. Students would fill the other seats in the classroom, while the ones next to me or around me would remain empty. It happened to me so many times. (African American, Male)

African American male students commented that campus alert emails and text messages with descriptions of assault suspects perpetuate a stereotype about Black men as criminals. Some believe that is why students, particularly White students have frequently avoided sitting beside them in the classroom.

Racist Conversations, Direct or Overheard

Many of the students of color reported overhearing racist comments between classmates before and after class. As reported in the qualitative survey responses, in these informal spaces students have overheard comments about Middle Eastern students and

terrorism, the citizenship status of Latino/a students, Asians students not being able to speak English, and a long list of other negative stereotypes about racial and ethnic groups.

I was [in] my freshman year sitting next to a group of Caucasian males when I overheard them say something along the lines of, 'This school continues to get more and more Mexican.' This was a bit offensive to me, considering that they said it not too long after I sat down. (Latino, Male)

In the classroom setting, someone behind me was discussing how [he or she] did not feel that African Americans deserve to be here, and that we only got in because the school has to let 'them' in. (African American, Female)

Although the students of color shared experiences of overtly offensive comments, since the comments were made in informal conversations they usually did not respond to them.

In a large lecture hall, I was going for a seat and overheard a group of students commenting that I should be cleaning the classroom after, not during, referring to the stereotype that Hispanics are janitors. I was shocked by the comment because I would have thought that this wouldn't happen on a diverse campus. I just ignored it and continued listening to the lecture. (Latino, Male)

I was in class and a Black person was speaking. I overheard someone else's conversation in which a comment was made that 'you know they don't know how to talk.' (Black, Male)

They often think that it's a joke, or funny, or not a big deal. I've been approached and asked in a very condescending tone 'DO YOU SPEAK ENGLISH?' I've been told to go back to running a Laundromat (Asian stereotype). This happens all the time, in and out of the classroom, any time of day. It makes me angry. It's very disrespectful. Most of the time, I just tried to ignore it and shrug it off. (Asian, Male)

Such conversations take place all over campus, not just in the classroom, for example in the student union, the residence halls, and in the library.

I was sitting in the library and I overheard other White students discussing admissions and laughing about how the only reason stupid Mexicans could get into this school was due to Affirmative Action. As a student of color, I found it extremely offensive to invalidate the hard work and intelligence of students because of their race. It also made me sad that this view seemed to have been readily accepted by all of the other people in the group, implying that racism is entrenched in many of the students that attend this school. (Multiracial, Female)

The range of settings where students of color are exposed to these comments shed light on the extent to which racism is a problem on the Urbana campus.

Offensive Lecture Content

Students of color provided many examples of racial microaggressions in lecture content, specifically instructors' inaccurate statements about a particular racial or ethnic group, outdated terminology, and other types of offensive comments. Commonly heard racial microaggressions are generalizations about an entire racial or ethnic group during a lecture.

A professor announced in class that Native Americans practiced cannibalism. He learned this from a documentary the night before, but wasn't able to name the tribe. It may be true, but there are hundreds of tribal traditions in what is now the US, with different languages. It is a real flattening of complexity to make such a statement. (Multiracial, Male)

A Caucasian professor was talking about how to encourage children to accomplish goals. At some point he said, 'Imagine a Latino boy who wants to work at Burger King to contribute to his family. How would you encourage him?' But before this example, he mentioned encouraging a White kid [to go to] college... It made me feel offended. But it wasn't the first time he did this and he did it with all minorities. (Latino, Male)

Students provided many more examples about how instructors have depicted racial or ethnic groups in stereotypical or inaccurate ways in their lectures. One

student described his effort to address such an issue. *A professor displayed a map of the Mediterranean. While the map showed demarcations of various nation states in Eurasia, northern Africa was just labeled 'Africa.'... When I expressed concern with the exclusion of Africa, the professor more or less just ignored my comments. (African American, Male)*

Even after the student had raised these concerns to the instructor, the lecture content remained unchanged. The professor's refusal to change the lecture content invalidated the student's concern, creating another racial microaggression.

The use of the "N-word" came up a number of times in the survey's qualitative responses. In the following example, African American students felt offended by the use of the word, but the instructor continued to use it even after students met with the instructor privately. One of the students enrolled in the class described her experience.

I experienced a professor using the N-word to help elaborate a point he was trying to make for the benefit of international students who might not be familiar with the word. Throughout this class, he made and allowed others in the class to make several racist and sexist remarks based entirely off of stereotypes. It got so bad that several students met with the professor to speak directly to him about the use of his offensive language and he continued the use of this offensive language during the meeting. As the only Black student in the entire program, it then became my responsibility to educate him on how the use of this word is so offensive and simply demonstrated that he had no idea how to acknowledge inappropriate language as he continued to use it himself.

The student continued to explain how the professor's failure to personally acknowledge his mistake in front of the class, further invalidated the students' concerns raised during the meeting.

He said that he would later address the racist and sexist issues in class, but then he addressed all the issues except the fact that he had inappropriately used the N-word on several occasions and it was wrong and he will never use it again. This entire experience made me feel marginalized, hurt, upset, and [I] wonder how in the world a professor in the field that I am in is allowed to

continue up the ranks when he inherently holds so many racist and sexist beliefs. Overall, this experience truly made me re-evaluate how far this university states they have come related to race relations and the reality that at the implicit level, things are much the same. (African American, Female)

Students of color reported that instructors would offer jokes to engage other students in the classroom lecture, but often the jokes were inappropriate and insensitive. These classroom dynamics often targeted students of color and created a hostile learning environment, representing an ineffective pedagogy.

I didn't understand one of the concepts [the instructor] was talking about and asked him to slow down. He made fun of me and said, 'Hey everyone, I guess I have to slow down for the Chinese girl.' The entire class did not react very well with it; no one thought it was funny. (Asian, Female)

That example describes an instructor attempting to amuse the class with an ironic joke about Asian students being academically superior. Asian students also frequently mentioned being complemented on their good English and assumptions that they had not grown up in the United States.

Students of color also shared incidents that occurred before or after lectures during casual conversations between instructors and other students. Students of color provided examples of inappropriate offensive remarks made in these informal conversations, as well as racialized jokes that emerged there.

A professor made a disparaging remark about the relatively high number of Asian Americans in a specific class. It happened after normal class hours in the hallways. I did nothing about it. (Multiracial, Male)

I was in a class and mentioned that I had visited South Asia a few months back. After I mentioned that, the professor immediately asked me if I had ever ridden an elephant only because I was from South Asia. I was not necessarily insulted, but I did feel it was a really stereotypical question to ask and she asked me in front of the entire class. I thought it was rude. (Asian, Female)

Here, a seemingly casual conversation between the instructor and a student has a negative effect through

a comment based on a stereotype. Other students shared similar experiences.

The way instructors talk to students and the content of their lectures signal to the class the appropriate ways of talking about race. When supposedly informed academics perpetuate stereotypes, many students internalize them as "the truth." These events often marginalize students of color and make it difficult to approach instructors for assistance with class content and other resources, limiting their ability to develop human capital while attending the state's flagship university.

Classroom Participation: Ignored, Invalidated or Expected to Perform

Students of color struggle to be taken seriously in the classroom. They want to be treated as intellectual equals, but find that their contributions are welcomed only within conversations that overly relate to racial and ethnic perspectives. An African American student told us that he felt that the instructor never called on him to speak, even when he raised his hand.

When I raise my hand, I am often not called upon. After a while, I found myself refraining from asking questions. (African American, Male)

Similarly, contributions by students of color are treated dismissively in the classroom as invalidated by their backgrounds.

My Native perspectives are often not granted validity or even a chance for discussion because they assume my ideas stem from my heritage and not scientific insights... when the value of life or the environment is discussed my Native beliefs are often viewed as primitive. (Native American, Male)

Students of color wrote about how some peers sitting nearby, often White students, made faces or stared in disbelief when they spoke in class.

Anytime I would speak or contribute to discussion, this White guy would glare at me and roll his eyes, as though I didn't have the right to add my comment.

Being the only mixed student in class, and being the only one he openly showed contempt towards made

me feel as though it had to have been because of my ethnicity. (Multiracial, Male)

I have noticed that being a man of my race and stature, many of my White peers in classrooms will have expressions or comments of disbelief towards me when I make an intellectual remark or if I get a concept that they may be struggling with. (African American, Male)

The looks and comments made by White students suggest that they do not expect African Americans to be able to contribute anything of value in the classroom. Such intimidating behaviors signal to other students that the contributions of students of color are not to be taken seriously.

At the same time, students of color mentioned that they are often called on to speak for or “perform” their race. For example, when the instructor asks an African American student to “give the Black perspective.” Moreover, if students do not fit the racial or ethnic stereotype, their “authenticity” is questioned.

