

Final Report

Indiana University
Educational Task Force on Gay, Lesbian, and Bisexual Concerns

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Preface

The period from spring semester 1989 through fall semester 1990 was highlighted by a number of efforts by the students of Indiana University Bloomington to address inequities and improve the conditions for gay, lesbian, and bisexual students. Of note are the Indiana University Board of Aeon's Proposal for a University Funded Center for Gay, Lesbian and Bisexual Advocacy, Awareness and Support (April, 1989); the IU Student Senate Resolution Supporting the Establishment of a Gay/Lesbian/Bisexual Support Center (May 11, 1989); the IU Student Senate Resolution To End Military Discrimination (September 11, 1990); and the revision to the Code of Student Ethics to include sexual orientation in the non-discrimination statement (August 15, 1990).

With all of this activity, the Office of the Dean of Students saw a need to establish a University task force to specifically address the needs and concerns of this student population, as well as to identify and create resources. In May 1990 a letter of inquiry was sent to all faculty and staff members and to a number of student leaders. The letter invited volunteers and nominations for members to serve on such a task force.

A September 5, 1990 letter from Vice Chancellor Michael V.W. Gordon informed 40 faculty members, staff members, and students of their appointment to the Educational Task Force on Gay, Lesbian, and Bisexual Concerns. A list of members is attached. This group was asked to work towards a series of objectives:

To identify campus and community leaders with expertise or interest in lesbian, bisexual, gay issues;

To identify challenges as they relate to the recently adopted *Code of Student Ethics*;

To evaluate the proposals from students for a center for gay, lesbian, and bisexual concerns; and

To collect, develop, and implement educational resources.

The first meeting of the Task Force was held on September 26, 1990. It was at this time that Vice Chancellor Gordon officially charged the group. In addition, Co-Chairs Elizabeth Lion and Alan Bell and others provided background information on the goals of the Task Force.

In order to fully address all of the objectives, it was decided that four subcommittees would be formed. In this way the group could be working toward numerous goals simultaneously. The full Task Force would serve as a supervising and guiding body and individuals could put their personal efforts into the goals in which they held the strongest interest, or for which they had relevant expertise.

Over the two years in which the Task Force operated there were one dozen full Task Force meetings and in excess of four dozen subcommittee meetings. Task Force members spent literally hundreds of hours working on projects identified and developed during the tenure of the group.

Operational costs and the services of clerical support staff were provided by the Campus Life Division.

The following pages detail the efforts of the four subcommittees.

Objective #1 Subcommittee

TO IDENTIFY CAMPUS AND COMMUNITY LEADERS WITH EXPERTISE OR INTEREST IN LESBIAN, BISEXUAL, GAY ISSUES.

Members: Malcolm Brown, Diane Ledger, Lori Sudderth

I. Initial Evaluation

Clearly, an important step toward reaching the objective of this subcommittee had already been taken with the identification of the members of the Task Force. Members include faculty members, staff members, and students who had either volunteered or been nominated for service.

The initial strategy of this group was to:

- identify existing campus and community resources, e.g., speakers bureaus and classroom presenters;
- find ways of adding to those existing lists, and/or, if needed, to establish another resource;
- publicize the resources available to potential users, both on campus and in the community; and
- establish a method to provide that revision of the resources lists and publicity to user groups be addressed on a long-term basis.

II. Action

The subcommittee decided to pursue the creation of a resource list of individuals on campus and in our community who had expertise or interest in gay, lesbian, or bisexual issues or who were sympathetic to the needs of this population.

A one-page questionnaire was designed. Along with some basic name and address information, respondents were asked whether or not they were willing to serve as a speaker, an educational resource, a peer counselor, or a mentor. A distribution list, which included members of the Task Force and others identified by Task Force members, was created and the questionnaire was sent to approximately 200 individuals in our community and on campus. Although this solicitation saw a relatively small return, it is hoped that this does not directly reflect the concern of our community.

Responses were reviewed and the information was compiled into a 6-page listing, the *Gay, Lesbian, and Bisexual Resource and Services Guide* (copy attached).

The *Gay, Lesbian, and Bisexual Resource and Services Guide* was duplicated and provided to Counseling and Psychological Services (CaPs), the Student Advocates Office, the Dean of Students Office, OUT, the Gay/Lesbian Switchboard, the Dean of Faculties Office, Indiana University Student Association, the Graduate School, Student Legal Services, and the Department of Residence Life. It is intended that this information would be provided to students who would need to have access to it.

III. Recommendations

It is recommended that the Office of the Dean of Students annually update the *Gay, Lesbian, and Bisexual Resource and Services Guide* and provide copies to appropriate

departments and service units on campus. One suggested approach to accomplish this is to, with the permission of the respondents, incorporate the guide into the *Diversity Education Resource Guide* produced by the Commission on Multicultural Understanding and the Department of Residence Life.

Objective #2 Subcommittee

TO IDENTIFY CHALLENGES AS THEY RELATE TO THE RECENTLY ADOPTED CODE OF STUDENT ETHICS.

