

**BUILDING COMMUNITY:
THE INCLUSION OF GAYS, LESBIANS, AND BISEXUALS**

**President's Task Force on Discrimination
Based on Sexual Orientation**

Northern Illinois University

9-27-93

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EXECUTIVE SUMMARY

Gays, lesbians, and bisexuals have been active contributing members of the Northern Illinois University community for decades. A recognized student organization to support these individuals and to address their concerns has existed since 1970. More recently, a faculty, staff, and non-traditional student group has also been formed. In 1988 the NIU Constitution and Bylaws was revised to affirm that all members of the University community must be afforded fair, impartial, and equal treatment regardless of any factor unrelated to scholarly or professional performance, including sexual orientation. Evidence of discrimination and harassment on the basis of sexual orientation prompted President LaTourette to form the Task Force on Discrimination Based on Sexual Orientation in 1992.

The Task Force engaged in numerous qualitative and quantitative research activities during the 1992-93 academic year. These research efforts included a written survey questionnaire to faculty, staff, and students, an open forum, structured discussion groups, and other activities. The data collected confirm that gays, lesbians, and bisexuals continue to be the victims of discrimination and harassment, and that these individuals generally do not perceive the campus environment to be receptive or supportive of their presence or their concerns. In addition, nearly 87% of all survey respondents (including

heterosexuals) felt that the University was obligated to assure that the campus is a safe, secure, and accepting place for homosexuals; and over 56% felt that the University should do more than it does now to make NIU a better place for gays, lesbians, and bisexuals.

In the area of academic affairs, it was determined that:

1) no specific procedure currently exists to monitor discrimination based on sexual orientation in the faculty hiring process; 2) courses on gay, lesbian, and bisexual experiences are few in number and not regularly offered; 3) little integration of these issues is realized in the content of other classes; and 4) students and faculty alike are reluctant to identify themselves as gay, lesbian, or bisexual, or to pursue research or class projects regarding these issues, for fear of negative responses from instructors and colleagues.

Environmental concerns were noted in several areas of student affairs. These areas include student organizations, residence halls, and other venues which are viewed by many members of the campus community to be uncomfortable settings for gays, lesbians, and bisexuals. The need for additional institutional support services, including a coordinator for gay, lesbian, and bisexual concerns, was also identified.

Personnel policies and procedures for all employment categories were also reviewed. The absence of employee benefits for the domestic partners of homosexuals was identified as one important area of discriminatory policy. The Task Force

conducted extensive research nationally to ascertain the existence and practices associated with this need at other institutions of higher education. Such benefits are indeed available elsewhere at very limited cost to the institution.

The need for ongoing educational programming and staff training was clearly identified. Such co-curricular activities are of value to, and should be required of, all departments and individuals in our community. The content and format of such programs should be designed to meet the needs of the specific audience, but should minimally include affirmation of the University's non-discrimination policy and serve to heighten awareness regarding the special concerns of gays, lesbians, and bisexuals on our campus.

The Task Force strongly recommends the establishment of a Presidential Commission on the Status of Gays, Lesbians, and Bisexuals. The existence of such a group would serve to monitor progress toward improvement of the campus climate and serve as a resource to all members of the University community in much the same manner as those presidential commissions already in existence.

Incidents of discrimination and harassment on the basis of sexual orientation continue to occur on the campus of Northern Illinois University, regardless of policies which prohibit such behavior. We believe that the University has an administrative responsibility to take the steps necessary to ensure compliance with its policies. We also believe that the institution has a

moral and ethical obligation to ensure a supportive environment for all members of its community, regardless of their sexual orientation. The Task Force has developed a set of recommendations designed to assist the University in achieving these goals. These recommendations are summarized in the following pages and discussed at length throughout the body of this report.

SUMMARY OF RECOMMENDATIONS

In January, 1992, President John LaTourette established a Task Force on Discrimination Based on Sexual Orientation charged with:

Evaluating the frequency, form, and circumstance under which such discrimination and/or harassment takes place and what regulations, programs, and processes are currently in place for addressing same. The Task Force is to recommend any additional procedures, training, and/or educational interventions which are needed to address and eliminate any such discrimination and/or harassment.

In partial fulfillment of its charge, the Task Force respectfully submits the following summary of recommendations. For rationale and further detail concerning each recommendation, please refer to the page number appearing immediately following the recommendation.

Academic Affairs Issues

- A-1 Establishment of an introductory survey course on gay, lesbian, and bisexual issues (page 33)
- A-2 Development of a gay, lesbian, and bisexual studies major or minor academic program (page 34)
- A-3 Greater inclusion in existing courses of course content on issues of relevance to gays, lesbians, and bisexuals (page 35)
- A-4 Courses on gay, lesbian, and bisexual issues already listed in the NIU Catalog should be offered on a more regular basis (page 35)
- A-5 The development of additional courses around gay, lesbian, and bisexual issues in appropriate departments (page 36)

- A-6 - Required enrollment in a "Freshman Experience" class, including significant content on diversity issues, for all freshman students during their first semester (page 37)
- A-7 Attendance by all deans and department chairs at seminars addressing specific issues relevant to gay, lesbian, and bisexual faculty (page 37)
- A-8 Creation of an ongoing discussion group of faculty and students interested in gay, lesbian, and bisexual issues (page 38)
- A-9 Inclusion of content on campus organizations and services for gays, lesbians, and bisexuals in the orientation program for new faculty (page 39)
- A-10 Establishment of a file in the Faculty Development Office and the Office of Sponsored Projects of information regarding opportunities for research of gay, lesbian, and bisexual issues (page 39)
- A-11 Inclusion in the Graduate Colloquium and Distinguished Lecturer Series, of presentations by, and issues of relevance to, gays, lesbians, and bisexuals (page 40)
- A-12 Enhance faculty hiring practices to specifically ensure non-discrimination against gay, lesbian, and bisexual applicants (page 40)
- A-13 Enhance faculty tenure and promotion procedures to specifically ensure non-discrimination against gays, lesbians, and bisexuals, and those who study related issues (page 41)
- A-14 Inclusion of content on student evaluations of faculty related to the establishment and maintenance of a classroom atmosphere receptive to gays, lesbians, and bisexuals (page 41)
- A-15 All reasonable efforts should be made by academic administrators to ensure that classrooms are perceived as safe and accepting environments for gays, lesbians, and bisexuals (page 42)

Student Affairs/Life Issues

- S-1 Establishment of a full-time staff position to be titled "Coordinator of Gay, Lesbian, and Bisexual Programs" (page 50)
- S-2 Establishment of an Office of Gay, Lesbian, and Bisexual Programs (page 51)
- S-3 Expansion of the summer orientation program to include significant programming on diversity issues (page 52)
- S-4 Residence hall programming on gay, lesbian, and bisexual concerns (page 52)
- S-5 Availability of student health insurance privileges to same-sex and opposite-sex domestic partners (page 52)
- S-6 Availability of University-owned apartments to same-sex and opposite-sex domestic partners (page 53)
- S-7 Addition to the membership of the Unity in Diversity Steering Committee of one or more representatives of the gay/lesbian/bisexual community (page 54)
- S-8 Continuation of the current Counseling and Student Development Center staffing pattern which seeks to have a staff psychologist with expertise in gay, lesbian, and bisexual concerns (page 54)

Personnel Issues

- P-1 Staff orientation programs should be expanded and made inclusive of gay-, lesbian-, and bisexual-related services and issues (page 58)
- P-2 The formal recognition by the Board of Regents of same-sex and opposite-sex domestic partnerships (page 58)
- P-3 The extension by the Board of Regents of the full range of benefit options to same-sex and opposite-sex domestic partners and dependents available to married partners and dependents (page 58)
- P-4 The development and implementation of ongoing mandatory training programs for supervisors to heighten awareness of gay, lesbian, and bisexual employee issues and concerns (page 75)

- P-5 - The inclusion of a representative of the NIU gay/lesbian/bisexual community on all search committees seeking to fill faculty or administrative positions (page 75)

General/Campus-wide/Other Issues

- G-1 Development of a brochure for use in University admission recruitment efforts that describes the academic and non-academic opportunities and support services for gay, lesbian, and bisexual students (page 77)
- G-2 Inclusion of a listing of services and resources for gay, lesbian, and bisexual students in the NIU Graduate Catalog, Undergraduate Catalog, and the Student Handbook, as well as the appearance of the terms "gays," "lesbians," and "bisexuals" in the indexes of these publications (page 78)
- G-3 Inclusion in the President's letter in the Student Handbook of an affirmation of the University's commitment to diversity and intolerance of discrimination, including a specific listing of those groups mentioned in the NIU Constitution (page 79)
- G-4 Consistent wording in all publications of the University's anti-discrimination statement (Such wording should be comprehensive, and specifically cite gays, lesbians, and bisexuals.) (page 80)
- G-5 Where relevant, all University forms, surveys, and applications should be revised to allow gay, lesbian, and bisexual individuals to voluntarily indicate their sexual orientation and relationship status (page 81)
- G-6 Meaningful efforts on the part of the University to urge the state legislature to repeal Public Act 87-788 (page 86)
- G-7 Meaningful efforts on the part of the University to urge federal officials to lift the ban on gays, lesbians, and bisexuals in the armed services (page 86)
- G-8 Development and implementation of workshops for students participating in ROTC on gay, lesbian, and bisexual issues (page 86)

- G-9 - Development of required co-curricular educational programs for all segments of the University community on gay, lesbian, and bisexual concerns (page 89)
- G-10 Centralization of University functions designed to receive reports of discrimination and harassment based on sexual orientation to a single office (page 90)
- G-11 Publicize outcomes of discrimination and harassment charges made against members of the University community (page 92)
- G-12 Establishment of an ongoing presidential commission on the status of gays, lesbians, and bisexuals (page 92)
- G-13 Development of other support services and programs, including an ally program and a mentoring program (page 94)
- G-14 Development of procedures designed to ensure that any individual or organization utilizing campus facilities complies with University policies on non-discrimination (page 95)

INTRODUCTION

A number of terms are used in this report that may have multiple or unclear meanings for some people. To reduce the potential for misunderstanding, selected definitions can be found in Appendix A.