I have been in a classroom when students, even teachers, look at me to find out the ‘Latino perspective.’ It’s interesting to see how one labels a Latino: dark hair, brown skin, dark eyes. (Latina, Female)

Since I do not have dark skin, people often assume that I am not a real Native American and that I am not a ‘real minority.’ It is hurtful and makes me feel disenfranchised from both the racial minority community, as well as the White community. (Multiracial, Male)

In one of my lecture classes, we were talking about something related to the Latino community. The TA called on me to explain what Latinos think of the issue since I am Latina, as if I am the voice of all Latinos. (Latina, Female)

Both classmates and instructors either directly ask students of color to “Give the [racial or ethnic group] perspective,” or they stare, consciously or unconsciously, at students of color to put pressure on them to speak to provide a particular perspective. This could also be seen in classroom discussions.

Stereotypes in Class Discussions

Students of color identified many racial microaggressions that had occurred during class discussions. Some are similar to the incidents described in the section on lecture, such as the use of offensive stereotypes. In addition, students of color reported experiencing racial microaggressions in discussion topics about Affirmative Action, immigration policy, poverty, and the University’s former sports mascot as personally offensive and not well facilitated by instructors. The following examples describe such instances.

While in class, we were talking about ethnic groups who have cultivated in Chicago. A fellow student said, ‘Native Americans are unworthy of their distinction in Chicago.’ (Native American, Female)

The discussion was about terrorism and I was insulted because many people associate all people of my race as terrorists. The actions of a few have caused problems for all members of my race. (Multiracial, Male)

One White female student in the discussion inferred that certain stereotypes are true. She gave an example of how some Latina students in her high school were pregnant and seemed to infer that all Latina women get pregnant at an early age. Although I was aware that this was an open discussion and students were encouraged to not be politically correct and express how they feel, I felt as if it was a wrong assumption to make. I then challenged the student’s view and asked her if she thought that all Latina women get pregnant at an early age. She responded, ‘No, not all of them, but the majority of them, yea.’ (Latino, Male)

In some cases, when students of color corrected or challenged a comment made in the classroom, their challenges prompted another racial microaggression. Classmates responded by telling students of color that they are “overreacting,” “defensive,” or “angry.” These comments further invalidated the students of color in front of the entire classroom.

I have also witnessed and felt that when a minority student tries to correct the comment (whether made by the instructor or by other students) they are then viewed as angry or defensive when in reality they are simply trying to inform others of what is true and appropriate

when approaching certain topics. Situations like this happen every semester. (African American, Female)

Some students understandably had a hard time naming and speaking out about the stereotypes being thrown around in the classroom. They sat uncomfortably in silence, reflecting their marginalization on campus.

Instructors are responsible for creating an environment where all students feel comfortable speaking candidly, but open discussions often privilege perspectives that leave students of color feeling marginalized and unheard. Similarly, when discussing the mascot in the classroom, students of color were offended by the persistent defense of “the Chief.” In the following example, an African American student shared her experience of discussing the issue in her class.

When we discussed how the Chief was offensive, there were students wearing Chief shirts. During the discussion, there were people who were defending the use of the Chief as a mascot. I was just surprised that after having people explain why they were offended by the mascot that students would still try to condone it. It pissed me off. I did nothing because I realized I went to a racist school. (African American, Female)

Students described many examples when the instructor was unable to constructively facilitate classroom discussion around sensitive topics related to race. They wanted to see more critical thought encouraged in classroom discussions, and particularly explanation of underlying structural factors in inequalities, rather than faculty tolerating blame-the-victim perspectives and negative stereotypes.

In a class discussion about race, White students truly believed and explicitly expressed their beliefs that minorities are somehow innately unwilling to work to become successful, without critical thought of the history of race relations in our country or how society has failed many minorities in countless ways. Minorities’ response to being pushed to the margins of society are evaluated in ethnocentric ways that blame the individual rather than address the system in which she tries to function. (African American, Female)

In on-line discussion forums, similar patterns of racial microaggressions took place.

In several online classes—negative comments were made in regards to my race or culture by the dominant students within the classroom/online setting. (Asian, Male)

In an online class, classmates spent a lot of time trying to convince me that ‘the N-word’ was once an OK word to use and not an insult. This was in spring of 2010. I tried to explain that it was always insulting and that African Americans had no power to express their anger. It was very frustrating that they could not hear my point of view and really wanted me to be OK with this. The instructor did not get involved in the conversation. (African American, Female)

What stood out about these classroom comments was the instructor’s passivity in such charged conversations. Worse, many students of color were surprised to see faculty complacent or even laughing about hurtful stereotypes. The examples above show a desire for the authority figure in the class to provide responsible and non-biased facilitation, and the desperately needed factual guidance on sensitive subjects. These dynamics reflect the core of critical thinking skills that students should learn in higher education.

Stereotypes in Small Group Discussions

Small group discussion is intended to foster interactions and engagement with the course content. Of course, though, many of the painful interactions described in the classroom discussions occur in the small groups as well. In the following example, a White student assumes that students of color do not get scholarships based on merit, as well as assuming that students of color will flunk out of college and waste the scholarship money.

It was me and three White males in a group. We were working and the issue of the price of tuition came up. Then one of the students expressed that he could not get any scholarship money because he was a White male and that all the money was going the Black and Latino students. Then [he] expressed how this was ridiculous because he was smarter and that scholarships should be based on merit not skin color. Also, it was a waste

of resources because a majority of these students would end up flunking out of school. The other three students agreed and continued with the discussion. (Latina, Female)

Other types of racial microaggressions that alienate or silence students of color in small group discussions include dismissing comments, not acknowledging contributions, or not asking for opinions.

I felt really uncomfortable to even speak, as I was the only Asian kid in that group. The only conversation I had with the group members is regarding the work. I was 'invisible' to them when they were talking to each other. (Asian, Male)

While instructors often think of small group discussion as a way to expand opportunities for participation in the classroom, the group dynamics can silence students of color and reinforce pervasive racial stereotypes.

Exclusion and Harassment in Group Projects

Egregious racial microaggressions occurred when students were asked to form a team for a group project. Though not usually explicit, racial exclusion appears to shape group formation. African American and Latino/a students found it most problematic to be invited into a group or to find partners because of the perceived operation of negative racial stereotypes about intelligence and work ethic. Moreover, Asian students felt this occurred more often if the project involved much writing, because they were viewed as foreigners unable to speak or write well in English.

At my lab, I've had incidents where people doubt my intelligence or believe my education is not as good as theirs [because I] earned my bachelor's in Puerto Rico. They don't believe I can be intellectually at their same level. (Latino, Male)

...when it's time to separate into groups it seems the Black student is always the last person to find a group. It makes me feel invisible as if I don't, or shouldn't, exist here. (African American, Male)

Whenever we had to pick lab partners, I would always ask a person if they wanted to be my partner. Most of them would look at me and say no or that they

already have one and go look for someone else. (African American, Female)

Once groups formed, other types of racial microaggression occurred as the group members worked together. Many of those types have been identified previously--for example, racial jokes and stereotyped comments were common.

Freshmen year in lab, my two lab partners, one White and one Middle Eastern, kept telling terrible jokes about Chinese people, thinking that I was Chinese. When they finally asked, I told them I was half Japanese, so the jokes changed to ones about Japanese culture. I kept telling them they were being very racist and offensive and to stop saying those things around me, and they NEVER quit. I told them I was half White, to which the Caucasian one replied, 'White is a very good thing to be.' I didn't feel mad, just sick. The time this happened was second semester of my freshmen year. (Multiracial, Female)

Another area where racial microaggressions occur is in the way group work is divided. Students of color believed that race was taken as an indicator of intelligence, and so they were given easier tasks.

When working in groups with my classmates, I was always given the easy portion of the project because they assumed that I was not capable of doing the harder parts. (African American, Female)

Similarly, students of color perceived that their contributions were minimized and not taken seriously.

Sometimes in class when a teacher asks us to work in groups, I feel as though what I have to say often doesn't matter to the rest of the group members and that I am ignored overall. (Asian, Male)

Students of color also reported feeling that the group members were excluding them or discussing the project without them.

An in-class group-mate accidentally sent me an email about not trusting the assignment 'the Black girl' in the group had completed. (African American, Female)

These examples illustrate the challenges students of color face in addition to the work assigned for the

group to complete. They have to aggressively assert themselves to be heard, and they struggle to be treated as legitimate members of the group.

Racial Steering in Advising about Courses and Major Selection

Students of color felt that they were discouraged from enrolling in challenging classes or majors. While usually not made explicit, stereotypes about their race as less intelligent or less able to handle certain courses or majors were perceived in the advisors' behavior and counsel.

When I was a freshman, I went in to see my academic adviser to help schedule my classes for next semester. When I walked into her office her expression immediately changed. Throughout the meeting, she kept questioning me on whether I could stay in the major. It seemed like after she realized I was African American, in her mind, I wasn't able to successfully complete the major. I felt insulted and disrespected by that meeting and every other meeting I had with her. (African American, Female)

My freshman year adviser kept trying to convince me to drop my major and instead take on a different major [one of the ethnic studies majors] and a minor in [a language]. I voiced my anger to him and the department head and got a new adviser who was very supportive of me. (Asian, Male)

In the first semester of my freshman year, I had trouble adjusting and being successful. So, I went to the academic department to meet with an advisor to discuss possibly dropping a class or two because I was taking 17 or 18 hours and I was feeling overwhelmed. The professor told me I should change my major because the major was too hard for me. I was completely shocked.