Members: John Buck, Pamela W. Freeman, Butch Griffin, Kirsten Klump, Elizabeth M. Lion, E. Gene Ritter, Paula Gordon White

I. Initial Evaluation

On August 15, 1990, after approval by the Bloomington Faculty Council the University Faculty Council, and the IU Board of Trustees, the revised version of the *Code of Student Ethics* was issued. In describing Individual Rights, under Discrimination, item 2.c. states that

“The university does not condone discrimination against members of the university community based on sexual orientation.”

Further, also in describing Individual Rights, the following entry serves to address harassment.

5. Harassment Based on Sexual Orientation

a. A student has the right to be free from harassment based on sexual orientation.

(1) A student has the right to be free from harassment based on sexual orientation in any building or at any location on any university property.

(2) A student has the right to be free from harassment based on sexual orientation that occurs in a building or on property that is not university property in the harassment occurs during the course of university activities that are being conducted off the university campus or relates to the security of the university community or the integrity of the university's educational process.

b. Harassment includes any behavior, physical or verbal, that victimizes or stigmatizes an individual on the basis of sexual orientation and involves any of the following:

(1) The unlawful use of physical force to restrict the freedom of action or movement of another person or to endanger the

health or safety of another person;

- (2) Physical or verbal behavior that involves an express or implied threat to interfere unlawfully with an individual's personal safety, academic efforts, employment, or participation in university sponsored extracurricular activities and causes the person to have a reasonable apprehension that such harm is about to occur;*
- (3) Physical behavior that has the foreseeable effect of interfering unlawfully with an individual's personal safety, academic efforts, employment or participation in university sponsored extracurricular activities and causes the person to have a reasonable apprehension that such harm is about to occur; or*
- (4) "Fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in personally abusive language inherently likely to provoke a violent reaction by the listener or listeners towards the speaker.*

c. Indiana University administrators are responsible for publicizing and implementing the university's harassment policy in their respective jurisdictions.

d. Students who believe that they are victims of harassment based on sexual orientation may obtain information concerning the university's policy and complaint procedures at the Office of the Dean of Students.

II. Assessment of Needs

The group began by contacting University departments and service units in order to determine what rules were in place for student services and benefits.

Specific Case: Halls of residence access to "Family Housing." The Indiana University policy states that a couple must be legally married. In practice, however, Halls of Residence has bent that policy and allowed unmarried heterosexual couples access to housing.

Hall of Residence policy states that *“to be eligible for Family Housing you must be a legally married person with your spouse living with you or be a single parent with minor dependents living with you.”*

Specific Case: Policy of Beck Chapel on “blessing unions.” The governing board of Beck Chapel had in the past denied access to the chapel for same sex ceremonies.

Specific Case: The most recently issued (August, 1991) IU Affirmative Action brochure does not include “sexual orientation” in its non-discrimination statement. A member of the Task Force spoke with Shirley Boardman, Director of the IU Office of Affirmative Action, and was informed that “sexual orientation” had been in the statement produced by the Office of Affirmative Action, but that it was deleted from the statement some time before publication.

Specific Case: The Indiana Memorial Union Charge Account plan is available to faculty members, staff members, and associate instructors. Accounts are available only to individuals or married couples. This was not the case with other meal programs of the IMU and with the policies of IU Parking Operations.

Specific Case: A member of the Task Force received a copy of the Proposed Family Leave Policy in mid-December 1991, just prior to semester break, with a request for comments to be submitted by January 13, 1992. The proposal defined family in the traditional way.

III. Action

This subcommittee has great concern over the restrictive definition of family which was being used by the Halls of Residence, and endeavored to create a new definition which would be more appropriate to the current situation of the entire university community.

A thorough exploration of family housing policies was conducted. The subcommittee read and evaluated the policy statement of the State of New York and those of five universities of comparable size to IU to see how each entity defined families and/or domestic partners. Much of the research work was accomplished by Tasha Yules, a graduate student who assisted the subcommittee with this project. It was found that numerous institutions had already revised or were in the process of revising housing policies. Particularly, the University of Oregon has revised its housing policy so that unmarried couples, gay/lesbian couples with or without children, and single parents who live alone are now eligible.

Individuals in today’s society choose many options in relationships. The word “family” can no longer be rigidly restricted to those who have formalized their relationship through a marriage certificate or adoption order. College campuses nationwide have come to recognize a more realistic and certainly valid view of “family” to include partners whose relationship is long term and characterized by an emotional and financial commitment and interdependence.

The family housing issue is one of equity. The current family housing policy discriminates against and excludes individuals who are not traditionally married. The proposed family

housing policy gives equity to all domestic partners without discriminating against any committed relationship.

The Board of Trustees of Indiana University adopted a non-discrimination policy stated in the *Code of Student Ethics*. On the campus level, the Department of Residence Life supports diversity in its Statement of Diversity. Through these policies, Indiana University stands committed to provide its students with an optimal academic and emotional environment.