History of Gay/Lesbian/Bisexual Concerns at NIU

Northern Illinois University has had an organized and visible gay and lesbian student community for over two decades. In 1970 the Gay/Lesbian Union (GLU) became a recognized student organization. It currently has a budget supported by a Student Association allocation from student activity fees, maintains an office in the Holmes Student Center, and sponsors an annual Gay, Lesbian, and Bisexual Awareness Week, as well as an ongoing program of social and educational events. Recently, in order to better communicate its scope, the GLU changed its name to the Lesbian/Gay/Bisexual Coalition (LGBC). In addition, an organization for faculty, staff, older and graduate students, the Gay and Lesbian Alliance (GLA), was formed two years ago.

In 1988, Northern Illinois University completed an extensive review of its Constitution and Bylaws. Article IX of the revised Constitution affirmed that all members of the University community be afforded fair, impartial, and equal treatment regardless of any factor unrelated to scholarly or professional

performance, including sexual orientation. By the time a "Proposal for the Presidential Commission on Gay/Lesbian/Bisexual Concerns" was submitted by the Gay/Lesbian Union in 1991, various incidents and types of harassment of persons in (or perceived as belonging to) these classes had been documented by campus agencies including the Residence Hall Association, the Office of Affirmative Action, and the Office of the Ombudsman, among others. These incidents included verbal threats and mockery, offensive messages left on answering machines, vandalization of property, and written threats.

Task Force History

On October 30, 1991, officers of the then Gay/Lesbian Union (GLU) met with President John LaTourette, Barbara Henley, Vice President for Student Affairs, Anne Kaplan, Executive Assistant to the President, and George Shur, University Legal Counsel. At that meeting, the co-presidents of the GLU, David Huggins and Cordelia Parham, presented a seven-page report entitled "Proposal for a Presidential Commission on Gay, Lesbian and Bisexual Concerns" (see Appendix B). Some of the incidents the report cited included harassment of a gay individual which resulted in his door being kicked in; verbal harassment after social events such as dances; a "Kill a Faggot" sign posted in a residence hall student's window; negative campus responses to Gay, Lesbian, and Bisexual Awareness week, especially to "Jeans Day" each year; and threatening and harassing phone calls to the GLU office and its

officers. The stated purpose of the report was "to demonstrate the necessity for a presidential commission on the needs of gay, lesbian, and bisexual students, faculty, and staff, and to make suggestions for the organization of such a commission." The President, after studying the report, indicated that he would appoint a special task force to study the issues and to report its findings and recommendations to him.

In a November 20, 1991, letter to Mr. Huggins and Ms. Parham, Dr. Henley reported that her office, along with that of the University Legal Counsel, was developing, at the direction of the President, the concept of a task force. It was indicated that the working title for the task force was the "Presidential Task Force to Address Discrimination Based on Sexual Orientation." The task force would have a membership structure similar to that listed in the GLU proposal.

On January 13, 1992, President John LaTourette formally announced the appointment of a Task Force on Discrimination Based on Sexual Orientation. The charge of the Task Force was to evaluate the frequency, form, and circumstances under which incidents of discrimination and/or harassment of individuals based on their sexual orientation took place on Northern's campus and what regulations, programs, and processes were currently in place to address these issues. The Task Force was also charged with recommending any additional procedures, training programs,

and/or educational interventions which were needed to address and eliminate such discrimination and harassment (see Appendix C for full text of charge).

The President appointed twenty-three Task Force members representing a broad spectrum of the University community. The membership included representation from academic and non-academic departments, student organizations, governing bodies, and special interest groups. The Task Force was later expanded to 30 members in order to achieve a more equal gender balance (see Appendix D for a list of participating members). The University Ombudsman, Tim Griffin, was invited by the President and agreed to serve as chair. The NIU Office of the Ombudsman has a high degree of credibility and a reputation for fairness and objectivity throughout the University community.

The first several meetings of the Task Force were chiefly concerned with the creation of the body as a working team and discussions of ways in which the presidential charge could be fulfilled. A three-part agenda emerged from these discussions. First, much of the data necessary to document current conditions for gay, lesbian, and bisexual persons had not yet been gathered, therefore research of some kind would be needed; following the completion of the research, the data would need to be analyzed; and this analysis would serve as the basis for the development of formal recommendations to be submitted to the President.

On February 6, 1992, Northern Illinois University served as a downlink site for the NASPA/NUTN teleconference entitled

"Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual Students." Copies of the graphics presented at this event were distributed at the Task Force meeting of March 5, 1992. Particular emphasis was placed on examining the suggested means of coping with incidents of bias on the campus. A lengthy discussion of issues of concern to the Task Force followed, resulting in the formation of four committees, each responsible for a specific set of concerns: academic affairs, student affairs, personnel, and other general issues. The first formal meetings of these committees were held on March 19, 1992.

During the spring of 1992, it was decided to conduct a campus-wide survey as one strategy for the generation of data. Copies of surveys completed at comparable institutions were obtained, with an instrument produced at the University of Kansas selected for adaptation. By July 20, a final copy of the questionnaire had been developed by a joint Task Force committee with the assistance of the Public Opinion Laboratory, along with plans for structured discussion groups for faculty, staff, and students to be held in the fall. In addition to the survey and structured discussion groups, an open hearing was scheduled for November 9, 1992, to receive further input from the campus community on subjects related to the charge of the Task Force.

The survey questionnaire was distributed in November, 1992, via campus mail to all faculty and operating staff and a random sample of graduate and undergraduate students. Follow-up mailings were sent to on-campus student recipients to increase

the response rate from that group. The written comments returned were transcribed by the Task Force secretary over the holiday break and subsequently provided the Task Force with a massive body of qualitative information regarding current conditions for gays, lesbians, and bisexuals on the campus and prevailing attitudes towards them. The results were then coded to identify data pertaining to each of the Task Force committees and for Public Opinion Laboratory analysis.

During January and February of 1993 the Task Force and its committees continued to meet regularly to interpret the research data and to identify recommendations. The remainder of the 1993 Spring semester was spent refining the recommendations and developing the report to the President.

Research Activities

As has been previously mentioned, the President's Task Force on Discrimination Based on Sexual Orientation included thirty members who represented a wide range of campus community constituencies. This broad representation included many members who were able to relate personal or second-hand accounts of discriminatory or harassing behavior based on sexual orientation. While these accounts were helpful in understanding the nature of such incidents, they were inadequate to complete that portion of our charge related to identifying the frequency of such events on the campus. After much discussion and lengthy deliberation, it

was determined that a variety of research methods was necessary to arrive at a valid determination of the frequency and nature of those incidents.

The data-gathering techniques ultimately included a written survey (with both closed and open-ended types of responses), an open forum, structured discussion groups with lesbians and bisexuals, and less formal input from Task Force members representing concerns shared by members of the NIU GLU (recently renamed the Lesbian/Gay/Bisexual Coalition), the GLA, and others. The result was the generation of a large body of quantitative data, as well as a rich compilation of qualitative data describing scores of specific incidents.

Survey Questionnaire - A copy of the survey questionnaire instrument is attached as Appendix E of this report. The survey questionnaire was administered during November, 1992. The same instrument was used for all faculty and staff members and a random sample of graduate and undergraduate students. A total of 1,187 completed instruments were returned prior to the end of the fall semester. This total includes 530 students, 362 teaching faculty, 359 operating staff, and 157 supportive professional staff members. Surveys were returned by 221 individuals who indicated that they had both employee and student status. These members of the University community were included in both their employee and student categories for purposes of data analysis.

The scannable sheets were read and the data compiled and reported by the NIU Public Opinion Laboratory. Their report included cross-tabulation of ten of the demographic items.

While many of the results are cited in other sections of this report, the following are particularly germane to the charge of the Task Force. (Results to all items are displayed in Appendix F.)

- Nearly 8% of all respondents identified themselves as gay, lesbian, or bisexual.
- Nearly one-third (32%) of all respondents (faculty, staff, and students) reported that they had personally witnessed and/or been the victim of verbal harassment based on sexual orientation on the NIU campus.
- Over half (52%) of those students living in fraternity or sorority houses, and 47% of those living in residence halls, reported that they had personally witnessed and/or been the victim of verbal harassment based on sexual orientation.
- Over one-third (34%) of the gay men responding to the survey reported that they had witnessed the threat of physical violence against someone due to sexual orientation.
- Actual physical assaults based on sexual orientation were reported to have been witnessed by 196 (17%) of the respondents.
- Nearly 36% of all respondents reported that they had seen graffiti on the campus that was anti-gay/lesbian/bisexual in nature.
- Only 17% of victims or witnesses to harassment based on sexual orientation reported the incident(s) to an NIU staff member.
- Over 72% of all respondents felt that NIU course evaluations of faculty members should include an item that reads: "Did the instructor provide a comfortable atmosphere for learning, free of racism, sexism, homophobia, and religious intolerance and did the instructor encourage respect and recognition of diversity?"

- Over 53% of all respondents felt that workshops on issues relevant to the gay, lesbian, and bisexual community should be presented to faculty and staff.
- Of the students responding to that item, 15% reported having heard instructors make jokes or derogatory comments about gays, lesbians, and/or bisexuals in class.
- Nearly two-thirds of all respondents (65%) felt that employees should have the option to purchase health insurance for same-sex domestic partners.
- Nearly 87% of all respondents felt that the University should be obligated to assure that the campus is a safe, secure, and accepting place for homosexuals.
- Over 56% of all respondents felt that the University should do more to make NIU a better place for gays, lesbians, and bisexuals.