He didn't try to help me out, he didn't make any suggestions to help me improve my situation or my study habits, he offered NO encouragement AT ALL! I felt like he was looking down on me because of my race and socioeconomic background. So, I just looked at him with a stale face, nodded, said thanks and left. (African American, Male)

An advisor suggested I change my major all together and made me feel as if I shouldn't have chosen the major

because she said it's just 'Not for some people.' (African American, Female)

The assumption about intelligence was not always as overtly expressed by the advisor as in the final example, but was implicit in urging the student to change majors rather than counseling about how to handle the work better. As a result of such implicit racial bias, students of color believed they were more often steered away from challenging courses or majors. Racial steering of students is a racial microaggression. Since many of the examples occurred during students' first year on campus, these racial microaggressions may provide insight into why certain majors have low numbers of students of color.



Students' Coping Strategies against Racial Microaggressions

While the focus of this report is on racial microaggressions in the learning environment, the research team also wanted to point out the ways that many of the students of color who participated in the survey described as how they cope with racism on campus. The coping strategies used depend on the situation and the contextual factors (Lewis, Mendenhall, Harwood, & Browne Hunt, 2013).

Students responded to a quantitative question about coping with race-related incidents on campus and also provided qualitative information describing racial microaggressions. The survey respondents indicated a range of coping strategies that students used to deal with racial microaggressions. Table 3 displays the results.

The most common response was to assume that the person was ignorant and/or to ignore the incident.

I've felt uncomfortable in class when people were talking about how Hispanics have an easier time than Caucasians getting into college because universities need to fill their quota. It's a common conversation that comes up a few times a year. I usually didn't say much about it. (Latina, Female)

In some situations, students became desensitized as a way to escape the situation. At other times, they relied on their support network, and in some cases they chose to pick their battles. Students described examples of actively addressing the issue by confronting the person.

Once in class people were making fun of the Hispanic community, primarily Mexicans, and it was hurtful. Happened in a classroom and involved mostly White students. It made me feel angry. I told the professor and the TA via email and confronted several of the students involved. I'm not sure it made a difference. (Latino, Male)

Table 3
Coping Strategies: How Students Respond to Incidents Related to Race on Campus

	% Yes
Assumed that the person(s) were ignorant	83
Dismissed or ignored the incident	73
Decided to pick my battles (when to respond verbally)	42
Tried to dispel racial stereotypes	32
Blamed the media	33
Built a support network of friends/allies/supporters	33
Responded verbally to the person	33
Relied on my faith or religious beliefs	27
Got involved in campus activities	22
Took on leadership roles in student organizations	19
Used the cultural centers	13
Made use of campus resources	10
Thought about leaving the university	8
Cried about the incident	8
Responded physically to the person	4

I have had other classmates suggest that I am inadequately qualified for a class because I do not fit the requirement, i.e. I am only good at math and virtually nothing else. I confronted these comments and often pointed out that they would be marked as a racist if they do not cease all further insults. (Asian, Male)

Many students of color may not have responded directly to the perpetrator of the racial microaggression, but instead responded by doing well in the class, proving that they are intelligent and deserve to be on campus as much as anyone.

There are times when I feel like students do not want to work with me because they assume I am not as smart as they are because I am a Black girl. I usually prove them wrong. (African American, Female)

I express [my specialization interest] to other students in my program they look surprised and tell me 'It's hard.' I get offended because I don't think it's said to other students (Caucasians or Asians or males). But it makes me work harder to not quit or do bad in the class to prove everyone wrong and empower myself. (Multiracial, Female)

I have been told that as a Hispanic, I received special treatment by the university so as to diversify the school. I told these individuals that I did not work so vigorously in high school to be dismissed by ignorant comments in college. I have earned my spot here and maintained good grades to prove it. I was disappointed by this disregard but I was prompted to continue striving to do my best to prove myself. (Latina, Female)

The classroom is often not a safe space to discuss or process racial microaggressions because the instructor is not able to facilitate such conversations. However, supportive conversations are happening in safe spaces with friends, inside the cultural houses, and through social media. Based on the survey responses, these spaces gave students of color a sense of belonging and validated the mixed emotions they experienced as a person of color on the campus.

I felt undermined quite often at the beginning of my career at the U of I. Cultural houses made me feel welcomed and gave me a sense of belonging. (Asian, Male)

One of the girls at the table with me said the only thing she knew about Native Americans is that they live on reservations and drink. I didn't really know what to say, so I didn't say anything. I steered the conversation away from that by making a comment about something random. But it made me honestly really upset. I talked with people at Native American House later and they were obviously really supportive of my view that that was a very rude thing to say. I don't think she would have said it if she knew I was so involved at Native American House, or if she had any Native American friends. (Multiracial, Female)

Some students of color chose to remove themselves from situations where racial microaggressions were occurring. For example, some dropped a class after facing racial microaggressions.

In class, the professor demonstrated ignorance of the Muslim religion. One of his slides literally said: 'Summary: Muslim women = oppressed = no democracy.' This was outrageous to me because not only was it false, but also it was such a generalization. I asked a couple of people whether I should talk about it, but concluded that it was pointless. I ended up dropping his class. (Asian, Female)

About 8 percent of the students of color who participated in the survey reported that they have thought about leaving the university because of the racial microaggressions that they had experienced. Although there is no way to track those students to find out whether they have left the university, their consideration of leaving illustrates one of the serious consequences of racial microaggressions.

Campus Recommendations

The University of Illinois at Urbana-Champaign's mission is to "be inclusive, treat each other with dignity and respect and promote citizenship" (University of Illinois Mission & Vision, n.d.). The students of color responses raise questions about the success of campus efforts to make systemic change in pursuit of that mission. Given the declining numbers of students of color, particularly African American and Native American students, the University must ask itself if the campus racial climate contributes to the decline. We urge the University President, Chancellor and Provost to take the following steps to change the culture of the university:

Train Faculty about Racial Microaggressions:

- Regularly put racial microaggressions on the agenda of the annual teaching retreat.
- Give instructors the tools to address racial microaggressions, such as how to facilitate dialogue in the classroom, defuse rancor in heated conversations, challenge stereotypes about racial groups, and increase awareness of personal biases. In addition, identify appropriate incentives to encourage participation in training.
- Require at least one question about the racial climate or general sense of belonging in the classroom on ICES forms. Make it the third general question.
- Incorporate diversity engagement into the promotion and tenure review process.

Train all Staff (especially those providing direct services to students) about Racial Microaggressions:

- Require training and workshops for academic advisors so that they can respond usefully and with sensitivity to students of color.
- Require mandatory training about racial campus climate for all new hires in all service delivery points (i.e., Health Services, Financial Aid, Counseling Center, and Student Affairs).
- Incorporate diversity competency and engagement in annual reviews.

Evaluate Campus Leadership:

- Include diversity competency and engagement as a component of the annual reviews for deans, department heads, and other campus leadership positions.

Educate and Empower Students:

- Require all students to complete a General Education requirement about race, White privilege, and inequality in the United States. The Cultural Studies General Education requirement should be changed so that students must take both a non-Western culture and a US people of color cultural course.
- Include diversity and inclusion in a third of the curriculum of all college 101 classes.
- Expand existing opportunities for intergroup dialogue, team building, multicultural advocacy, and cultural competency through workshops and training (such as the Tolerance Program, Living Learning Communities, iConnect)
- Create a supportive mechanism for students to report perceived racial microaggressions that does not create more stress for the student, but constitutes a record of the campus environment. Identify steps in the process and a timeline for when students will get a response from administration.
- Develop workshops and training sessions and create brochures about racial microaggressions to help students identify when racial microaggressions are occurring, and to enable them to "nail" the aggressions, thus reduce their reoccurrence. For example, create a slogan or language to be use throughout campus. For example, "Racism Alert", "Watch it! Racism", "That is racially insensitive", or "That makes me uncomfortable."
- Support the work of students who are documenting their experiences on campus such as Being Black at Illinois (web link: https://www.youtube.com/watch?v=eDJR_DuNIus).

Address the Decline of African American and Native American students:

- Keep detailed records of possible “sundown majors,” those with very low numbers of students of color.
- Keep detailed records of possible “racial steering” out of certain majors. Track how many students of color enter a major, how many transfer out of the major, how many graduate in four years and in six years.
- Establish another Project 500 to address the decline in African American and Native American student enrollment.

Encourage Campus Dialogue:

- Develop a campus-wide campaign to heighten awareness about racism.
- To have a more informed student body, disseminate accurate information about how, or if, Affirmative Action plays a role in admitting students of color.
- Annual presentations, open to campus community, about Acts of Intolerance reported to the university, including the number of reports submitted, campus response, and trends over time.
- Mandate that all units discuss and implement ways to improve the racial climate in their units.
- The Chancellor should hold annual campus-wide meetings to discuss the racial climate at the University of Illinois at Urbana-Champaign.

The presence of racial microaggressions on campus affects everyone – including international and White American students. The campus leadership must intentionally work to change the racial and cultural climate of the university. Valuing diversity is more than numbers, it is how we interact with and treat each other. Training for citizenship in a diverse society should be part of the general education requirements. Furthermore, instructors are unlikely to be able to create more welcoming and culturally sensitive classroom environments for students of color unless they are equipped with the relevant skills and learn how to recognize their own biases. Multicultural teacher training and education has been widely called for in the 21st century due to increasing numbers of racially, culturally, and linguistically diverse student populations (Sue et al., 2010; Gay & Howard, 2010).