Indiana University's family housing is available to families in which one member is a registered Indiana University student. The proposal for a revised definition of family follows:

"Family" is defined as a relationship encompassing the following domestic partnerships:

- a) Traditional Marriage;*
- b) Two adults sharing a household in an emotionally and economically committed relationship;*
- c) One or two adults caring for elderly parents residing in the same household;*
- d) One of two adults caring for minor or dependent children.*

Recognizing that there are space limitations, the following priorities have been recommended:

- 1) Families with children;
- 2) Families without children;
- 3) Faculty, staff, and others affiliated with the University, upon the exclusive approval of the Manager of Assignments and on a space available basis

At the October 18, 1991 meeting of the Task Force, members of the Objective #2 subcommittee presented this revised definition of family. The Task Force accepted the revised definition and agreed with a recommendation that it be submitted to Dean of Students Richard McKaig for his action in disseminating the definition to the appropriate groups of individuals for approval. The recommendation was presented to Residence Life and the Family Student Council. In Spring, 1993 the Campus Housing Committee appointed a subgroup to study the recommendation before a vote is taken by the whole Council.

Beck Chapel Policy on Ceremonies

A member of the Task Force serves as a member on the Board of Directors of Beck Chapel and was involved in their discussions over opening the chapel to same sex ceremonies. After deliberation, and after input from the Office of University Counsel, the board voted unanimously to change the policy and a same sex service was performed in Beck Chapel in February, 1992.

Affirmative Action Brochure

The subcommittee obtained information about why the August, 1991 Affirmative Action brochure had excluded sexual orientation in the non-discrimination statement. Further, the subcommittee obtained information from IU Office of Publications regarding what phrase was being used in other University publications.

In December, 1992 a revised Affirmative Action policy which includes sexual orientation was adopted by the IU Board of Trustees for the IU system. Henceforth, brochures that include the affirmative action policy automatically include this statement.

Family Leave Policy

As the proposed Family Leave Policy was defining "family" in the traditional way, a letter was written to Maurice Smith, Director of Human Resources, giving him some information about the efforts of our Task Force as regards to the definition of family for Halls of Residence purposes and a copy of the revised definition enclosed. Maurice Smith wrote back to thank the Task Force, and indicate that he had forwarded copies of the letter to Dan Rives, Director of Compensation and Benefits, and Doug DeFrain, Director of Employee Relations. It was suggested that we also share a copy of the correspondence with Margaret Mitchell, Assistant Vice President for University Administration, J. Terry Clapacs, Vice President for Administration, Judith Palmer, Vice President for Planning and Finance Management, and President Thomas Ehrlich.

Miscellaneous Policies

The subcommittee realized that numerous departments and service units probably had policies which were in some way exclusive. Rather than confront each one individually, a decision was made to push for the revised definition of family to be implemented at a campus level, and have the policy change the system from the top.

IV. Recommendations

The subcommittee supports the revised definition of family which has been recommended by the Task Force and expects that there will develop concentrated effort to obtain implementation at a campus level.

Objective #3 Subcommittee

TO EVALUATE THE PROPOSALS FROM STUDENTS FOR A CENTER FOR GAY, LESBIAN, AND BISEXUAL CONCERNS.

Members: Glenn Anderson, John T. Baker, Alan P. Bell, J. Peter Burkholder, Joseph Clemens, Stephen A. Conrad, Charles R. Forker, Karen Frane, Jonathan Gray, Patty Muller, Jennifer Rudd, Paul Terzino, Martin S. Weinberg, Albert Wertheim, Eric Wright

I. Initial Review of Proposals for a Gay/Lesbian/Bisexual (GLB) Center

In Dean Michael Gordon's letter of September 5, 1990 the third objective of the Educational Task Force on Gay, Lesbian, and Bisexual Concerns was to "evaluate the proposals from students for a center for gay, lesbian, and bisexual concerns." The Indiana University Board of Aeon's had made a "Proposal for a University Funded Center for Gay, Lesbian, and Bisexual Advocacy, Awareness, and Support" in April, 1989 and the Student Body Senate passed resolution no. 89-5-2 on May 16, 1989 supporting a "Gay/Lesbian/Bisexual Support Center," as did the IU Residence Halls Association in Spring, 1989.

The Board of Aeon's' proposal called for a Center under the administration of the Dean of Students. The Center would provide individual and group counseling, a 24-hour "hotline" to provide information pertaining to issues of sexuality, and referral information for on- and off-campus resources and agencies. Additionally, the Center and its staff would provide educational programming for Residence Life and other interested campus groups, general educational materials, and consultation and advocacy on human and civil rights for gay, lesbian, and bisexual students. The Board of Aeon's suggested in helping students come to terms with their sexuality," and two full or part-time staff members with responsibility for educational programming and advising on-campus gay, lesbian, and bisexual student groups.