In addition to the empirical data generated by the various Likert-scale responses, the open-ended items on the survey instrument produced nearly 100 pages (single-spaced) of rich qualitative data. These data allow for a more detailed analysis of various issues, and provide some clear trends among respondents. The most apparent need identified by respondents to open-ended items was the development and implementation of intensive training programs for all segments of the University community. Repeatedly mentioned by respondents as important recipients of such training were faculty, academic and non-academic staff, student employees (including resident assistants in residence halls), members of fraternities and sororities, student athletes, and students in general. Another recurrent theme evidenced in numerous responses was the feeling that the University has an obligation to treat all members of the

University community equally, by not tolerating discrimination in any form and by ensuring that gays, lesbians, and bisexuals are afforded the same treatment as others on our campus.

Open Forum - The Task Force held an open forum to hear comments and concerns from the general public in November of 1992. The event was well attended, both by members of the University and by a number of DeKalb residents at large. Numerous relevant issues were discussed in a dialogue format, and several participants related specific incidents of discrimination and harassment.

Structured Discussion Groups - Two separate structured discussion groups for lesbian and bisexual women were held--one for students and the other for faculty and staff. The specific areas addressed and a summary of participant comments are displayed in Appendix G. The most pervasive issue raised by the participants was a very strong and nearly universal perception that the campus is not a safe environment in which to be openly non-heterosexual. Faculty and staff in particular, and students to a lesser degree, indicated a concern over participating in the groups without being publicly identified as gay, lesbian, or bisexual. Even with careful planning and repeated assurances of confidentiality, this fear had a major impact on the number of people willing to participate, and caused the eventual cancellation of the planned men's groups.

GLU/LGBC and GLA Input - Several officers of each of these groups were active contributing members of the Task Force. These

individuals were asked to gather information from their constituent groups relevant to the Task Force charge. One of the encouraging results of this effort was the general consensus that many of the fears associated with publicly declaring one's non-heterosexual orientation were to some degree unjustified. While nearly all members of these organizations had experienced some discrimination and harassment based on their sexual orientation, most had anticipated even greater negative ramifications to making their sexual orientation known than had actually been experienced.

The Task Force is confident that its recommendations are well supported by the variety and scope of the research activities completed. As is often the case with broad research endeavors, the results identify areas into which further inquiry would be valuable. Some of these topics are mentioned in other sections of this report. While time and budgetary constraints preclude the further exploration of additional specific areas of concern at this time, it is hoped that future research efforts can be undertaken to more accurately and specifically address these areas of concern.

Identifying the Population

It is the consensus of the Task Force that the precise number of gays, lesbians, and bisexuals in the University community is not necessarily relevant for justifying the need for implementation of our recommendations. Discriminatory and

harassing behaviors, whether one person or thousands are victimized, are unacceptable on our campus. However, it may be useful to briefly address the issue of the size of this population.

From a national perspective, the research conducted in this area over the past several decades has yielded a wide variety of results, ranging from Kinsey's estimate of 10% of males and about 5% of females who self-identified as homosexual, to the more recent National Opinion Research Center's General Social Survey at the University of Chicago which estimates that 2% of males and 1% of females are homosexual. Both of these studies, however, appear to be seriously flawed. For example, in the study reported by P. Gebhard and A. Johnson in The Kinsey Data in 1979, a quota sampling procedure resulted in a gross oversampling of prisoners, thereby inflating (it is argued) the numbers of persons with homosexual experience. Dr. Joseph Harry, who is both a recognized expert in these matters and a Task Force member, has analyzed the data from the General Social Survey and found it to be so inconsistent as to render its conclusions questionable. It was also noted by T. Smith, in "A methodological review of the sexual behavior questions on the 1988 GSS," GSS Methodological Report, No. 58, that staff persons at the National Opinion Research Center have acknowledged deficiencies in their data as well.

Two other national surveys have produced estimates of 4 percent for males. One of these, reported in Journal of

Homosexuality, "A Probability Sample of Gay Males," by J. Harry (1990), was a 1985 ABC telephone poll which asked only the male respondents about their sexual orientation. The other survey, reported in Science, "Prevalence and Patterns of Same-Gender Sexual Contact Among Men," by R. Fay, C. Turner, A. Klassen, and J. Gagnon (1989), was based on interviews conducted in 1970. It is probable that these two studies provide better population estimates than those proposed by the Kinsey and General Social Survey, although it is arguable that the 4% figure may be low, due to the unwillingness of respondents to admit to a non-heterosexual orientation. In addition, some research has suggested that the percentage of gays and lesbians in higher education, as both students and employees, is greater than in the general population since several scholars, including J. Harry (1982) in Gay Children Grown Up, and R. Reichert and M. Dannecker (1977), "Male Homosexuality in West Germany," in The Journal of Sex Research, have reported that gays and lesbians are disproportionately upwardly mobile in terms of education.

Recent research on college and university campuses was also reviewed by the Task Force. A number of such studies report population statistics. To cite only two, a University of Oregon study published in 1990 found that 9% of faculty and staff members were gays, lesbians, and bisexuals; whereas a 1989 study at the University of California at Santa Cruz found that 23% of the students there so identified themselves.

The Task Force survey administered on the NIU campus during the 1992 Fall semester found that nearly 8% of the respondents identified themselves as gay, lesbian, or bisexual. The NIU office of Health Enhancement Services has conducted surveys of students in selected general education classes which solicit sexual orientation information. These surveys were completed in the classroom, where the potential for others to see how one responds to any given item is somewhat greater than an instrument completed at one's place of residence. Even under these conditions, both the 1991-92 and the 1992-93 survey reported that between three and four percent of respondents identified themselves as gay, lesbian, or bisexual. The actual percentage may indeed be somewhat higher than either of these two studies suggest, given that the age at which individuals "come out" or self-identify as gay, lesbian, or bisexual (males at 19-20 years, females at 20-21 years) would obviously have a tendency to deflate the figures derived from a survey of a population that includes numerous respondents from the 18-20 year-old age group. The fact that some gays, lesbians, and bisexuals never self-identify, even on ostensibly confidential surveys, only adds to this effect.

Our data suggest, then, that there are probably between one and two thousand gay, lesbian, and bisexual faculty, staff, and students at Northern. While many of these individuals elect not to publicly identify their sexual orientation for fear of discrimination or harassment, they obviously represent a

population of considerable size. The issues addressed in this report are therefore of direct concern to more than a mere handful of people.

Another important population consideration is that of the three somewhat distinct groups of individuals (i.e., bisexuals, gays, and lesbians) addressed in this report largely as one single entity. Our research identified significant variability of response on several items based upon which of these three non-heterosexual constituencies the respondent identified with. Just as we fail to meet the legitimate needs of certain ethnicities and cultures when we consider all people of color as one homogeneous group, so too do we risk a similar phenomenon among non-heterosexuals if we fail to recognize those concerns that may be unique only to one constituency within that group. While the charge and resources available to the Task Force precluded our in-depth exploration of this consideration, we suggest that as the University continues to develop services for its non-heterosexual population, that it be given substantial attention.

The University Environment

As a microcosm of the world at large, Northern Illinois University is subject to the same homophobic and heterosexist forces which affect our culture and our society. The research of the Task Force demonstrates these phenomena. In general, faculty, staff, and students alike are tolerant of gays, lesbians, and bisexuals, although a number are not. Eighty-seven

percent of all survey respondents felt it was the obligation of the University administration to help make the campus a safe, secure and accepting place for its gay, lesbian, and bisexual members. Many believe the University must do more than it now does toward accomplishing this.

The University Constitution prohibits discrimination on the basis of sexual orientation, but those are just words if the University is not a truly safe, secure, and accepting place. One survey respondent wrote:

While it is commendable that sexual orientation is part of the non-discrimination policy, it does not do enough for creating a supportive and knowledgeable environment. Sexual orientation could perhaps be added to the Affirmative Action guidelines; openly gay/lesbian applicants should be considered as protected classes in addition to race and differently abled.

Another wrote: "STOP PRETENDING NIU doesn't discriminate and start really accepting and protecting the rights of those who are gay, lesbian or bisexual ..." Although some are disheartened by the magnitude of the task, ("I feel the problem is so widespread") others feel challenged ("it needs to be stressed what this group contributes to the quality and diversity of life").

Many respondents, however, failed to grasp the notion that the issue is one of equal treatment and respect for all campus members including gay, lesbian, and bisexual individuals, and not one of special rights or privileges. Some comments illustrate this attitude:

I do not believe the administration should strive to improve the quality of life for gay, lesbian and bisexual faculty, staff and students without EQUALLY striving to improve the quality of life for HETEROSEXUAL faculty, staff and students.

I have never seen formation of a heterosexual union, etc. I assume gays and lesbians enjoy basically the same cultural/social activities as heterosexuals.

...heterosexuals don't advertise for special dances, funds or groups, etc., why should homosexuals.

The university does not make special arrangements to protect heterosexuals. Why do homosexuals need different treatment?

No one has formed a club or week of awareness because I'm heterosexual.

These individuals fail to appreciate that most campus activities and programs are already geared to the heterosexual majority; and that the University must be responsive to the special needs of special populations when those needs are not met by general programming.

Many suggest solving the problem by urging gays and lesbians to remain silent, "in the closet," invisible to the world at large. They blame the problem on the victim.

In order not to bring discrimination upon themselves homosexuals should not mention their sexual orientation on job applications, etc.--simple way to solve a problem, huh?

If you want to survive at this institution and in this country, you must be as invisible as you can.