The University of Illinois at Urbana-Champaign must move to offer opportunities that can develop cultural competency, particularly comfort with intergroup dialogue. That means, to begin with, reprioritizing funding for student programming and asking every department to evaluate its curriculum. Although some of these opportunities are in place, they will be more effective if the administration commits additional resources to them. The campus leadership must signal to the entire campus that racism, whether implicit or explicit, is unacceptable at the University of Illinois at Urbana-Champaign. The university’s commitment to teaching students must reflect a climate that is inclusive and celebrates the brilliance of all young scholars.



References

- Booker, K. (2007). Perceptions of classroom belongingness among African American college students. *College Student Journal*, 41(1), 178-186.
- Brown, T. (2000). Gender differences in African American college students' satisfaction with college. *Journal of College Student Development*, 41(5), 479-487.
- Chang, M. J. (1999). Does racial diversity matter?: The educational impact of a racially diverse undergraduate population. *Journal of College Student Development*, 40, 377-395.
- Chang, M. J. (2002). The impact of an undergraduate diversity course requirement on students' racial views and attitudes. *Journal of General Education*, 51, 21-42.
- Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: Americans: A biopsychosocial model. *American Psychologist*, 54(10), 805-816.
- D'augelli, A. R. & Hershberger, S. L. (1993). African American undergraduates on a predominantly white campus: Academic factors, social networks, and campus climate. *The Journal of Negro Education*, 62(1), 67-81.
- Dovidio, J. F. & Gaertner, S. L. (1996). Affirmative Action, unintentional racial biases, and intergroup relations. *Journal of Social Issues*, 52(4): 51-75.
- Engberg, M. E. & Mayhew, M. J. (2007). The influence of first-year "success" courses on student learning and democratic outcomes. *Journal of College Student Development*, 48, 241-258.
- Gay, G., & Howard, T. C. (2010). Multicultural teacher education for the 21st century. *The Teacher Education*, 36(1), 1-16.
- González, K. P. (2002). Campus culture and the experiences of Chicano students in a predominantly White university. *Urban Education*, 37, 193-218.
- Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, 30(1), 79-90.
- Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-367.
- Harwood, S. A., Hunt, M. B., Mendenhall, R., & Lewis, J. A. (2012). Racial microaggressions in the residence halls: Experiences of students of color at a predominantly White university. *Journal of Diversity in Higher Education*, 5(3), 159-173.
- Hinderlie, H., & Kenny, M. (2002). Attachment, social support, and college adjustment among Black students at predominantly White universities. *Journal of College Student Development*, 43(3), 327-340.
- Hurtado, S. (2005). The next generation of diversity and intergroup relations research. *Journal of Social Issues*, 46, 115-125.
- Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education*, 1(4), 204-221.
- Ilieva, J., Baron, S., and Healey, N. M. (2002). Online surveys in marketing research: Pros and cons. *International Journal of Market Research*, 44(3), 361-382.
- Jay, G. M. & D'augelli, A. R. (1991). Social support and adjustment to university life: A comparison of African American and White freshmen. *Journal of Community Psychology*, 19: 95-108.
- Lewis, J. A., Mendenhall, R., Harwood, S. A., & Browne Hunt, M. (2013). Coping with gendered racial microaggressions among Black women college students. *Journal of African American Studies*, 17 (1), 51-73.

- Lopez, G. E. (2004). Interethnic contact, curriculum, and attitudes in the first year of college. *Journal of Social Issues*, 60: 75–94.
- Manfreda, K. L., Bosnjak, M., Berzelak, J., Haas, I., & Vehovar, V. (2008). Web surveys versus other survey modes: a meta-analysis comparing response rates. *International Journal of Market Research*, 50(1), 79-104.
- McConahay, J. B. (1986). Modern racism, ambivalence, and the modern racism scale. In J. F. Dovidio & S. L. Gaertner (Eds.), *Prejudice, Discrimination, and Racism* (pp. 91-125). San Diego, CA: Academic Press.
- Milkman, K. L., Akinola, M., & Chugh, D. (2014). What happens before? A Field experiment exploring how pay and representation differentially shape bias on the pathway into organizations. Retrieved from SSRN: <http://dx.doi.org/10.2139/ssrn.2063742>
- Pierce, C. M. (1978). *Television and Education*. Beverly Hills: Sage Publications.
- Reid, L. D., & Radhakrishnan, P. (2003). Race matters: The relations between race and general campus climate. *Cultural diversity and ethnic minority psychology*, 9, 263–275.
- Sears, D. O. (1988). Symbolic Racism. In P. A. Katz & D. A. Taylor (Eds.), *Eliminating racism: Profiles in controversy* (pp. 53-84). New York: Plenum Press.
- Sheehan, K. (2006). E-mail survey response rates: A review. *Journal of Computer-Mediated Communication*, 6(2), 0.
- Sheehan, K. B., & McMillan, S. J. (1999). Response variation in e-mail surveys: An exploration. *Journal of Advertising Research*, 39(4), 45–54.
- Smith, R. C. 1995. *Racism in Post-Civil Rights era: Now you see it, now you don't*. Albany, NY: State University of New York Press.
- Smith, W. A., Hung, M., & Franklin, J. D. (2011). Racial battle fatigue and the miseducation of Black men: Racial microaggressions, societal problems, and environmental stress. *The Journal of Negro Education*, 80(1), 63-82.
- Strayhorn, T. L. (2008). Sentido de pertencia: A hierarchal analysis predicting sense of belonging among college students. *Journal of Hispanic Higher Education*, 7(4), 301-320.
- Sue, D. W. (2010). Microaggressive impact on education and teaching: Facilitating difficult dialogues on race in the classroom. In D. W. Sue (Ed.), *Microaggressions in everyday life: Race, gender, and sexual orientation* (pp. 231-254). Hoboken, NJ: John Wiley & Sons.
- Sue, D. W., Capodilupo, C. M., & Holder, A. M. B. (2008). Racial microaggressions in the life experience of Black Americans. *Professional Psychology: Research and Practice*, 39(3), 329–336.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L. & Esquilin, M. (2007). Racial Microaggressions in everyday life: Implication for clinical practice. *American Psychologist*, 62(4), 271-286.
- Thompson, C. E. & Neville, H. A (1999). Racism, mental health, and mental practice. *The Counseling Psychologist*, 27(2), 155-216.
- University of Illinois Mission & Vision. (n.d.). *University of Illinois*. Retrieved from <http://www.uillinois.edu/about/mission>.
- Villalpando, O. (2003). Self-segregation or self-preservation? A critical race theory and Latina/o critical theory analysis of a study of Chicana/o college students. *Qualitative Studies in Education*, 16, 619-646.
- Worthington, R. L., Navarro, R. L. Loewy, M. & Hart, J. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership and College students' perceptions of campus climate. *Journal of Diversity in Higher Education*, 1(1): 8-19.

Racial Microaggressions
An Interdisciplinary Research Project at the University of Illinois at Urbana-Champaign
Follow us @ www.racialmicroaggressions.illinois.edu

41

CHAMPAIGN COUNTY

EXPENDITURE APPROVAL LIST

3/04/16

PAGE 7

VENDOR NO	VENDOR NAME	TRN B TR DTE N CD	TRANS NO	PO NO	CHECK NO	CHECK DATE	ACCOUNT NUMBER	ACCOUNT DESCRIPTION	ITEM DESCRIPTION	EXPENDITURE AMOUNT
***	FUND NO. 108	DEVLPMNTL DISABILITY FUND								
***	DEPT NO. 050	DEVLMTNL DISABILITY BOARD								
90	CHAMPAIGN COUNTY TREASURER									
	3/01/16 03 VR 108-	30			538000	3/04/16	108-050-533.07-00	PROFESSIONAL SERVICES	MAR ADMIN FEE	31,436.00
									VENDOR TOTAL	31,436.00 *
104	CHAMPAIGN COUNTY TREASURER									
	3/01/16 03 VR 108-	24			538002	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR SOC/EMOT SVCS	4,569.00
									VENDOR TOTAL	4,569.00 *
161	CHAMPAIGN COUNTY TREASURER									
	3/01/16 03 VR 108-	25			538003	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR DECISION SUPPOR	4,000.00
									VENDOR TOTAL	4,000.00 *
5352	AUTISM SOCIETY OF ILLINOIS									
	3/01/16 03 VR 108-	21			538018	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR AUTISM NETWORK	833.00
									VENDOR TOTAL	833.00 *
18209	COMMUNITY ELEMENTS									
	3/01/16 03 VR 108-	26			538042	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR COORD OF SVCS	2,662.00
									VENDOR TOTAL	2,662.00 *
19900	CTF ILLINOIS									
	3/01/16 03 VR 108-	22			538053	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR NURSING	715.00
									VENDOR TOTAL	715.00 *
22300	DEVELOPMENTAL SERVICES CENTER OF									
	3/01/16 03 VR 108-	27			538058	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR APARTMENT SVCS	33,765.00
	3/01/16 03 VR 108-	27			538058	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR CLINICAL SVCS	14,481.00
	3/01/16 03 VR 108-	27			538058	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR COMMUNITY EMPLO	18,567.00
	3/01/16 03 VR 108-	27			538058	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR CONNECTIONS	7,083.00
	3/01/16 03 VR 108-	27			538058	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR EMPLOYMENT 1ST	6,667.00

42

H.A.