Senate Resolution 89-5-2 and the Residence Halls Association proposal also called for a Center that would report to the Dean of Students. Though these recommendations were not as specific as the Board of Aeon's' proposal, they also called for the Center to be an educational resource center, providing counseling and programming for the gay, lesbian, and bisexual community and the campus. The proposals called for one full-time "professional counselor or support person as well as other staff members..." to serve as advisors.

In evaluating the proposals, the subcommittee noted that there were a number of common themes and concerns. First, it was noted that, based on estimated prevalence rates of homosexuality (10 percent) and bisexuality (up to 40 percent), a significant portion of the University population could be expected to be either gay, lesbian, or bisexual to some degree. Based on the total University population of 41,784 students, appointed staff, and full-time administrators, faculty and lecturers, 4,200 individuals might be expected to be homosexual and up to 16,700 bisexual. This segment of the University, though significant in terms of numbers, has not been adequately represented compared to traditional minorities.

A second major theme expressed in the proposals is that the gay, lesbian, and bisexual populations have been subject to "discrimination, harassment, and hostility," much as other minorities have. Discrimination, harassment, and hostility work counter to the University's goal of providing an atmosphere in which learning can take place. The Board of Aeon's report emphasized the need for an unequivocal anti-discrimination policy at Indiana University.

Finally, the proposals noted that other universities have responded to the societal challenges around issues of sexual orientation by establishing centers or offices devoted to dealing with such issues. At Indiana University, there are currently several on-and off-campus groups and agencies providing services specifically for gay, lesbian, and bisexual students. OUT and Outreach are two University-supported support and social groups. Coming Out is an off-campus support group composed of primarily gay male students. The Gay, Lesbian, and Bisexual Anti-Harassment Team (reporting to the Dean of Students, Campus Life Division) is an on-campus agency that investigates alleged incidents of harassment based on sexual orientation.

In evaluating the three proposals, the subcommittee felt it was important to review the efforts on other campuses. The subcommittee wanted to know how other major universities had dealt with discrimination based on sexual orientation and what efforts had been made to address the needs of gay, lesbian, and bisexual students. The subcommittee also wanted to know about established GLB centers on other campuses: what services they provide, their staffing patterns, what kind of physical facilities they have, and their administrative and funding links to their universities.

II. Gay, Lesbian, and Bisexual Student Centers, Offices or Programs at Other Universities

A number of colleges and universities were contacted to see how they have responded to gay, lesbian, and bisexual populations and sexual orientation issues on their campuses. The subcommittee inquired as to the types of programs and services that are provided to gay, lesbian, and bisexual students at these institutions. Among the schools contacted and the kinds of information received from each include:

- The University of Massachusetts-Amherst, telephone interview with the Office of Gay, Lesbian, and Bisexual Concerns, and report, "The Consequences of Being Gay"
- The University of Michigan, telephone interview with Jim Toy, co-coordinator of the Lesbian and Gay Male Program Office and supplemental material such as 1990-91 and 1991-92 budget proposals
- Ohio State University, telephone interview with the Office of Gay, Lesbian, and Bisexual Student Services and report "A Safe Space," and additional supplemental materials
- The University of Pennsylvania, telephone interview with Bob Schoenberg, Director of the Program for Lesbian, Gay, and Bisexual Students
- Rutgers University, telephone interview with Dean James Anderson who chaired the review committee that issued the report "In Every Classroom: The Report of the President's Select Committee for Lesbian and Gay Concerns"
- Vassar College submitted to our subcommittee the "Task Force on Gay, Lesbian, and Bisexual Concerns: Final Report."

The subcommittee tried to discern the commonalities among the various programs and offices at these institutions. We noted that each of these institutions has a sexual orientation non-discrimination policy in place which applies to all levels of the university. Currently there are over 100 American colleges and universities that have adopted non-discrimination equal opportunity policies. Within the eleven institutions of the "Big 10," IU was one of the last institutions to adopt a non-discrimination policy with regard to sexual orientation in recruiting, hiring, promotion and education.

Indiana University's initial recognition of the rights of gay, lesbian, and bisexual students appeared in the *Code of Student Ethics*, adopted in 1990; however, in this document such rights are set apart from other minorities' rights. The University "does not condone"

discrimination based on sexual orientation, but this is clearly a much weaker stance than its affirmative action policy “which is designed to eliminate any discriminatory practices.”

Most of the GLB centers/offices were established to meet student demands for services and to ameliorate homophobic actions against their gay, lesbian, and bisexual populations. A number of offices noted that violent incidents occurred before their schools agreed to establish a person and/or office to provide counseling in a safe and non-intimidating environment. For example, the University of Massachusetts-Amherst stated that physical assaults and a number of repugnant incidents occurred before their school agreed to establish their GLB Office in 1989.