Comments such as "Sexuality should be left in the bedroom and not be brought into the workplace!" and "What people do in their bedrooms are [sic] their own business" illustrate that many

respondents were unaware of the fact that one's sexual orientation encompasses far more than one's sexual activity.

Since an individual's sexual orientation is not physically evident like race or gender, non-heterosexuals have the option to remain secretive and hidden, but sometimes at considerable personal cost. This solution forces gay, lesbian, and bisexual individuals to hide their true selves, unable to realize the full potential of their personalities. In a society such as ours, we are surely richer and fuller if we appreciate the diversity among our people; furthermore, it is to the individual's psychological and developmental benefit to be free to be himself or herself.

As one respondent wrote:

No discrimination should be put up with. I am heterosexual, but I feel homosexuals deserve the right to achieve and be proud of their achievements just like everyone in the world. Once homosexuals feel they can be open about their sexual orientation they will be able to lead more productive lives if society allows them to.

It is one of the challenges of our time to foster an open, tolerant, and accepting society, but the ignorance and hatred of a few unfortunately can set the tone for the society far out of proportion to their numbers. At the Task Force's open forum, it was observed that much of the testimony regarding the campus environment indicated only a small degree of overt discrimination, but a substantial amount of underlying fear and intimidation. This fear and intimidation is to a large extent the result of a small but significant minority which causes many gays, lesbians, and bisexuals to conduct their lives invisibly

and in silence, feeling too uncomfortable to openly be themselves. A number of individuals responding to the survey demonstrated their hatred in their comments, for example:

...They are sick people that should have and should be eradicated from society...

I HATE GAYS, LESBOS AND FAGGOTS!!!

Being Gay is morally wrong. If "queers" want to be treated as people, they should act normal. A Gay person should be treated as a criminal. Anyone who is this sick doesn't deserve to have any right. All homosexuals should be quarantined to a remote area, just as the lepers were in the early 1900's (Molokai)...

Line the "faggots" up and shoot them down by firing squad one by one or segregate them in their own dorm so they don't pollute our environment with their non-Biblical behaviors.

Ten percent of the survey respondents felt that sexual orientation was a valid reason to deny someone a job or benefits or advancement.

For many gays, lesbians, and bisexuals, fear is a very real part of their daily lives--fear of physical assault for some, but also fear of harassment and ridicule. Whereas 29% of lesbians and 17% of heterosexuals indicated that they had reported homophobic acts on campus, no gay men reported such acts. Unfortunately this dramatic statistic does not reflect the absence of homophobic acts, rather it reflects the fear these individuals feel when they risk exposing themselves to public scrutiny. One respondent wrote:

- You mention reporting incidents--where do you do it? How? Is there a guarantee of anonymity? Do you know how insecure you feel trying to talk about something that personal, and you don't know the person, let alone how they will react?

This fear even extends to heterosexuals, fearful of being called gay. Homophobic acts are also not reported due to a feeling that reporting them is useless. One survey respondent wrote: "I did not think it would do any good. The climate has been very hostile in the past." Some victims reported that the DeKalb police even discouraged them from pursuing complaints.

Many experiences in the day-to-day life of a gay, lesbian, or bisexual individual may cause him or her to hesitate to lead an open, honest life. The survey data indicated that 21% of gay respondents and 18% of lesbian respondents have witnessed or experienced verbal harassment or insults. Fourteen percent of females have actually witnessed a physical assault or an incident of gay-bashing, and 24% have witnessed a threat of such an assault. These very concrete experiences reinforce individuals' fear of exposure. They perceive that by living openly they put their physical safety at risk. Fully 87% of gay men and lesbian respondents reported being individually victimized and/or witnessing the abuse of others through the use of homosexual jokes or slurs. These experiences are damaging to an individual's psychological health and sense of self-esteem, even if one's physical well-being is not threatened.

To a great extent heterosexuals are oblivious to the very real pain experienced by others. Far more gays, lesbians, and

bisexuals are aware of hateful graffiti and slurs than are heterosexuals. Many survey respondents did not think graffiti, jokes or slurs against gays and lesbians were worth reporting, because they did not see them as harmful or threatening. As one survey respondent wrote, we are so "accustomed to societal prejudice." One asked: "What's the big deal?" The jokes were not reported because "they were jokes, nothing big! Why draw attention to something so small." One respondent commented: "I'm sure I make at least three jokes a day on the subject." However, they can be very hurtful. Wrote one respondent: "Graffiti, slurs and jokes are commonplace among students. I stew and fume in silence when I see or hear such jokes, I feel like I die inside." In part, these slurs are ignored because of the invisibility of gays and lesbians. One individual commented: "Heterosexuals don't see discrimination because generally we don't recognize the homosexual." One respondent even gave as a reason for not reporting slurs the assumption that no gays or lesbians were present.

The pressure to conform to peer expectations is great. Fourteen percent of gay males and 29% of lesbians indicated that friends have refused to continue to associate with them upon learning about their sexual orientation. Over half of the gays and lesbians responded that they felt pressured into silence, and roughly the same percentage had lied about their sexual orientation to avoid trouble. Wrote one: "If I were to tell them, I'd be put at a distance from all my friends." As

previously mentioned, even some heterosexuals fail to express their offense at homophobic remarks for fear of appearing gay. Most troubling of all, no lesbians and only 10% of the gay males who responded to the survey said they were "out," that is, open about their sexuality, to everyone.

This fear of discrimination and harassment is not limited to students. At the open forum it was reported that an individual feared filing a protest or grievance against a dean for anti-gay harassment out of fear of losing his or her job. Fourteen percent of gay males and 29% of lesbians reported knowing someone who had been passed over for a job or a promotion due to sexual orientation. If they were open about their sexuality, 46% of gay men and 31% of lesbians believed they would experience discrimination in the NIU workplace. One commented that "I cannot jeopardize my employment--social standing." One woman wrote about the consequences of coming out: "I would no longer be me--[I would be considered] just a dyke."

In addition to feeling the need to be silent or invisible about their sexual orientation, many gays, lesbians, and bisexuals feel uncomfortable about availing themselves of activities and benefits available on campus. Seventy percent of the gay men and 55% of the lesbian respondents avoid certain people, places, or activities because of the perceived sexual orientation of the people involved. Eighty percent of gay men, 83% of lesbians, and even 48% of heterosexuals disagreed with the statement that student organizations are accepting of gays,

lesbians, and bisexuals. Similarly, 52% of the gay men and 33% of the lesbians avoid certain activities because of their own sexual orientation. Forty-two percent of the gay men and 32% of the lesbians believe they are actively excluded from certain organizations due to their sexual orientation. Roughly half of all respondents believed members of certain organizations would be uncomfortable if a member disclosed his or her gay, lesbian, or bisexual orientation to the group; and an overwhelming 81% of gay men and 64% of lesbians share this fear. Eighty-five percent of fraternity and sorority members agreed that disclosure of a gay or lesbian orientation would be uncomfortable for their members.

Although these homophobic attitudes are found in individuals in all areas of the University, some areas are demonstrably more homophobic or heterosexist than others. One problem for individual gays, lesbians, and bisexuals in a community like a university campus is that one carries one's reputation from activity to activity. Most cannot feel open in one area if they fear exposure in another. For example, a gay, lesbian, or bisexual in a fraternity or sorority cannot expect to keep his or her sexual orientation secret there while being "out" in other campus activities or venues. Thus, the need to be closed or closeted in one area may dictate the level of openness an individual can feel comfortable disclosing in all areas. For this reason, among others, homophobic and heterosexist behaviors cannot be tolerated in any area of our community.

ACADEMIC AFFAIRS ISSUES

The area of academic affairs was examined to assess the existing situation on campus in the areas of curriculum, instruction, classroom attitudes towards gay, lesbian, and bisexual students and the topics of homosexuality and bisexuality, the treatment of members of the faculty who are gay, lesbian, or bisexual (with attention to the departmental atmosphere), and promotion and tenure considerations.

Curriculum

The responses to the concerns in the area of academic affairs obtained by the campus survey exhibited a high degree of consistency, with repeated requests for further on-campus education on the subject of homosexuality and bisexuality in the form of programs and seminars open to all, and the integration of gay, lesbian, and bisexual information and concerns into existing courses where possible and appropriate. Available syllabi of extant gay, lesbian, and bisexual studies courses at other institutions of higher education were also examined to determine the state of the field at the present time. Several observations and recommendations emerged in response to the curriculum issues identified in the questionnaire which center around the need for a means of providing a focus for gay, lesbian, and bisexual information within the established University curriculum.

First, a gay, lesbian, and bisexual studies survey course should be established and maintained as a permanent part of the

NIU course offerings. At this time, the University does not offer a general survey course which introduces students to the gay, lesbian, and bisexual experience in a fashion similar to existing courses on African-Americans, Latin Americans, and women. The need for such a course was identified by nearly 55% of the survey respondents. The addition of such a course would acknowledge the existence of this population and provide factual information about it, one step toward creating parity of treatment within the curriculum. The course would also be one means of providing the introductory curricular education on homosexuality repeatedly called for in the questionnaire responses.

We recommend that a gay, lesbian, and bisexual studies program be developed (possibly beginning as a minor) similar to those presently in place at universities similar to NIU, such as the University of Iowa. (Models for this program are already in existence in such centers as those for women's studies, Latino and Latin American studies, and Black studies.) The field of gay, lesbian, and bisexual research has emerged as a separate academic discipline in the past decade. Gay, lesbian, and bisexual studies are increasingly recognized at institutions throughout the country as legitimate and valuable areas for intellectual inquiry. NIU has a history of significant faculty involvement with gay and lesbian topics in Sociology and elsewhere reaching back well over a decade, and thus has a pool of expertise in place to provide instructional staffing for such

a program. Also, creation of such a program is an effective means of further educating the campus on the topic of homosexuality and lending recognition and legitimacy to future research on gay, lesbian, and bisexual topics.