CHAMPAIGN COUNTY

EXPENDITURE APPROVAL LIST

PAGE 8

3/04/16

VENDOR NO	VENDOR NAME	TRN B	TR	CD	TRANS NO	PO NO	CHECK NUMBER	CHECK DATE	ACCOUNT NUMBER	ACCOUNT DESCRIPTION	ITEM DESCRIPTION	EXPENDITURE AMOUNT
*** FUND NO. 108	DEVLPMNTL DISABILITY FUND											
		3/01/16	03	VR	108-27		538058	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR FAM DEV CENTER	45,492.00
		3/01/16	03	VR	108-27		538058	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR INT SITE SVCS	75,453.00
											VENDOR TOTAL	201,508.00 *
22816	DOWN SYNDROME NETWORK											
		3/01/16	03	VR	108-23		538062	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR DOWN SYNDROME	1,250.00
											VENDOR TOTAL	1,250.00 *
54930	PERSONS ASSUMING CONTROL OF THEIR											
		3/01/16	03	VR	108-28		538113	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR OP FOR INDEPEND	2,500.00
											VENDOR TOTAL	2,500.00 *
76107	UNITED CEREBRAL PALSY LAND OF LINCOLN											
		3/01/16	03	VR	108-29		538143	3/04/16	108-050-533.92-00	CONTRIBUTIONS & GRANTS	MAR VOCATIONAL SVCS	7,206.00
											VENDOR TOTAL	7,206.00 *
											DEPARTMENT TOTAL	256,679.00 *
											FUND TOTAL	256,679.00 *

43

DRAFT - ID/DD Program Funding Requests for FY2017

July 1, 2016 thru June 30, 2017

Agency	Program Name	PY16 DDB Award	PY16 MHB Award	PY17 Request
Autism Society of Illinois	CU Autism Network	\$10,000		\$12,000
CCRPC - Community Services	Decision Support Person for CCDDDB	\$48,000		\$48,622
CTF Illinois	CTF Illinois Nursing	\$8,580		\$6,000
N	CTF Illinois Advocacy Center	\$0		\$87,000
Champaign County Down Syndrome Network	CC Down Syndrome Network	\$15,000		\$15,000
Champaign County Head Start/Early Head Start	Social Emotional Disabilities Svcs	\$54,823		\$55,645
Community Choices, Inc.	Community Living		\$60,000	\$63,000
	Customized Employment		\$55,000	\$70,000
	Self-Determination Support		\$55,000	\$70,000
Community Elements, Inc.	Coordination of Services: DD/MI	\$31,945		\$32,903
Developmental Services Center	Apartment Services	\$405,185		\$417,341
	Clinical Services	\$173,773		\$178,986
	Community Employment	\$222,800		\$229,484
	Connections	\$85,000		\$87,550
M	Employment First	\$80,000		\$80,000
	Family Development Center	\$545,903		\$562,280
	Individual & Fam Support		\$376,144	\$387,428
M	Integrated/Site Based Services - Community 1st	\$905,441		\$905,441
	Service Coordination	\$398,872		\$410,838
Illinois Association of Microboards and Cooperative	Champaign County Advocacy Training			\$83,000
N	IAMC Building Inclusive Communities			\$64,278
PACE	Opportunities for Independence	\$30,000		\$54,546
United Cerebral Palsy Land of Lincoln	Vocational Services	\$86,475		\$91,895
CILA		\$50,000	\$50,000	\$100,000
	TOTAL	\$3,151,797	\$596,144	\$4,113,237
		Total ID/DD \$ FY2016 =		\$3,747,941.00

N= New, M = Multi-year

12.B

44



**CHAMPAIGN COUNTY BOARD FOR CARE AND TREATMENT
OF PERSONS WITH A DEVELOPMENTAL DISABILITY**

DECISION MEMORANDUM

DATE: March 16, 2016
TO: Members, Champaign County Developmental Disabilities Board
FROM: Peter Tracy, Executive Director
SUBJECT: Revised CCDDDB and CCMHB Intergovernmental Agreement

Background

The Champaign County Developmental Disabilities Board (CCDDDB) and Champaign County Mental Health Board (CCMHB) have a longstanding agreement by which the two Boards share administrative costs and work cooperatively on matters pertaining to the allocation of Intellectual and Developmental Disabilities funding.

The agreement was initiated in 2005 and has been modified as necessary over the years. The Executive Committee of the CCDDDB/CCMHB is comprised of the officers of the Boards and has the responsibility of monitoring the partnership and making recommendations for changes in the agreement. The status of the Agreement is a permanent agenda item for Executive Committee meetings.

In October of 2015, the Executive Committee discussed the provisions of the Intergovernmental Agreement (IGA) and made recommendations for changes to the document. The result was a draft revised agreement presented at the February 17, 2016 meetings of each board. The CCDDDB voted to approve the proposed modifications. The CCMHB discussion resulted in additional revisions.

The attached DRAFT CCDDDB/CCMHB INTERGOVERNMENTAL AGREEMENT incorporates subsequent input, has been approved by the Executive Committee, and is presented today (March 16) for approval by the CCDDDB. The document will be presented to the CCMHB for their approval at their March 23rd board meeting.

Decision Section

Motion to approve the Draft Intergovernmental Agreement dated March 16, 2016.

_____ Approved

_____ Denied

_____ Modified

_____ More Information Needed

45

INTERGOVERNMENTAL AGREEMENT

THIS INTERGOVERNMENTAL AGREEMENT is entered into this 16th day of March, 2016 by and between the **Champaign County Mental Health Board** (hereinafter the "Mental Health Board") and the **Champaign County Board for the Care and Treatment of Persons with a Developmental Disability** (hereinafter the "Developmental Disabilities Board"). The parties hereby enter into this INTERGOVERNMENTAL AGREEMENT to delineate respective roles, responsibilities, and financial obligations associated with the shared administrative structure that shall be responsible for the staffing and operation of the Mental Health Board and the Developmental Disabilities Board. Both parties understand and agree as follows:

WITNESSETH

WHEREAS, the Mental Health Board has a statutory responsibility (Illinois Community Mental Health Act, 405 ILCS 20 / Section 0.1 et.seq.) to plan, fund, monitor, and evaluate mental health, substance abuse, and developmental disability services in Champaign County;

WHEREAS, the Developmental Disabilities Board has a statutory authority (County Care for Persons with Developmental Disabilities Act, 55 ILCS 105 / Section 0.01 et. seq.) to fund services and facilities for the care and treatment of persons with a developmental disability;

WHEREAS, the Mental Health Board and Developmental Disabilities Board have overlapping responsibilities pertaining to planning, funding, monitoring, and evaluating developmental disability programs and services in Champaign County;

WHEREAS, the members of the Mental Health Board and the Developmental Disabilities Board are appointed by the Chair of the Champaign County Board with consent of the Champaign County Board and as such have committed to share the same administrative structure to maximize the funding available for direct mental health and developmental disabilities programs and services;

WHEREAS, the Parties agree sharing an administrative structure will reduce administrative costs, maximize available funding for direct services, and assure an integrated planning process for developmental disabilities and behavioral health programs and services;

NOW, THEREFORE, it is the agreement of the parties that this INTERGOVERNMENTAL AGREEMENT is entered into in order to assure an efficient, ongoing, cooperative effort that will benefit people with disabilities in Champaign County.

The Parties Agree to the Following Arrangements for a Shared Executive Director and Joint Programs:

1. The chief administrative employee shall serve in a dual (i.e., shared) capacity as Executive Director of the Mental Health Board as well as Executive Director of the Developmental Disabilities Board.
2. The terms and conditions of the Executive Director's employment shall be delineated in an employment contract with both the Developmental Disabilities Board and the Mental Health Board as Parties to the agreement.
3. Each Board shall complete a separate annual performance evaluation of the Executive Director. If either Board rates the Executive Director as "less than satisfactory," a Joint Personnel Committee comprising two (2) officers of the Mental Health Board and two (2) officers of the Developmental Disabilities Board shall be convened to assess the situation and formulate recommendations. A recommendation of termination by the Joint Personnel Committee, or any other action proposed, shall require ratification by both Boards by majority vote. The Joint Personnel Committee shall have no other function.

An annual performance review conference with the Executive Director shall be convened by the Presidents of the two Boards. This conference shall be used to provide feedback about performance and discuss goals and objectives for the coming year.