While a number of programs initially were formed to provide student services, most offices either officially or unofficially have expanded their services to represent faculty, staff and alumni constituents. At the University of Pennsylvania, the office provides services to gay, lesbian, and bisexual faculty, staff, and alumni, even though it is titled “Program for Lesbian, Gay, and Bisexual Students.” It assists with faculty and staff benefits, coordinates alumni association activities, advises gay fraternities and lesbian sororities, and coordinates a Speakers Bureau of 20-30 individuals.

Programs such as those at the University of Michigan and Pennsylvania indicated that a GLB center or office should be staffed by male/female co-coordinators to ensure that the unique needs of gay men and lesbians be respected and addressed. The need for gender parity was recognized so that sexism in society at large would not be replicated within the structure of the services provided. Budgetary limitations have prevented other programs from being able to adopt this staffing policy.

All of the GLB programs provide support and referral services for victims of harassment. Each spends a great deal of time educating and providing university-wide programming about discrimination and harassment, and they indicated that addressing systemic discrimination experienced by gays and lesbians remained an ongoing concern.

The subcommittee noted an additional benefit for establishing a GLB office in that all resources of gay, lesbian, and bisexual persons would be consolidated on campus. IU’s present model of providing services at various offices and agencies across campus may avoid duplication of services; however it does not provide a “critical mass” of counseling, educational, and advocacy support in a “safe space.” At a GLB office, study and free expression of ideas and opinions of concern to gay, lesbian, and bisexual students can be free from fear of hostility that one would encounter in trying to acquire information in an otherwise intimidating academic environment. Such offices provide a permanent place to meet for social, academic, and emotional support, as well as providing visible witness that the institution values its gay, lesbian, and bisexual people.

The centers were committed to addressing university needs that included but went beyond, the needs of individual students. These programs shared common themes that institutions must be committed to more than merely including sexual orientation in their affirmative action policies and plans. Providing a safe place to meet, an academic environment that accepts and nurtures all members of its community, professional and peer counseling, financial commitment to services for gays, lesbians and bisexuals, and positive role models of openly gay faculty and professional staff are just a few of the areas that must be addressed. Moreover, many of these offices have already developed strong liaison relationships and provide joint programming with existing offices serving larger minority populations in order to address double and triple oppression experienced by the gay, lesbian, and bisexual African, Asian, Hispanic and Native American communities.

III. Survey Instrument Development

Early in its review of the work done at other campuses, the subcommittee agreed that it should follow the model set by the University of Massachusetts-Amherst. This model involved attempting to assess the needs of gay, lesbian, and bisexual students through the use of a survey instrument. Similarly, the subcommittee's survey would cover a number of focus areas, including the degree to which students perceive themselves as being the targets of harassment and discrimination, the sources of support the students are aware of and utilize on- and off-campus, and the effects of perceived discrimination on their academic, social, and emotional lives. Moreover, it would attempt to assess the general administrative and intellectual climate as it impacts on gays, lesbians, and bisexual students.

Over a period of 14 months, members of the subcommittee met over 25 times to develop a survey that would provide useful information to the University regarding the experiences of its gay, lesbian, and bisexual students. Other University offices and individuals assisted in the development of the survey, including the Office of the Dean of Students, the Center for Survey Research, the Kinsey Institute for Research in Sex, Gender, and Reproduction, representatives from IUSA and OUT, and several social science faculty members. The survey was extensively reviewed and revised during this period.

IV. Findings of the Survey

The survey instrument was approved for distribution by the Human Subjects Office of Research and the University Graduate School (RUGS) on April 3, 1992. During the course of its final review, the committee requested funding in the amount of \$2,600 to cover the costs of the Center for Survey Research in reproducing the survey and analyzing the data, as well as incidental costs involved in distribution and advertising of the survey.

Following final approval and funding, 2,000 copies of the survey were distributed in April, 1992 and additional funds enabled a distribution of 1000 surveys in October, 1992. It is interesting to note that questionnaire returns exceeded those received in similar surveys by other institutions of equal or larger size. Data have been analyzed and a preliminary report with the findings of the survey is attached.

V. Indiana University Responds to the Challenge of Diversity

To address the concerns of gay, lesbian, and bisexual students on the Indiana University-Bloomington campus requires a commitment to their well-being which suggests this academic institution must become more sensitive to and knowledgeable about the issues of safety, organized social and cultural activities, academic interests and needs, and alumni and career networking. Our subcommittee submits the following recommendations:

- (1) Though the subcommittee commends the University for adopting an equal opportunity/affirmative action policy that acknowledges the rights of gay, lesbian, and bisexual students, faculty, and staff to be free of discrimination based on sexual orientation, in education, hiring, and advancement at the university, the subcommittee also strongly urges the University to affirm the life partnerships of students, faculty, and staff by extending benefits such as family leave, health insurance, housing, and fee courtesy to the partners and children in these relationships. Such benefits, which are routinely extended in the case of traditional heterosexual marriages, would signify the University's commitment to and affirmation of its gay, lesbian, and bisexual population.
- (2) The subcommittee recommends that the findings of the survey report be used as the basis for actions taken to enhance the quality of life for gay, lesbian, and bisexual students on the IUB campus.