The questionnaire data indicated that some respondents felt that insufficient attention is presently given to gay, lesbian, and bisexual individuals and subjects in disciplines of instruction where they are known to exist. While recognizing that such integration is not feasible in all academic offerings, the Task Force urges that those fields which have documented contributions by gay, lesbian, or bisexual persons or of relevance to such issues add this content to their curriculum. We therefore recommend that gay-, lesbian-, and bisexual-relevant materials be included in the subject matter of existing courses in the humanities and social sciences as appropriate, and that a body of resource information be developed on campus to assist faculty in the process of curriculum integration.

Courses relevant to the gay, lesbian, and bisexual experience already listed in the NIU catalog, but which are offered at irregular intervals, should be scheduled as regularly as faculty availability permits. At various times over the past decade, there have been formal courses offered on campus dealing with homosexuality and/or bisexuality. With the exceptions of the Departments of Sociology and English, none of these courses has survived for more than one semester. Recognizing that factors such as faculty turnover may have contributed to this

situation, we recommend that courses appearing in formal departmental listings relevant to the gay, lesbian, and bisexual experience should be revived and offered on a more regular basis. This will help to contest the perception that such topics are not academically respectable, and also demonstrate support to gay, lesbian, and bisexual students who desire to pursue study in this field.

Courses which do not presently exist at NIU relating to vital aspects of the gay, lesbian, and bisexual experience should be developed (by either academic departments or centers of interdisciplinary study, as appropriate) using the models of extant studies programs in this field. Examples of this type of course include a course regarding lesbians in literature offered by the Department of English, a psychology class on sexual identification, and a course in the sociology of sexual orientation. Given that it may not be possible to set up a gay, lesbian, and bisexual studies program immediately due to either fiscal or political reasons, the groundwork may be established for such a program (and gaps in the curriculum necessary for such a program to be effectively implemented filled) by surveying academic departments whose subjects are known to have gay, lesbian, and bisexual components to see what types of courses already in place in gay, lesbian, and bisexual studies programs at other universities may be added to the NIU curriculum to expand course offerings on these subjects.

Many of our freshman students arrive on the campus without a cognizance or appreciation of the issues and concerns of gays, lesbians, and bisexuals. Even if all our other curricular recommendations are implemented, new students' classroom exposure to these issues and concerns may not occur for some time after their arrival, if at all. In order to establish a common knowledge base among traditional freshman students, we also recommend that a "freshman experience" class be required of all entering freshmen during their first semester of enrollment at the University. Course content would include the issues and concerns of gays, lesbians, and bisexuals. Such a class is now required at many institutions of higher education, including the Ohio State University and the University of South Carolina, and is currently available only as an elective course with very limited enrollment availability here at Northern.

Faculty

The following is offered in response to the stated concerns of NIU faculty (at all levels) regarding the effects of their own sexual orientation, as well as the pursuit of gay-, lesbian-, and bisexual-related research on their professional careers and in their classrooms. First, to address issues based on fears of identifying one's non-heterosexual orientation on a departmental level (to either administrators or colleagues), we recommend that all department chairs and deans attend professional development seminars on specific issues of concern to gay, lesbian, and

bisexual faculty. Results of the survey questionnaire indicated that many gay, lesbian, and bisexual faculty members (at all ranks) feared discovery of their sexual orientation by peers. Explicit fears of reprisals by department chairs, peers, or administrators in positions of authority over their professional futures were repeatedly expressed. Such a climate of intimidation is intellectually and psychologically unhealthy and completely at odds with the purpose of a healthy and diverse university community. Providing chairs and other administrative personnel with information on these subjects will both signal that such attitudes are unacceptable and enable supervisors to deal more appropriately with the gay, lesbian, and bisexual members of their faculties.

To address the issue of acceptability of gay, lesbian, and bisexual studies as a legitimate academic field, we recommend the creation of an ongoing study group composed of faculty and interested graduate and undergraduate students, similar to that existing among members of the NIU Gerontology program. Over the past several decades, academic research has become increasingly diverse, with the appearance of many new organized fields of study and teaching. Examples on the NIU campus include African-American Studies, Latino and Latin American Studies, Women's Studies, and the program in Gerontology. All of these programs of study began as discussion groups of interested faculty whose group solidarity was able to lend credence to what otherwise would have been considered at the time marginal subjects.

Formation of such a study group for gay, lesbian, and bisexual studies would both provide a means of building a planning group for a more formal gay, lesbian, and bisexual studies program and address a faculty concern commonly stated in the questionnaire responses. This concern was expressed as a fear of proposing research on gay-, lesbian-, and bisexual-related topics due to a perception that the ideas would be dismissed as not possessing genuine intellectual and academic value as defined by the discipline.

We found no evidence to suggest that information is presently provided about the gay, lesbian, and bisexual community on campus to incoming faculty members. During new faculty orientation programs, information on the NIU gay, lesbian, and bisexual academic and social community should be included with information on campus diversity, including the existence of the Gay and Lesbian Alliance. Inclusion of such information as part of the faculty orientation process would help to alleviate feelings of isolation, and would serve to demonstrate and validate the University's claim of being an accepting community.

The Faculty Development Office should be prepared to respond to the needs of faculty through an established file of information on opportunities for research and study in gay, lesbian, and bisexual studies as they develop. Similarly, we recommend that the Office of Sponsored Projects develop and

maintain a file of information on grant funding and other financial resources available for work in gay, lesbian, and bisexual-related research.

The Graduate Colloquium Committee and the Distinguished Lecturer Series should recognize the need for continuing education of the campus community on the subject of homosexuality and bisexuality by including speakers on gay, lesbian, and bisexual subjects (or speakers who are themselves openly gay, lesbian, or bisexual) in their annual program of speakers. These speakers reach a broad spectrum of the campus population in their presentations. By including gay, lesbian, and bisexual concerns and topics in their planning, as has been done with the African-American, Latin American, and the women's communities, the committees will further demonstrate the integration of these subjects as a normal part of University life and education and assist in the reduction of campus homophobic attitudes.

While Article 5.211 of the University Constitution prohibits discrimination on the basis of sexual orientation, this policy is not currently reflected in the procedures utilized to hire new faculty. We recommend that the procedures for faculty hiring be amended to include specifically the acknowledgement and enforcement of University policy statements on non-discrimination protection for gays, lesbians, and bisexuals. An opportunity to self-identify one's sexual orientation during the application process should be provided, and the Affirmative Action Office should monitor the selection process to ensure compliance.

The University tenure and promotion process as practiced by academic departments and centers of study needs to recognize gay, lesbian, and bisexual issues as legitimate areas of scholarly research and investigation. Many of the faculty respondents to the survey questionnaire who noted an interest in pursuing some aspect of gay-, lesbian-, or bisexual-related research also stated that they were deferring such work until their tenure appointment process had been completed, as they did not believe that their departments would consider such work as bona fide research. Fear of losing their position and/or being denied promotion on the basis of their sexual orientation if it were to become known was a frequently expressed concern. Indeed, 31% of faculty respondents felt that gays and lesbians would experience discrimination or harassment in their department were their sexual orientation to become known. Explicitly guaranteeing the prevention of the sexual orientation of the applicant from becoming a factor for consideration in this process is crucial. Providing protection against such discrimination as part of the tenure and promotion process would help to eliminate fear and trepidation on the part of untenured gays, lesbians, and bisexuals.

We recommend that the faculty evaluation process as practiced by academic departments be amended to include factors relating to the individual's approach to gay-, lesbian-, and bisexual-related topics in the classroom environment. This recommendation is made to address concerns expressed in the

survey data by students who felt fearful of (or otherwise inhibited from) raising gay, lesbian, or bisexual questions and topics in a classroom setting due to the attitudes (real or perceived) of the instructor. Fully 83% of student survey respondents expressed this concern. Provision of a reporting mechanism to monitor such attitudes is possible via revision of the existing evaluation instrument.

Finally, efforts must be made to assure that the classroom is a secure place for gays, lesbians, and bisexuals to express themselves freely. One faculty survey respondent wrote:

Sexual orientation remains one of the most difficult social issues to tackle. In the classroom, students are deeply reluctant to discuss homosexuality: even when I raise relatively "safe" topics in lectures. I believe this is partially because sexuality the fear of social stigma effectively silences. More importantly, however, is the larger national climate, which has made it "O.K." to declare war on gays and lesbians, either by direct action and attack or by tolerating intolerance...

It is critical that each faculty member protect gay, lesbian and bisexual students who wish to speak out in the classroom. Although a faculty member may not wish to censor contrary opinion, he or she can and must assure a level of courtesy and civility adequate to allow open discussion, and do what he or she can to minimize the fear of social stigma.