4. Process for selection of a new shared Executive Director: At such time as it becomes necessary to fill the shared position of Executive Director for the Mental Health Board and the Developmental Disabilities Board, the search and decision process shall include the following steps and processes.
 - a. The Mental Health Board and the Developmental Disabilities Board shall develop and agree upon selection criteria and job description for the shared Executive Director position. If necessary, a separate document delineating the search process shall be developed and agreed upon by both Boards.
 - b. The Presidents of the two Boards, with the advice and consent of the two Boards, shall appoint a Search Committee to manage the search and selection process for the shared Executive Director using the job description and selection criteria.
 - c. The Search Committee shall report, in advance, a general schedule for the search process, any advertising content to be used, shall request budget support for the search process, and shall keep the two Boards informed about activities and progress associated with the search with regular reports at each Board meeting during the search schedule.
 - d. Ultimately, at least two finalists for the shared Executive Director position will be determined by majority vote of the Search Committee and forwarded to the two Presidents. The two Presidents shall consider the Search Committee finalists and forward at least two final candidates to the two Boards for consideration.

- e. If within 45 days of the planned time of completion of the search, from the schedule in part (c) above, the Search Committee and the two Presidents are unable to come to a decision about finalists, then the two Boards may elect to extend the search time to a specific later date or to start the search again from the beginning. If the two Boards do not so elect, this shall be considered to imply that a shared Executive Director is no longer viable and the process of termination or amendment of this agreement shall commence.
- f. The Executive Director shall be chosen from among the final candidates by majority vote of both Boards. If the two Boards do not reach mutual agreement, then the two Boards may elect to start the search again from the beginning. If the two Boards do not so elect, this shall be considered to imply that a shared Executive Director is no longer viable and the process of termination or amendment of this agreement shall commence.

The Parties Agree to the Following Financial Commitments:

5. There shall be ongoing communication between the Mental Health Board and the Developmental Disabilities Board. On at least a quarterly basis, the shared Executive Director shall meet with the Presidents of the Mental Health Board and the Developmental Disabilities Board to review the status of the provision of administrative services, to discuss coordination of funding for developmental disabilities services, to coordinate regarding joint projects and activities, and to address any other items pertinent to the operations of either Board.
6. The Mental Health Board shall provide funding for developmental disabilities services using the FY12 amount of \$529,852 as a base with annual increases or decreases predicated on the percentage of increase or decrease in the levy fund in subsequent years.
7. The organization of Champaign County Government makes it cumbersome for administrative costs to be paid by both the Mental Health Board and the Developmental Disabilities Board. To simplify matters, all administrative costs shall be paid through the Mental Health Board fund/account. The Developmental Disabilities Board will transfer their share of administrative costs to the Mental Health Board for this purpose.
8. The split for administrative costs on the date of execution of this agreement is 42.15% for the Developmental Disabilities Board share with the remainder paid by the Mental Health Board. This percentage is based on a time study of staff effort to determine the salary cost split between the Boards. Subsequent appropriate cost sharing adjustments, based on time studies, pro rata allocation, or other mutually agreed approach shall be determined through the regular meetings between the Presidents of the Mental Health Board and the Developmental Disabilities Board with the advice and consent of the two Boards.
9. In preparation for the annual budget process, the Executive Committee shall review the proposed administrative costs of the Mental Health Board budget to

assure the share in paragraph (8) above is applied only to expenditures which are common for both boards. Administrative costs which are specific to the Mental Health Board or to the Developmental Disabilities Board shall be excluded from (i.e., backed out of) the shared cost pool.

10. All current and future "jointly sponsored programs and activities" shall be shared equally between the Boards unless both Boards agree to some other allocation. These include, but are not limited to, various Acceptance, Inclusion, and Respect programs intended to address discrimination, violations of civil rights, and other stigma directed to people with disabilities.

Miscellaneous Provisions:

11. Nothing contained herein serves to limit, alter, or amend either party's duties, rights, or responsibilities as set out in applicable State statutes, laws, or regulations.
12. This agreement can be amended at any time based on needs identified at the quarterly Presidents Meeting or by the two Boards.
13. This agreement may be terminated by first providing notification of intent to terminate the agreement at the President's Meeting, followed by majority vote of either Board, or in the event of disagreement about candidates for the Executive Director position as described in Paragraph 4 above. In the event of a decision to terminate the Intergovernmental Agreement, full implementation of the termination and separation shall be coordinated and concurrent with the Champaign County Budget and fiscal year (January 1).

Governing Law:

14. This Agreement shall be interpreted, construed, and governed by the laws of the State of Illinois.

Entirety of Agreement:

15. This Agreement embodies all representations, obligations, agreements, and conditions in relation to the subject matters hereof, and no representations, obligations, understandings, or agreements, oral or otherwise, in relation thereto exist between the parties except as expressly set forth herein and incorporated herein by reference. This Agreement constitutes the entire agreement between the Mental Health Board and the Developmental Disabilities Board on the subject matters hereof and supersedes and replaces any and all other understandings, obligations, representations, and agreements, whether written or oral, express or implied, between or by the Mental Health Board and the Developmental Disabilities Board. This Agreement may be amended or terminated only by an instrument in writing duly executed by the parties hereto.

DRAFT FOR ACTION

IN WITNESS WHEREOF, the Parties have caused this INTERGOVERNMENTAL AGREEMENT to be executed by their authorized representatives on the 16th day of March, 2016.

For the Champaign County Board for the Care and Treatment of Persons with a Developmental Disability:

For the Champaign County Mental Health Board



B.I.D.

BRIEFING MEMORANDUM

DATE: March 16, 2016
MEMO TO: Champaign County Mental Health Board and Champaign County Developmental Disabilities Boards
FROM: Peter Tracy, Executive Director
SUBJECT: Roger Ebert Film Festival 2016 - Update

Background:

The promotion of Acceptance, Inclusion, and Respect for all people with disabilities or lived experience with a behavioral health condition has been a longstanding priority of the Champaign County Mental Health Board (CCMHB) and the Champaign County Developmental Disabilities Board (CCDDDB). It is also a priority for a variety of anti-stigma campaigns at the State and Federal levels, as efforts have been made to address the **segregation and isolation** of people with disabilities; **discrimination** in employment, housing, and other community opportunities; **bullying, harassment, abuse** of people with disabilities; and a **reluctance to seek help or admit to problems** because of stigma in the general population.

To a great extent stigma associated with people with disabilities is predicated on a lack of understanding in the general population about disabilities along with a lot of misconceptions and bad information. Our use of the Roger Ebert's Film Festival is intended to target the **21,000 people** who attend the Festival, the University of Illinois panel discussions, and concurrent activities, with positive messages about Acceptance, Inclusion, and Respect. Roger Ebert said it best:

"We are all born with a certain package. We are who we are: where we are born, who we were born as, how we were raised. We're kind of stuck inside that person, and the purpose of civilization and growth is to be able to reach out and empathize a little bit with other people. And for me, the movies are like a machine that generates empathy. It lets you understand a little bit more about different hopes, aspirations, dreams, and fears. It helps us to identify with people who are sharing this journey with us."

"We live in a box of space and time. Movies are windows in its walls. They allow us to enter other minds, not simply in the sense of identifying with the characters, although that is an important part of it, but seeing the world as another person sees it."

The Alliance has become the major sponsor of the Roger Ebert's Film Festival, and in return a movie is selected by the Festival which addresses stigma and its impact on people with disabilities. In addition, a special panel discussion at the University of Illinois focuses on the film selected and its relevance to addressing stigma by promoting Acceptance, Inclusion, and Respect of people with disabilities or lived experience with a behavioral health condition. Concurrent with the Festival, we also sponsor an art show which over the years has now become an integral part of this very special community event. Again, Roger Ebert captures why our art show

51

resonates with the people who attend the Festival and reinforces the themes of Acceptance, Inclusion, and Respect.

“Art is the closest we can come to understanding how a stranger really feels.”

2016 Roger Ebert Film Festival – Acceptance, Inclusion and Respect

Under the leadership of Lynn Canfield in collaboration with Casey Ludwig (Assistant Director of the Roger Ebert Film Festival) and members of our community Alliance, planning for 2016 is well underway and includes some surprises. The following is a summary of what we can expect:

- A very special film (title embargoed until public release) has been selected as the vehicle to deliver our message of Acceptance, Inclusion, and Respect. Pre- and post-screening descriptions and observations about the film, our sponsorship, and the film’s relevance.
- The panel discussion at the University of Illinois will focus on this film and the appropriateness of the film in addressing stigma in the general population and the 21,000 people who will attend the Festival. **Please see the attached article written by Dr. Julian Rappaport concerning his experience as panel facilitator with Academy Award winner, Brie Larson and other local experts.**
- An Art Show for selected artists under tents in front of the Virginia Theater. This show has become part of the Festival and is very popular with the artists and the people who attend Ebertfest.
- A short film about Acceptance, Inclusion, and Respect, produced by Shandra Summerville, will be shown during the festival.
- Acknowledgement of sponsorship of the Festival projected on the movie screen between pictures.
- A special full page color ad in the Roger Ebert Film Festival program (25,000 copies) about the Alliance and Acceptance, Inclusion, and Respect. An additional half page ad has also been donated for our use.
- Acknowledgement of our sponsorship in the News Gazette, as well as radio and television coverage.
- Extensive “shout-outs” from Chaz Ebert and other people involved with the festival at the opening gala and prior to the screening of movies during the festival. Chaz Ebert has publicly discussed how our Alliance has raised her consciousness about disabilities and the need for Acceptance, Inclusion and Respect.
- Expansion of Alliance activities and messaging to include UIUC faculty and students.
- A live music event associated with the sponsored film, to support the Alliance’s message.