- (3) The subcommittee further recommends that the entire faculty, staff, and student body be surveyed to assess the level of and effects of homophobia on campus. To what extent do these attitudes exist and impede students' educational efforts, cause emotional or physical injury, and have a deleterious effect on the teaching, research, and employment endeavors of faculty and staff?
- (4) Indiana University must establish a Gay, Lesbian, Bisexual Center that would:
- receive the institution's commitment for financial and programming support;
 - carry a guaranteed charter to serve students, faculty, staff, and alumni;
 - consolidate all resources for gay, lesbian and bisexuals on this campus;
 - educate the campus community concerning sexual orientation, including discrimination and harassment;
 - coordinate educational, cultural and social events for GLB population;
 - employ a man and a woman as coordinators for a gender balanced team to ensure the unique needs of gay men and lesbians are respected and addressed;
 - provide professional and peer counseling and referrals;
 - establish support services for victims of harassment or discrimination;
 - include a resource center where individuals could be free from fear of hostility that one encounters in trying to acquire information in an intimidating academic environment
 - serve as a center for people of any sexual orientation who wish to learn more about homosexuality;
 - conduct in-service workshops concerning sexual orientation for professionals and their organizations;
 - provide a safe and permanent place to meet for social, academic, and support groups for gays, lesbians, and bisexuals.

The coordinators for the GLB center will have a strong advocacy role and serve as consultants pertaining to nondiscrimination policy and disciplinary practices.

Currently Indiana University has no formal or visible mechanism for addressing the multiple issues of gay, lesbian, and bisexual students, faculty, and staff; the University's affirmative action policy only addresses employment and education issues for gay, lesbian, and bisexual students, faculty, and staff, but does not extend benefits or acknowledgement to their life partners and children; and there is no safe space to foster dissemination of accurate information pertaining to sexuality, where gay, lesbian, and bisexual students, faculty, and staff can meet without fear of harassment, and where services for gay, lesbian, and bisexual students, faculty and staff may be coordinated.

The subcommittee concluded that it is incumbent upon the University to promote the safety, well being, and rights of its gay, lesbian, and bisexual students, faculty, and staff; and to establish a learning and working atmosphere that promotes and encourages intellectual and individual development and freedom. To that end, the subcommittee formally recommends the establishment of a Gay, Lesbian, and Bisexual Center on the Indiana University Bloomington campus, and the explicit recognition of non-traditional life partnerships by the University including its personnel and benefits policies.

Objective #4 Subcommittee

TO COLLECT, DEVELOP, AND IMPLEMENT EDUCATIONAL RESOURCES.

Members: Paul Atkinson, Kathryn Brown, Susan A. Carty, Kathleen Cerajeski, Kim Davis, David Frasier, Reinhardt Grossman, Dennis Hill, Barbara Johnson, Shoshana Keller, Noretta Koertge, Richard Long

I. Initial Evaluation

The members of the subcommittee immediately recognized a need for published resources which would provide information on library holdings, services, individuals, departments, and organizations on and off campus. Accessibility to resources was also a concern, and was an item which was agreed would continue to be monitored.

Work was begun immediately, and at the November 30, 1990 meeting of the Task Force members of the subcommittee presented a recommendation for the creation and distribution of a series of printed and electronic communications.

Items discussed included a small brochure which would provide descriptions of area organizations and resources, a brief gay, lesbian, and bisexual history of the Bloomington area, and a general list of ongoing activities; a large brochure which would provide a more detailed gay, lesbian, and bisexual history of Indiana University-Bloomington and the Bloomington community, a list of resources for information and support services, information on recurring campus and community events, and which would include University policy statements; an electronic publication available through AIE which would contain text very similar to that of the large brochure; occasional flyers announcing specific meetings and events; and a special flyer for international students which would define terms and include instructions on where to get more information and who to turn to for assistance.

One member of the subcommittee set out to investigate the holdings of the IU Main Library. In exploring these resources it was discovered that the Library has had a persistent problem with periodicals in that they are often stolen or defaced. To avoid this, periodicals must now be checked out from a secure area. The subcommittee was concerned that this might prove to be an obstacle for some students.

Another item explored was the creation of a Gay Studies Program. Attempts were made to contact other universities to find out if they had created or even investigated such programs, and what their experiences had been. Plans were tentatively made to survey faculty members to discover which courses contained materials relating to sexuality issues and whether faculty members would be willing to add such topics to existing courses.

II. Actions

Support Services Flyer

In Spring, 1991 members of the subcommittee created an inexpensive legal-size flyer in response to a request for such a publication by the Dean of Students Division. The flyer provided information on support services for gay, lesbian, and bisexual students. Included were IU advocacy, legal, and support services, health, counseling, and medical resources; emergency services, HIV testing and AIDS support; and groups addressing

religious/spirituality issues. A camera-ready layout was provided to the Dean of Students Division, which provided the funds for duplicating and was responsible for its distribution on campus.