Recommendations

- A-1 Establishment of an introductory survey course on gay, lesbian, and bisexual issues
- A-2 Development of a gay, lesbian, and bisexual studies major or minor academic program

- A-3 Greater inclusion in existing courses of course content on issues of relevance to gays, lesbians, and bisexuals
- A-4 Courses on gay, lesbian, and bisexual issues already listed in the NIU Catalog should be offered on a more regular basis
- A-5 The development of additional courses around gay, lesbian, and bisexual issues in appropriate departments
- A-6 Required enrollment in a "Freshman Experience" class, including significant content on diversity issues, for all freshman students during their first semester
- A-7 Attendance by all deans and department chairs at seminars addressing specific issues relevant to gay, lesbian, and bisexual faculty
- A-8 Creation of an ongoing discussion group of faculty and students interested in gay, lesbian, and bisexual issues
- A-9 Inclusion of content on campus organizations and services for gays, lesbians, and bisexuals in the orientation program for new faculty
- A-10 Establishment of a file in the Faculty Development Office and the Office of Sponsored Projects of information regarding opportunities for research of gay, lesbian, and bisexual issues
- A-11 Inclusion in the Graduate Colloquium and Distinguished Lecturer Series, of presentations by, and issues of relevance to, gays, lesbians, and bisexuals
- A-12 Enhance faculty hiring practices to specifically ensure non-discrimination against gay, lesbian, and bisexual applicants
- A-13 Enhance faculty tenure and promotion procedures to specifically ensure non-discrimination against gays, lesbians, and bisexuals, and those who study related issues
- A-14 Inclusion of content on student evaluations of faculty related to the establishment and maintenance of a classroom atmosphere receptive to gays, lesbians, and bisexuals

- A-15 - All reasonable efforts should be made by academic administrators to ensure that classrooms are perceived as safe and accepting environments for gays, lesbians, and bisexuals

STUDENT AFFAIRS/LIFE ISSUES

The Task Force consideration of student affairs issues has focused on issues and attitudes which impact the student life environment at NIU for gay, lesbian, and bisexual students. A wealth of information concerning the area of student life was available from the survey data and other research efforts. Approximately a third of the student respondents had either witnessed or experienced verbal harassment on the basis of sexual orientation (this dropped to 6% for physical harassment). A similar percentage observed anti-gay/lesbian/bisexual graffiti on campus, and nearly two-thirds had heard anti-gay slurs or jokes. However, only 15% of all student respondents (26% in residence halls) reported any of the above to University officials. Explanations of why incidents were not reported included (in order of frequency): (a) incident didn't seem important, not serious or too common; (b) should be handled interpersonally; (c) didn't know who to report it to; (d) felt nothing would be done; (e) afraid of reprisals; and (f) didn't affect observer--it is victim's responsibility. One particularly telling comment was, "Besides not knowing who to report it to, I feel the problem

(verbal harassment) is so widespread and prevalent that major changes in society's attitudes would be the way to eradicate harassment and bias."

Thirty-one percent reported they have avoided certain people, places, or activities because of the perceived sexual orientation of those involved. Forty-four percent felt that members of an organization they belong to would be uncomfortable if a member disclosed a non-heterosexual orientation, 55% indicated that student organizations are not accepting of individuals with such sexual orientations, and a quarter of the respondents believed that University organizations should not be required to be open to such individuals. A large percentage of the respondents reported the perception that fraternities and sororities (83%), intercollegiate athletics (67%), and residence halls (55%) were not comfortable places for gay, lesbian, or bisexual students. Forty-four percent indicated they would ask for a different roommate if they discovered their roommate was homosexual or bisexual. In residence halls, of the small number of gay, lesbian, and bisexual students responding, half felt they were supported by their roommate, a third by the other students on the floor, and 70% by residence hall staff.

Through the survey and other research activities, the Task Force attempted to get a picture of how gays, lesbians, and bisexuals fit into various aspects of campus life. At best these research efforts could only begin this process. Lack of time and funding prevented the Task Force from studying these areas in

depth and detail. For example, the Task Force was unable to interview participants in many of the various campus activities to get a true picture of how accepting these activities are of gays, lesbians, and bisexuals.

The Task Force suspects that the homophobia and heterosexism found in student activities result from the attitudes and behaviors of a few. Unfortunately, not only can these few set the tone, but they also can have a profound effect on the perception of the activity by outsiders.

Across the board, over 80% of respondents, heterosexual and homosexual, perceive fraternities and sororities as less than accepting environments for non-heterosexuals. Eighty-five percent of the small number of fraternity and sorority members responding felt that members would be uncomfortable if a gay, lesbian, or bisexual member was open about his or her sexual orientation. As a result of this perception, many non-heterosexuals related that rushing a fraternity or sorority was simply not an option for them. One commented: "FRATERNITY RUSHES are clearly not an option." This self-censorship by gays, lesbians, and bisexuals perpetuates the homophobic and heterosexist attitudes apparent in Greek life.

Apparently, once in a fraternity or sorority, the gay, lesbian, or bisexual must be very careful to hide his or her sexual orientation. Again the need to make such a basic part of an individual's personality invisible can only have a detrimental effect on that student's psychological development. One

situation was reported to a member of the Task Force in which a fraternity brother who was perceived as gay was encouraged to resign from the fraternity for the good of the fraternity overall.

A majority of respondents, heterosexual and homosexual alike, view intercollegiate athletics as an uncomfortable place for gays and lesbians. Seventy-eight percent of gay men, 66% of lesbians, and 61% of heterosexuals responded that it would be uncomfortable for a gay or lesbian to participate in Intercollegiate Athletics. One comment to the survey read:

I have had some student athletes and assistant coaches share with me (in confidence to protect their identities) that the overall attitude is extremely homophobic and heterosexist...

The Task Force does not suggest that these attitudes pervade all sports in Intercollegiate Athletics, but it appears that homophobia exists in some areas.

Not surprisingly, the Task Force received reports of individual athletes who hide their identity to avoid the pain and anguish suffered by athletes whose sexual orientation is public and open. Not only does this discrimination injure the athlete himself or herself, failing to take a strong stand perpetuates the stereotypes which foster homophobia and heterosexism here and elsewhere. Coaches and athletics administrators must set an example of acceptance and of nondiscrimination by creating and maintaining an environment that is equally supportive of all

student athletes and staff members, regardless of their sexual orientation. Any discriminatory acts should be addressed through timely and meaningful personnel actions.

Fifty-eight percent of all respondents feel the residence halls are uncomfortable places for gays, lesbians, and bisexuals. Similarly, only 16% of gay men and 14% of lesbians view the halls as comfortable. A bisexual who is now a temporary faculty member wrote, "I used to be a student in the residence halls. I did experience random telephone harassment which was of a 'gay harassing/gay bashing' nature, although the callers did not know my sexual orientation." Another respondent expressed fear of being "out" in the halls. One advocate of gay rights complained of being verbally harassed and receiving harassing notes in the residence halls.

Although a number of respondents complained of harassment by other residents, it appears the staff is generally responsive to the concerns of gays, lesbians, and bisexuals. Sixty percent of the gay men felt ignored or harassed by other residents, but 80% felt supported by the staff, and no gay or lesbian respondents to the survey indicated that they had been harassed by the staff. These statistics appear to demonstrate the success that Student Housing Services has had in training its staff members, but its failure to make inroads into the homophobia of some residents. Once again it must be stated that the discomfort felt by gays and lesbians in the residence halls may be attributable to the actions of only a small number living in the halls.

The perception of The Northern Star is very mixed on campus. Most survey respondents felt that its coverage of gay and lesbian events was fair and unbiased although 48% of gay males and 65% of lesbians disagreed. Since the survey was administered, The Northern Star has printed numerous articles, editorials, columns and letters regarding gays, lesbians, and bisexuals. The tone of these writings has varied from very supportive to extremely intolerant. Events of the LGBC and the Task Force were well covered, and the editorial position of the paper was usually supportive. However, one front page "news" story during the Spring semester on the inclusion of a segment on homophobia in the training of orientation student leaders arguably crossed the line between news reporting and denigrating editorial comment. The Northern Star's sensationalism of the issue certainly was an editorial decision in what was purportedly a news item. The Northern Star also has come under scrutiny for running a number of columns which were offensive to certain other minority groups on campus. None was more offensive than one aimed at gays, lesbians, and bisexuals. Published cartoons on these subjects also generally tend to be derogatory.

Task Force recommendations regarding student life issues are designed to reduce prejudice and help make the campus environment a more welcoming and supportive one for students, irrespective of their sexual orientation. It is our contention that with extensive awareness-raising and specific support services this is indeed possible. It is encouraging to note that 83% of all

student respondents endorsed the idea that "it is the obligation of the University administration to help assure that the campus is a safe, secure, and accepting place for its gay, lesbian, and bisexual members." The following respondent's comment was particularly instructive:

The GLU on this campus represents all homosexuals. This places a lot of pressure on one student organization to combat years of homophobia through education, image, and activities. It's good to finally see the NIU administration taking a stance here.

It is clear from these data, and reinforced in the open hearings and structured discussion groups, that comprehensive University-wide proactive awareness-raising and prejudice-reduction training is essential. More visible and specialized support services are also needed to address the needs and concerns of gay, lesbian, and bisexual students. To accomplish this it is essential that a full-time staff position be instituted with a sufficient operating budget to conduct and coordinate University-wide training, and provide advice, support, and crisis response in the area of gay, lesbian, and bisexual concerns. This position's role, plus a well-publicized and credible unified reporting and response system regarding acts of discrimination and harassment, should increase the percentage of incidents being reported and resolved, and could ultimately reduce the frequency of such incidents.

The gay, lesbian, and bisexual population is an important part of the University community and, as documented in this report, is the subject of considerable prejudice and

discrimination. It is critically important that NIU establish an office to serve the needs of this population and assist in the abatement of discrimination and prejudice. Such a full-time position and office is also necessary to help realize the goals of non-discrimination guaranteed in the NIU Constitution, and is already in place at a number of universities including the Ohio State University, the University of Michigan, the University of Wisconsin at Madison, the University of Massachusetts, the University of Pennsylvania, and others. Therefore, we strongly recommend the establishment of a full-time staff position and permanent office for training, advising, and education in the area of gay, lesbian, and bisexual issues and concerns.

The necessity for groups of students with special needs to have a safe, secure, and dedicated space to meet, make inquiries, develop programs, and receive peer support is well-documented in the literature on retention of minorities. NIU has recognized this fact and responded by providing facilities for various campus constituencies. We recommend that such a space be made available for gay, lesbian, and bisexual students as well.