The CCMHB and CCDDDB contribution for this sponsorship of the Roger Ebert Film Festival is \$25,000 with **significant offsets** based on sales of VIP tickets included in our sponsorship package, and money donated by our community Alliance partners. Our sponsorship targets the right people, with the right messages, and supports all of our efforts to sensitize the general population to the concepts of Acceptance, Inclusion, and Respect.

We encourage the participation of all CCDDDB and CCMHB members during the festival, the panel discussions, and the art show. The 2016 Roger Ebert Film Festival will be the best ever in terms of accomplishing our Acceptance, Inclusion, and Respect goals and objectives.



Better Than a Documentary

A Review of

Short Term 12 (2013)

by Destin Daniel Cretton (Director)

<http://dx.doi.org/10.1037/a0037871>

Reviewed by

Julian Rappaport 

Beginning in 1997, longtime *Chicago Tribune* critic Roger Ebert organized an annual film festival in his hometown of Champaign-Urbana, Illinois. Despite Ebert's death in 2012, "Ebertfest" continues in conjunction with Chaz Ebert (his widow), the University of Illinois College of Media, and many of Ebert's friends and associates in the film industry. Over four days, actors, directors, writers, producers, scholars, visitors, and local community residents fill a refurbished 1,400-seat public movie theater, first opened in 1921. In recent years, one of the films selected for the festival has been sponsored in conjunction with the Champaign County (Illinois) Alliance for the Promotion of Acceptance, Inclusion, and Respect, a coalition of the County Mental Health Board and local human service agencies, as a part of their "antistigma" campaign designed to facilitate public conversation about mental health issues typically ignored, except when there is some sort of crisis.

I recently chaired a panel discussion for the 2014 Ebertfest selection, *Short Term 12*. The panel included local human service professionals, movie critics, film editors, and actors who had appeared in the movie. The audience was almost entirely laypeople, including mental health service consumers. The quality of conversation was so good that I became convinced that this is a movie that should be seen by a wider audience and that educators should consider using it in appropriate classes or as a homework assignment for later class discussion.

Documentaries and Tony Soprano's psychiatrist aside, when films or TV episodes engage psychological themes, with actors portraying mental health workers, I usually find myself transformed from an easy-to-suspend-disbelief moviegoing self into a critic floating above the narrative. For me, the otherwise engaging and entertaining *Good Will Hunting* (Bender & Van Sant, 1997) was ruined by the "it's-not-your-fault" hug presented as allowing the troubled main character to "move on" with his life. Fortunately, as I was watching *Short Term 12* I had no such trouble just being an audience member, until near the end. The story is engaging, and the actors, portraying both clients and staff of a residential treatment center for youths, play their roles with a sense of realistic candidness. Only after it was over, and viewing it a second time, was I ready to see it from the perspective of a mental health professional.

Although not in wide release, *Short Term 12* has been shown at several film festivals and is now available for streaming on Netflix. It has been reviewed quite favorably. As one film critic observed:

It all could have been painfully mawkish, populated as it is with the kinds of kids who provide inspiration for after-school specials. Instead, *Short Term 12* comes from a place of delicate and truthful understatement, which allows the humanity and decency of its characters—and, yes, the lessons—to shine through naturally. (Lemire, 2013, para. 1)

Short Term 12 mainly, but not exclusively, takes place in a residential treatment center for troubled youths. The children, with a variety of individual problems, are remarkably real. Destin Daniel Cretton, both writer and director of the film, has actually worked in such a facility, and his experience shows in his closely observed detailing of the setting. The incidents that occur present a glimpse of the range of problems that one might encounter in such facilities. Although the residents are primarily White, an African American youth (played powerfully by Keith Stanfield), about to be sent out on his own, is a central character who conveys both the joy and the difficulty of being ready to leave the residence.

The film gives viewers a good feel for some of the tensions and difficulties experienced by both youths and staff in residential treatment. However, the setting is background and context for a story that centers on two young staff members (played with just the right amount of genuineness by Brie Larson and John Gallagher) with their own youthful pasts that intrude on their present 20-something lives.

This film takes on two serious and controversial problems. One of the plotlines involves questions concerning a case of possible child sex abuse. Although not as nuanced or sophisticated as the Philip Seymour Hoffman/Meryl Streep tension portrayed in *Doubt* (Rudin & Shanley, 2008), there is enough ambiguity (before the plot is resolved) to carry the narrative forward. Given that child sexual abuse is a major problem with a significant lifetime prevalence as reported by late adolescents (Finkelhor, Shattuck, Turner, & Hamby, 2014; Pereda, Guilera, Forns, & Gómez-Benito, 2009), the film can serve as a good starting point for public discussion. It can also be used to stimulate discussions of the strengths and weaknesses of residential care, a sometimes-controversial approach to the treatment of children and youths (Brown, Barrett, Ireys, Allen, & Blau, 2011; Holstead, Dalton, Horne, & Lamond, 2010; Lindqvist, 2011).

Although *Short Term 12* does not directly take on the question of when a residential placement is appropriate, the film may be useful for undergraduates who are thinking about working in such settings, as well as for graduate students in psychology and social work. It has the advantage of being accessible regardless of the level of experience or the sophistication of the viewer, given an informed leader to guide the discussion. In the film, it is particularly interesting to see the differences in thinking between the young youth workers, from whose perspective the story is told, and the older professional mental health workers whose characters appear in only a few scenes but who are faced with the burden of knowing the seriousness and consequences of making a mistake.

The major weakness of the film does not show up until near the end, just before the film ultimately returns to reality. The solutions at the end of the movie to both of the major psychological problems presented, departure from the residence and child sexual abuse, are

emotionally satisfying but less realistic than the presentation of the problems. Nevertheless, these weaknesses do not detract from the film's quality, either as art or as public education, because there is no suggestion that the scars of childhood abuse somehow magically disappear.

In some ways *Short Term 12* may be better than a documentary for the purposes of public education. Even in limited release, it is likely going to be seen and thought about by more people than are most documentaries. For teachers of psychology at any level who like to use films in their classes, this one is definitely worth a look.

References

- Bender, L. (Producer), & Van Sant, G. (Director). (1997). *Good Will Hunting* [Motion picture]. United States: Miramax Films.
- Brown, J. D., Barrett, K., Ireys, H. T., Allen, K., & Blau, G. (2011). Outcomes monitoring after discharge from residential treatment facilities for children and youth. *Residential Treatment for Children & Youth, 28*, 303–310. <http://dx.doi.org/10.1080/0886571X.2011.615237> PsycINFO →
- Finkelhor, D., Shattuck, M. A., Turner, H. A., & Hamby, S. L. (2014). The lifetime prevalence of child sexual abuse and sexual assault assessed in late adolescence. *Journal of Adolescent Health, Advance online publication*. <http://dx.doi.org/10.1016/j.jadohealth.2013.12.026> PsycINFO →
- Holstead, J., Dalton, J., Horne, A., & Lamond, D. (2010). Modernizing residential treatment centers for children and youth—an informed approach to improve long-term outcomes: The Damar pilot. *Child Welfare, 89*, 115–130.
- Lemire, C. (2013). *Short term 12* [Film review]. Retrieved from www.rogerebert.com/reviews/short-term-12-2013
- Lindqvist, E. (2011). Planned treatment and outcomes in residential youth care: Evidence from Sweden. *Children and Youth Services Review, 33*, 21–27. <http://dx.doi.org/10.1016/j.childyouth.2010.08.007> PsycINFO →
- Pereda, N., Guilera, G., Forns, A., & Gómez-Benito, J. (2009). The prevalence of child sexual abuse in community and student samples: A meta-analysis. *Clinical Psychology Review, 29*, 328–338. <http://dx.doi.org/10.1016/j.cpr.2009.02.007> PsycINFO →
- Rudin, S. (Producer), & Shanley, J. P. (Writer/Director). (2008). *Doubt* [Motion picture]. United States: Miramax Films.

INCLUSION, EQUITY, AND THE ARTS

THE ALLIANCE FORMERLY KNOWN AS "ANTI-STIGMA"

FEBRUARY 2016

What's the Problem?

Look at all the lovely hangable, wearable, and giftable art I saw at the disAbility Resource Expo in October.



Alas, I had no cash and left empty-handed.



Luckily for me, as an organizer of this and the Ebertfest art shows, I had the phone numbers of a few artists and their agents and was able to schedule private



shopping events just in time for the holidays.

But what about you?

What about all the other people who, like you, either didn't make it to the Expo, didn't see the Art Room, or didn't have cash to buy these unique, hand-made, high quality objects of beauty?



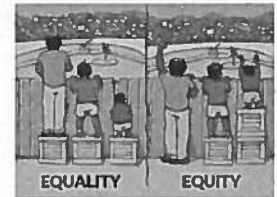
The best I could do for you was to ask supportive businesses to host exhibits on their walls. Crossroads Corner Consignment and Café Kopi agreed to show two artists, and we're working with Strawberry Fields and Milo's on two more.