Brochure

In Fall, 1991 the group, with the assistance of editor/writer Karen Grooms of the IU Office of Publications, produced a brochure for broad distribution to IUB students. The publication offered a historical overview of the Bloomington gay/lesbian/bisexual community and a list of over 30 academic support, and social resources with short descriptions and phone numbers. The publication served as an overview as the small format did not allow for in-depth descriptions of any service or organization. Instructions suggest students call up the gay, lesbian, and bisexual AIE/VAX computer listing (described below) for detailed information on each group and service.

10,000 copies of the brochure were printed at a total cost of \$772.30, provided by the Office of the Vice President, Bloomington. Brochures were distributed through the Dean of Students' display at University Division FOCUS summer orientation; a display table at international student orientation; residence hall panel presentations and R.A. training sessions; A.I. diversity training programs; campus gay/lesbian/bisexual groups; the Center for University Ministry and other campus ministry offices; and many campus offices such as the Health Center, Office for Women's Affairs, and the Dean of Students Division.

AIE/VAX Listing of Resources/Organizations

In November, 1991 the subcommittee created a file of lesbian, gay, and bisexual and community information for the Academic Information Environment (AIE) of the University VAX system. (The file is located under the "Diversity" category of "University Life.") Two subcommittee members were responsible for collecting and updating information on the AIE/VAX network. The file is maintained by Health and Wellness Education at the Health Center. Because the listing is not limited in size, fuller descriptions of organizations and services are available on the AIE/VAX listing, the list has expanded and information on groups/resources has been updated. The file includes details about services and meetings schedules and offers various means of contacting the coordinators, including phone numbers, mailing addresses, and e-mail addresses.

Students use individual accounts to access the AIE/VAX file through University-owned computers or through their own computers by modem. A report on the usage of the Gay, Lesbian, and Bisexual listing for the months of October, 1992 through February, 1993 follows. For purposes of comparison, figures on usage of several Health Center files are also provided.

	Oct. '92	Nov. '92	Dec. '92	Jan. '93	Feb. '93
Diversity					
Gay, Lesbian, Bisexual	296/376	254/294	260/314	240/260	168/192
Health Center					
CaPs	36/41	32/40	43/63	32/33	33/38
Health and Wellness	35/40	36/44	41/53	32/35	39/52
Health Information	74/98	62/70	83/97	76/93	57/69

Note: The number before the slash indicates the number of different users that month. The number after the slash is the number of times the

information was looked at during that month (i.e. the Gay, Lesbian, and Bisexual file was accessed by 296 users a total of 376 times during the month of October, 1992.)

International Student Orientation Flyer

The group considered producing a flyer for dissemination among incoming international students. The flyer would explain American views on homosexuality, state the University's policies on nondiscrimination and anti-harassment, and direct students to detailed information and assistance. Estimated cost for production of 1000 flyers, duplicated in black ink on color paper, was \$31.

On approaching the Director of the International Center with a request to include such a flyer in the orientation packets for incoming international students, a member of the task force was told that only materials generated by the Center could be included in packets, though we were free to provide publications for information available on tables at the Center (the tables include such promotions as athletics tickets information and the arts schedules). In lieu of printing a separate flyer, we provided 300 brochures for the table distribution.

Also, a member of the Task Force approached the general editor of the *Hoosier Guide: A Guide to the Bloomington Community for the Student from Abroad* about the possibility of including a small section on sexual diversity in the publication. The *Hoosier Guide* is a publication of Bloomington-Worldwide Friendship, Inc. Because the publication did not acknowledge racial issues or other minority concerns, it was thought inappropriate to include material on sexual orientation alone. Instead of submitting text solely addressing sexual orientation, a Task Force member wrote and submitted an entry on multiculturalism (see attachment) that was included under the "Customs and Culture" section of the booklet. The section on multiculturalism broadly addresses diversity and says that differences in sexual orientation are personal characteristics that are "beginning to receive greater tolerance and respect."

Student Handbook

The Office of Publications editorial/writing staff is currently at work on a new IU student handbook that will include a list of major lesbian, gay, and bisexual organizations. The Task Force has requested that details on where students can get more detailed information on campus/community organizations and activities (i.e. AIE/VAX listing, Health Center, Dean of Students Annex, Office for Women's Affairs) be included as well.

Bibliography of IU Library Holdings

The project to create a bibliography of IU library holdings was begun in 1991 by one member of the subcommittee who started by printing out listings from the Library Information Online system (IO) and cutting and pasting entries into a volume which was Xeroxed and supplied to the Research Collection Reference Desk at the Main Library. In 1992 another member of the subcommittee undertook a project to update the publication by electronically dumping IO listings into a WordPerfect document and editing the material into a volume of approximately 250 pages, citing over 725 books, periodicals, and audio and video tapes. This volume replaced the earlier edition at the Research Collection Reference Desk. A copy was also provided to OUT to be kept available in their offices.