As mentioned previously, perceived support is a crucial factor in student academic success and retention. At no time is such support more important than during the new student's initial adjustment to collegiate life. Since this adjustment typically begins during new student orientation, a strong statement should be included in the President's letter in the Student Handbook and the Family Handbook detailing the University's commitment to

supporting diversity and not tolerating discrimination (listing all the categories covered by the NIU Constitution including sexual orientation). In addition, a supplemental page should be included in the handbook which lists all diversity-related resources on the NIU campus. We also recommend that the summer orientation program be expanded to include a significant period of time during which diversity issues could be more intensively and meaningfully addressed.

The majority of freshman students reside in residence halls. To assist these students in developing further knowledge of diversity issues and related support services, we recommend that specialized programming, including sexual orientation issues, be offered in the halls prior to the start of classes and continuing throughout the academic year.

Recognizing that not all new students attend orientation or live in the residence halls, we support the concept of a "freshman experience" class to be required of all entering freshman during their first semester of enrollment. To further assist with the adjustment of new students, we recommend an option for self-identified gay, lesbian, or bisexual students to be assigned a faculty/staff mentor as discussed in more detail later in this report.

In order to be more consistent with University policies regarding non-discrimination on the basis of sexual orientation, we recommend that student health insurance privileges be extended to same-sex and opposite-sex domestic partners on the same basis

that it is made available to married students. For the same reason, University-owned apartments should be made available to same-sex couples as is the case presently at the Ohio State University, the University of Illinois, and many other institutions of higher education.

Ongoing programs are needed both for gay, lesbian, and bisexual students as well as for purposes of reducing prejudice and homophobia in the student body in general. We recommend that a significant increase in University funds be provided for these purposes. Such programs could be developed and implemented by the coordinator of gay, lesbian, and bisexual programs and should integrally involve the LGBC as well as off-campus resources such as Horizons, the Chicago Gay, Lesbian, Bisexual National Anti-Violence Office, and the Northwest Illinois Gay/Lesbian Task Force, among others.

Such ongoing co-curricular programming should be incorporated into a series of cultural and diversity activities including other related areas of concerns (i.e., race, gender, religious affiliation, etc.). These programs should be delivered in residence halls, in the Unity in Diversity series, and other similar efforts across the campus. These endeavors should be broad in scope and include mandatory training for faculty and staff as well as a wide range of social and cultural programs with voluntary participation by students and others. Further

continuing educational programming issues are discussed elsewhere in this report (see "General/Campus-wide/Other Issues--Co-Curricular Education").

Extensive diversity programming is funded and coordinated each year on the campus through the Unity in Diversity Steering Committee within the Division of Student Affairs. While membership on this committee is designed to be inclusive and representative of racial minority groups and women, there is no provision for the inclusion of gays, lesbians, or bisexuals. We recommend that the membership of the Unity in Diversity Steering Committee include one or more representatives from the LGBC, the GLA, and/or a presidential commission on the status of gays, lesbians, and bisexuals.

Finally, we commend the efforts of the Counseling and Student Development Center to secure a staff psychologist who is able to effectively address the individual and group developmental needs of gay, lesbian, and bisexual students. We recommend that this staffing pattern be continued.

Recommendations

- S-1 Establishment of a full-time staff position to be titled "Coordinator of Gay, Lesbian, and Bisexual Programs"
- S-2 Establishment of an Office of Gay, Lesbian, and Bisexual Programs
- S-3 Expansion of the summer orientation program to include significant programming on diversity issues
- S-4 Residence hall programming on gay, lesbian, and bisexual concerns
- S-5 Availability of student health insurance privileges to same-sex and opposite-sex domestic partners
- S-6 Availability of University-owned apartments to same-sex and opposite-sex domestic partners
- S-7 Addition to the membership of the Unity in Diversity Steering Committee of one or more representatives of the gay/lesbian/bisexual community
- S-8 Continuation of the current Counseling and Student Development Center staffing pattern which seeks to have a staff psychologist with expertise in gay, lesbian, and bisexual concerns

PERSONNEL ISSUES

The Task Force focused on five areas of concern to University personnel: environment, benefits, training, search committees, and publications. The first four areas are reported here, while a more thorough discussion of campus publications appears in a later section of this report. The principal method of gathering information was the Task Force Survey. Approximately 27% (a total of 878) of all University personnel responded to the survey questionnaire. The Task Force believes that the results obtained are a valid and reliable gauge of the views and conditions prevalent among the University's ever-diversifying work force.

Environment

Undoubtedly the two most significant questions that were posed in the survey regarding the work environment were questionnaire items 48 and 49. The first of these asked respondents to rate "the environment in your office or department for lesbians, gay men and bisexuals" on a scale from POOR to EXCELLENT. The responses were to a great extent pleasantly surprising:

<u>Sexual Orientation</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
Bisexual	17%	13%	43%	10%	17%
Gay Male	13%	4%	39%	26%	17%
Heterosexual	8%	11%	33%	25%	24%
Lesbian	12%	6%	47%	24%	12%

From this it would appear that the majority of individuals perceive the work environment at the University to be one that is good if not excellent for gays, lesbians, and bisexuals. However, the responses to question #49, "Do you think that lesbians and gay men would experience discrimination or harassment in your office or department if they were open about their sexual orientation?" were:

<u>Sexual Orientation</u>	<u>Yes</u>	<u>No</u>
Bisexual	37%	63%
Gay Male	46%	54%
Heterosexual	31%	69%
Lesbian	42%	58%

The responses to this item appear to indicate a work environment that is less than pleasant and accepting of gays, lesbians, and bisexuals; and one can only speculate as to the reason for the different responses to the two questions. Is it that gays, lesbians, and bisexuals are perceived as being more discomfoting and therefore less welcome if they are "open about their sexual orientation"; is it that these respondents equate "openness" with militancy; or is it, perhaps, both of these? Surely what underlies the University's policy of non-discrimination based (among other things) on sexual orientation is a sincere desire to create an atmosphere in which gay, lesbian, and bisexual persons can feel every bit as free and comfortable to enjoy the full range of self-expression that their heterosexual colleagues do. If this is indeed the case, then it follows that the University is committed to the development of an

"open" and safe environment for all of its members, not just some. Its task, then, is to work to eliminate not only actual discrimination and harassment, but also the fear that presently exists.

These goals can be initially addressed at the time new employees are oriented to the policies and procedures of the institution. To accomplish this, the staff orientation process should be expanded to include a discussion of the University's posture toward diversity and a description of the services and issues pertinent to gay, lesbian, and bisexual members of our community.

Employee Benefits

The Task Force strongly recommends that all of the benefit options currently available to spouses and children of faculty and staff be extended by the Board of Regents to same-sex domestic partners of faculty and staff, as well as to their dependent children. The relevant benefits include: sick leave, bereavement leave, optional medical insurance, life/accident insurance, supplemental life/accident insurance, and the Board of Regents Tuition Contribution Program for dependent children. In addition, for reasons of equity, the extension of such benefit options to opposite-sex domestic partners of faculty and staff, as well as their dependent children, should be seriously considered. Much of our research has led us to conclude that many of the arguments formulated for the recognition of same-sex domestic partnerships apply with equal force to the domestic

partnerships of opposite-sex couples as well, and the recent inclusion of both types of partnerships in the benefit plans of numerous corporations and municipalities would seem to strongly support this view.

Further, we recommend that a "domestic partnership" be understood to exist between two persons if all of the following conditions are met:

- a) the persons would not be barred from marriage in the State of Illinois due to a blood relationship;
- b) neither person is married under the law;
- c) the persons live together, share the common necessities of life, and are jointly responsible for basic living expenses;
- d) both persons are eighteen (18) years old or older;
- e) both persons are competent to enter into a contract;
- f) the persons declare that they are each other's sole domestic partner;
- g) the persons have agreed to be responsible for each other's welfare;
- h) the persons agree to notify the University of any change in the status of their domestic partnership;
- i) the persons file an Affidavit of Domestic Partnership with the University;
- j) neither person has declared that he or she has a different domestic partner, unless the previous domestic partnership has been terminated by either of the parties filing a Termination of Domestic Partnership Statement with the University prior to the filing of the new Affidavit of Domestic Partnership.

The extension of benefit options to same-sex domestic partners would conform to the University's Constitution and Bylaws, which prohibit discrimination on the basis of sexual

orientation and marital status. As currently structured, the Board of Regents' benefits plan effectively compensates its employees at different levels based on both of these criteria.

Clearly, there would be no question as to the discriminatory nature of a policy that offered a different wage to employees solely on the basis of their sexual orientation; and the same would of course apply were such a differentiation to be made purely on the basis of an individual's marital status. Given that such benefits constitute a valuable portion of an employee's total compensation, the Board of Regents is in fact engaging in such discriminatory practices when it excludes its non-heterosexual employees who are in committed relationships that are the functional equivalent of marriage. Indeed, it is precisely for this reason that a growing number of corporations, municipalities, and institutions of higher learning have extended to same-sex domestic partners all of the benefit options traditionally made available only to the legally married spouses of their employees.

Were such benefit options to be extended to the domestic partners of its lesbian, gay, and bisexual employees, a number of serious inequities would still exist, chief among them being the continued exclusion of the domestic partners of heterosexual employees. As already noted, the majority of those corporations and municipalities which have amended their benefit plans to address this issue have done so in such a way as to be fully inclusive of both same- and opposite-sex domestic partners. By

doing so they have not only chosen to acknowledge the evolving needs of a significant portion of their work force, but have also shown themselves willing to apportion their benefit options in a more equitable manner. However, even were the Board of Regents to adopt such a comprehensive view of domestic partnership, the fact would nevertheless remain that it would still be open, as it is now, to the charge of discrimination on the basis of marital status, since it continued in effect to offer a higher level of compensation to those of its employees who, all else being equal, were not single or unpartnered. It is doubtless for this reason that the so-called "cafeteria-style" benefit plans--in which all employees are offered a wide array of benefits from which to select up to a certain dollar value that prevails across the board--often come up for discussion during consideration of domestic partnership proposals.