Can we do better? How might we support more artists between events? Can purchasing be simpler? If artists' stories, when they choose to tell them, improve sales and connections, can these be incorporated? Are we missing other marketing opportunities?

INCLUSION & EQUITY MATTER:

- ◆ All people deserve a good life.
- ◆ Inclusion of people with disabilities is a civil rights issue.
- ◆ Full inclusion depends on making our communities accessible. Access is not only a physical issue but also a cultural one.
- ◆ Barriers to access can be invisible or subtle or unimportant to people not affected by them.
- ◆ Barriers to access can be overcome when people are able to identify what it's going to take for them to achieve that good life, and when other community members engage in solutions.
- ◆ Equity matters because each of us might require something different to reach very similar goals.



Why the Arts?

In "Life Itself," Roger Ebert says, "The movies are like a machine that generates empathy. It lets you understand a little bit more about different hopes, aspirations, dreams, and fears."

His impression matches research findings in social psychology. One study claims that watching movies and reading books increases our empathy for those we perceive as very different from ourselves.

In another, children watching videos which featured protagonists of 'racial' groups other than their own developed positive attitudes toward members of those groups.

The arts are cross-cultural, cross-language, and cross-class.

Mental illness is often misunderstood; stigma and illness conspire to isolate people; isolation feeds stigma and illness. Patti G writes that after living alone for so long, "I decided to start painting again to bring myself out of my depression. My paintings reflect those years up till most recently, which is 'Spring!'" After Patti's successful show at Café Zojo, her paintings brightened up even more.

People with intellectual disabilities, traditionally segregated and marginalized, are joining their communities in large numbers. Some happen to be talented artists. From author and psychiatrist David Kopacz:

"Art is an act of creation and role of social participation not

dependent upon the intellect. It is a form of expression and communication which comes from the heart, not the mind.

"As such, it can be a bridge between people whose minds would otherwise not meet. Art serves as a form of expression and communication. When people appreciate (through looking or buying) something an artist has created, the artist is part of the social milieu and community.

"For those with a disability, art is a way of interacting that transcends their body and mind and allows their heart and soul to be in community with others.

"There is no such thing as an artist with a disability, there are only artists."

STORIES MATTER:

Stigma is a barrier to access.

Empathy is a partial cure for stigma.

Stories foster empathy, especially when told through film, fiction, and art, where the audience feels 'transported.'

People with lived experience, people who've been segregated, and people who 'speak' more confidently without words have important stories to share.

Stories sell, and commerce and connection are part of the good life.

BRIEFING, PAGE TWO

ALLIANCE
for the Promotion of Acceptance,
Inclusion, & Respect

CCMHB/CCDDB Office
1776 East Washington Street

Phone: 217-367-5703
Fax: 217-367-5741
Email: lynn@ccmhb.org

**FIND US AT:
FACEBOOK.COM/
ALLIANCEFORAIR**

FORMERLY KNOWN AS
THE ANTI-STIGMA
ALLIANCE!

We are a collaborative campaign to challenge the discrimination against and negative images of people who have disabilities and/or lived experience with behavioral health conditions. We believe that an accessible, connected community is good for all of us.

The inclusion of people with intellectual disabilities is a civil rights issue. The barriers these people face in their pursuit of a good life are not so different from the barriers many other marginalized and stigmatized groups of citizens describe.

The arts have tremendous power to change attitudes by building empathy and awareness and by challenging our more destructive assumptions. We have been a Film Circle Sponsor of Roger Ebert's Film Festival since 2008, sponsoring 'anti-stigma' films and other related activities and events.



**SO MANY USEFUL
CREATIONS COME
FROM PEOPLE WE
BARELY KNOW... AND
THEN THEY'RE GONE!**

We look forward to learning about the commercial potential of an online marketplace or similar approach.

The original works featured at our large fairs twice a year and in a handful of enlightened businesses year-round deserve a broader market.

People who can't make it to our events, or who don't frequent quality establishments like Café Kopi, Café Zojo, Crossroads Corner Consignment, Milo's, or Strawberry Fields, still deserve to find out what they've been missing.

We want to open the door for these connections and let the art and the artists speak for themselves.

2016 Alliance Members

- Champaign Community Coalition
- Champaign County Developmental Disabilities Board
- Champaign County Mental Health Board
- Community Elements, Inc.
- Crosspoint Human Services
- Cunningham Children's Home
- Developmental Services Center
- Family Service of Champaign County
- First Followers
- National Alliance on Mental Illness
Champaign Chapter
- Parkland College: Counseling & Advising Center,
Dean of Students Office, Fine & Applied Arts
- The Pavilion Behavioral Health System
- University of Illinois at Urbana-Champaign
School of Social Work
- Urbana-Champaign
Depression Bipolar Support Alliance



ALLIANCE for the PRO

AIR: acceptance inclusi & respe

18th Annual Roger Ebert's Film Festival

- Discussion on Challenging Stigma, Illini Union, April 15
- Live Music/Tribute Show, Cowboy Monkey, April 15
- Art Sale in front of the Virginia Theatre, April 16

Year-Round Art Shows at Cafe Kopi & Milo's Restaurant

"Racial Taboo" Event at Urbana High School, April 14

CU Autism Network's Annual Autism Walk, April 24

Children's Mental Health Awareness Week, May 1-7

CU In the Prairiebean, August 6

Down Syndrome Network Buddy Walk, October 1

C-U Ocktoberfest, October 1

disAbility Resource Expo, October 15

National Depression Screening Day, Parkland, October 19

Survivors of Suicide Loss Day, November 19

Members:

Champaign
Community Coalition

Champaign County
Mental Health and
Developmental
Disabilities Boards

Community Elements, Inc.

Crosspoint Human Services

Cunningham Children's Home

Developmental Services Center

Family Service of Champaign County

First Followers Re-entry Program

National Alliance on Mental Illness
(NAMI) - Champaign Chapter

Parkland College:
Counseling & Advising Center,
Dean of Students Office,
Fine & Applied Arts Department

The Pavilion Behavioral Health System

University of Illinois at Urbana-Champaign
School of Social Work

Urbana-Champaign
Depression and Bipolar Support Alliance

The Alliance

is a community collaboration working to address and challenge the negative impact of stigma.

We use the arts to stimulate dialogue about stigma and how it affects people who have disabilities or lived experience, their loved ones, and their communities.

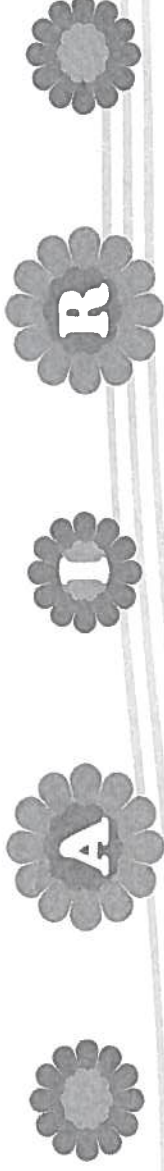
www.facebook.com/allianceforAIR

58

ALLIANCE for the PROMOTION of
**acceptance
inclusion
& respect**

JOIN US for **love&mercy** and

art&music!



59

LIVE MUSIC TRIBUTE
at the **COWBOY MONKEY**, FRIDAY, APRIL 15

ART SHOW AND SALE
in front of the **VIRGINIA THEATRE**, SATURDAY, APRIL 16
BROWSE and meet **ARTISTS** and **AUTHORS**

13E

Let's **CONTINUE** the **CONVERSATION**

#valuethe work

#fightfor15

#WeAreDSPs

#endstigma

#hopebegins

#DCFS18to21

#TalkingAboutIt

#treatmentworks

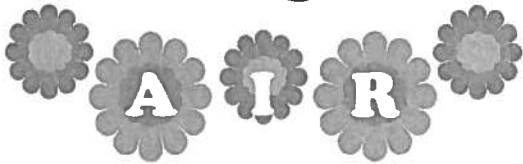
#HopeStartsWithYou

#mentalhealthishealth

at <http://facebook.com/allianceforAIR>

ALLIANCE for the PROMOTION of

**acceptance
inclusion
& respect**



13.F

CCDDB 2016 Meeting Schedule

Board Meetings

8:00AM and Noon, variously

Brookens Administrative Building, Lyle Shields Room
1776 East Washington Street, Urbana, IL

April 27, 2016 – 8:00 AM (off cycle)

May 18, 2016 – 8:00 AM

June 22, 2016 – 8:00 AM

July 20, 2016 – Noon

This schedule is subject to change due to unforeseen circumstances.

Please call the CCMHB/CCDDB office to confirm all meetings.

61

CCMHB 2016 Meeting Schedule

**First Wednesday after the third Monday of each month--4:30 p.m.
Brookens Administrative Center
Lyle Shields Room
1776 E. Washington St., Urbana, IL (unless noted otherwise)**

March 23, 2016

April 20, 2016

May 18, 2016

June 22, 2016

July 20, 2016

August 17, 2016

September 21, 2016

October 19, 2016

November 16, 2016

December 14, 2016

**This schedule is subject to change due to unforeseen circumstances. Please call the CCMHB-CCDDB office to confirm all meetings.*

62