Gay Studies Program

The Task Force found considerable interest in and some development of gay academic studies programming at colleges and universities around the country. Of particular note are: a research center on gay studies at City University of New York; a national Lesbian-Gay-Bisexual Studies Conference that has met annually since 1987, as well as many regional student conferences; formation of a national association for gay, lesbian, and bisexual studies; an undergraduate department of lesbian and gay studies at City College of San Francisco; and programs and courses offered by many institutions, including Yale, Duke, the Massachusetts Institute of Technology, Princeton, and the University of California-Santa Cruz.

Notable also is a new rise in publication of books addressing or touching on gay studies, particularly among academic publishers, and the high success of sales of these books. A sample of 1992-93 titles in gay, lesbian, and bisexual studies reported in The Chronicle of Higher Education included books published by Oxford University Press, Rutgers University Press, Columbia University Press, Indiana University Press, Temple University Press, and the University of Minnesota Press. Several university presses including those of Duke University, New York University, Oxford University, and the University of Chicago are starting special series devoted to sexuality/homosexuality.

At IU doctoral students may earn an interdisciplinary graduate minor in human sexuality. Current IU faculty members in many disciplines are capable of teaching courses on gay, lesbian, and bisexual subjects. In addition to the IU Main Library's fine holdings in human sexuality/homosexuality, the Kinsey Institute library and collections provide a unique and valuable resource for scholarship.

III. Recommendations

Members of the Task Force were encouraged by the burgeoning interest in the area of lesbian, gay, and bisexual studies. Although the Task Force offers no recommendation for the formation of such a studies program at Indiana University at this time, we do recommend that study on this issue continue and that they administration be open to proposals for courses dealing with bisexual, lesbian and gay subject matter, and to further exploration into the establishment of a new minor in gay, lesbian, and bisexual studies. Consideration should also be given to the creation of a research center on this subject at Indiana University Bloomington.

The subcommittee feels that the most pressing need is for the publications which have been initiated by the group to be updated, reproduced and distributed on an ongoing basis.

Information on organizations and services for gay, lesbian, and bisexual students changes frequently. Initially, the Task Force thought the life of the brochure might be two to three years, but after noting the continual changes in information, we feel the life span of the publication more reasonably to be a single year. We recommend that the Brochure be reprinted, with changes, every summer for distribution in the fall. Cost for reprinting 10,000 brochures for 1993-1994 would be approximately \$850.

Maintenance of the Gay, Lesbian and Bisexual listing on AIE/VAX will need to be accomplished by one or more individuals appointed for that task. The two current Task Force volunteers have agreed to continue their work in that capacity if requested. Health and Wellness Education is willing to continue maintaining the file, though as more files are added under the subcategory "Diversity" (currently the Gay, Lesbian, Bisexual files is the only one) it may be sensible for another campus unit such as the Residence Life Diversity Advocate Program, to take over responsibility for all "Diversity" files. We recommend that the two individuals maintaining the AIE/VAX information be asked to continue their work.

We have discussed the possibility of making available a "hard copy" form of the information on the AIE/VAX for those who do not have ready access to the network. Copies of this duplicated guide would be available at campus units such as the Campus Life Division, Office for Women's Affairs, the Health Center, and the Center for Human Growth. Additional copies might be distributed on request through Outreach, OUT, and other campus bisexual, lesbian, and gay groups. We recommend that 300 copies of this guide be printed and available for the 1993-94 academic year. Three hundred copies of an eight-page guide (four sheets copied front and back) duplicated in black on color offset stock would cost \$58. Funding for additional copies might be requested if all copies are distributed before the end of the year.

IU Library Collections are constantly being increased. It will be difficult to keep up with the task of revising the bibliography. We recommend that this be done every two years and that copies be provided to the IU Main Library Research Collection Reference Desk and to OUT.

Conclusions

Each of the subcommittees has made specific recommendations. These are summarized below.

Objective #1 Subcommittee has recommended that the Office of the Dean of Students annually update the *Gay, Lesbian, and Bisexual Resource and Services Guide*, perhaps by integrating this information into another publication, and provide copies to appropriate departments and service units on campus.

Objective #2 Subcommittee supports the revised definition of family which has been recommended by the Task Force and expects that there will develop concentrated effort to obtain implementation at a campus level.

Objective #3 Subcommittee recommends the establishment of a Gay, Lesbian, and Bisexual Center on the Indiana University Bloomington campus, and the explicit recognition of non-traditional life partnerships by the University including its personnel and benefits policies.

Objective #4 Subcommittee recommends a) further exploration into the establishment of a new minor in gay, lesbian and bisexual studies, b) consideration of the creation of a research center, and c) that the publications initiated by this group be updated, reproduced and distributed on an ongoing basis.

The Task Force urges Indiana University to continue to invest personnel and resources that focus on enhancing the lives of gay, lesbian, and bisexual students. Further, we urge the University to commit to the concerns and issues of faculty and staff.

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