The evidence gathered by the Task Force has confirmed that not only have gay, lesbian, and bisexual individuals been traditionally oppressed, but that--as exemplified by issue of benefits currently under discussion--the long-term intimate relationships that they form have either been rendered invisible or systematically devalued. The most blatant example of this near total lack of societal acknowledgement has been, and continues to be, the refusal by any state to legally sanction the union of gay or lesbian couples--a policy which is increasingly viewed as without cause, and which has consequently led to a number of remedial actions on the part of various legally

constituted entities, some of which have already been discussed, e.g., statements of non-discrimination, the registration (by affidavit) of domestic partnerships, and the inclusion of such duly registered domestic partners in any and all existing benefits plans. A partial list of those which, as of this date, have gay- and lesbian-inclusive benefit plans includes:

Universities/Colleges

- Pitzer College (CA)
- Massachusetts Institute of Technology
- Stanford (CA)
- University of Iowa (Iowa City)
- University of Chicago

Corporations

- | | |
|---------------------------------------|-------------------|
| Levi Strauss & Co. | Lotus Development |
| Boland International | MCA |
| Montefiore Medical Center | Village Voice |
| Viacom International | Frame Technology |
| Ben and Jerry's Ice Cream | Silicon Graphics |
| Children's Hospital of Boston | Sybase |
| Orrick, Harrington, & Sutcliffe (SF) | Quark |
| Milbank, Tweed, Hadley, & McCloy (NY) | |

Municipalities

- | | |
|--------------------|----------------|
| Cambridge, MA | Berkeley, CA |
| Minneapolis, MN | Santa Cruz, CA |
| Seattle, WA | Sacramento, CA |
| West Hollywood, CA | |

Indeed, it is precisely the fact that marriage has been traditionally disallowed to lesbian and gay couples which has led, in the minority of cases, to the exclusion of opposite-sex domestic partners from such expanded benefit programs. A typical rationale for this kind of limited policy change is that offered by Catherine Iannuzzo and Alexander Pinck in "Benefits for

Domestic Partners for Gay and Lesbian Employees at Lotus Development Corporation" (Simmons College Graduate School of Management, 1991):

The corporation decided that the goal was to provide equitable compensation to homosexual employees. Heterosexual couples that want family benefits have the ability to obtain them through marriage. Because they do have this choice, Lotus did not feel that domestic partner coverage was necessary for heterosexual couples. Legally recognized marriage between members of the same sex is not available anywhere in the United States. Because of this, Lotus decided that they could achieve parity for homosexuals by creating an equivalent avenue for claiming family benefits. If the State of Massachusetts (where Lotus is based) were to recognize same-sex marriages, this policy would no longer be considered necessary for its Massachusetts employees.

The Task Force has indicated its dissatisfaction with such a limited solution, which we feel does not address other persistent inequities. As evidenced by the imaginative scope of some of these new benefit programs, this clearly need not be the case. It is important to point out, however, that the Task Force does not feel that the existence of these other issues is sufficient cause for the Board of Regents to continue to discriminate against its lesbian and gay employees in the area of benefits. We would argue, given the long history of their exclusion, that it serves no useful purpose to hold the rights of these employees in abeyance until the satisfactory resolution of all other remaining questions of equitable compensation; and by taking such corrective action now the Board of Regents would merely be moving

toward a position of full compliance with the non-discriminatory principles that are espoused in the University's Constitution--a result which, in our view, is viewed as desirable.

The Task Force included several questions in the survey questionnaire that were designed specifically to provide a statistical measure of the level of support for the extension of benefit options to the same-sex domestic partners of its non-heterosexual employees. To the first of these (#23), which asked, "Do you think sexual orientation is a reason to deny someone access to jobs, benefits or advancement?" the overwhelmingly negative response indicated that, across the board, employees do not think it appropriate to deny such access based on the criterion of sexual orientation. More specifically: 94% of the males; 85% of the females; 100% of the gays, lesbians, and bisexuals; and even 90% of the heterosexuals who responded to this question indicated that they rejected such discriminatory reasoning. Later, in an attempt to obtain a clearer picture of attitudes towards specific benefit-related policies, we asked several questions, the first of them being (#51): "Do you feel that family sick leave and bereavement leave policies are fair to lesbians, gay men and bisexuals?" The responses broke down as follows:

	<u>YES</u>	<u>NO</u>
Male	55%	45%
Female	63%	37%
Teaching Faculty	51%	49%
Operating Staff	63%	37%
Supportive Professional Staff	44%	56%
Bisexual	32%	68%
Gay Male	27%	73%
Heterosexual	62%	38%
Lesbian	6%	94%

It should be noted that these policies, as currently written in the University's Business Procedure Manual, are not gay and lesbian inclusive since the operative definition of the term "immediate family" nowhere specifically mentions domestic partners. The policy regarding sick leave is quite explicit on this point when it states:

"An employee may also use sick leave for absences due to illness of parents, spouse, or children if the illness is such that the presence of the employee is required; such leave may also be used for illness of other family members living in the immediate household." (Emphasis added; see Procedures 7-10, p. 2, and 7-16, p. 2.)

Given that the Board of Regents' expressed policy in this area is clearly discriminatory and in violation of the University's Constitution and Bylaws, the above-noted survey responses to this item raise a number of questions: Why is it that the majority of the heterosexual respondents feel that these policies are fair, but the majority of gay, lesbian, and bisexual respondents do not? How is it possible that 27% of the gay respondents feel that these policies are fair when in fact they are not? And what is the significance of the fact that over four times as many gays as lesbians feel that these policies are fair

(i.e., 27% vs. 6%)? Unfortunately, the answers that we can offer are only speculative, but in this regard a couple of possible explanations do suggest themselves. The first is that there may be some confusion, on a departmental level, as to what the policy regarding such leaves really is--an explanation which would appear to be supported by one possible reading of the Bereavement Leave Policy, in which it is stated that:

Upon request, an eligible employee shall be granted, without loss of pay, funeral leave of up to three working days due to the death of a member of his or her immediate family or household and of one work day due to the death of a relative outside his or her immediate family or household. (Emphasis added; see Procedure 7-10, p. 1.)

While the chart in which the terms "immediate family" and "other relatives" are defined makes no mention of domestic partners, it is possible that the vagueness of the words "or household" in the policy might lead one to believe that the policy was in fact inclusive.

A second possible explanation is that there may be an "unofficial" policy in operation on a departmental level; and in fact, when informally polled, numerous individuals expressed the belief that such a policy was in force. That is what led us to pose the following question (#52): "Do you feel that family sick leave and bereavement leave are administered in a way that is fair to lesbians, gay men and bisexuals?" Given that the existing policy is clearly discriminatory, our expectation here, in juxtaposing these two questions, was to obtain a generally negative response to the first, but (in view of the suspected

existence of an unofficial policy) a more positive response to the second. In point of fact, however, there appears to be, from one question to the next, no statistically significant difference between the responses made within individual categories.

It is the Task Force's view that the results obtained provide an accurate measure of the extent to which the overwhelming majority of gays, lesbians, and bisexuals feel that the current policies are unfair to them. We take this to be a demonstration of the need for a change in these policies.

Cost Estimates

Given the fact that numerous other institutions--public, private, and academic--have already enacted some version of these benefit options, the Board of Regents actually finds itself in an advantageous position regarding this proposal since most, if not all, of the pathbreaking work has been done, allowing for a factual assessment of potential costs.

Before we proceed to an examination of the four academic institutions for which we have figures, we would do well to consider the experiences of non-academic institutions as summarized by Iannuzzo and Pinck:

The experience of both public and private organizations has been similar with regard to employee use of the benefits. These groups all offer domestic partnership coverage to both heterosexual and homosexual couples, with heterosexuals far outweighing homosexuals in signing up for these benefits. In 1989 the City of Berkeley, California had 1,550 employees, of which 110 took advantage of domestic partnership coverage. Only 23 of these employees were covering same-sex partners. Six of the 125 employees of the City of West Hollywood enrolled as domestic partners.

Most of the partners are heterosexual, even though 40% of the employees identify as homosexual. Of 650 employees in Santa Cruz, 30 have signed up for domestic partnership benefits and only one is a same-sex couple. In Laguna Beach, two heterosexual couples out of the 560 employees enrolled a domestic partner. Since instituting domestic partner coverage for its 10,000 employees in April, 1990, the City of Seattle has registered 361 affidavits of domestic partnership, about one third of them from homosexual couples...

Private organizations have been no different from municipal ones in their experience. In 1991, the Village Voice reported 18 couples enrolled, five of them same-sex. The American Psychological Association's 1,500-member plan has 10 couples using the plan, five of them gay or lesbian. At Ben and Jerry's, 15 of its 300 employees have enrolled as domestic partners, only one of which is same-sex...

So far, Lotus's experience has been consistent with these numbers. Since announcing its policy in September, 1991, only twelve of its 3,100 employees have signed up for domestic partner benefits. This is only 6% of an estimated population of 310 gay or lesbian employees. (emphases added)

These figures would seem to suggest that the rate at which lesbian and gay employees elect to purchase health care coverage for a domestic partner tends to be in the range of from 0.4% (American Psychological Association, Ben and Jerry's, Lotus) to 1% (Berkeley) of the total employee base. This is still only a small percentage of the estimated total of gay and lesbian employees in any one organization's work force. Another analysis of this phenomenon, Domestic Partnership: Issues and Legislation by Lambda Legal Defense and Education Fund, Inc., New York, 1992, suggests that these small numbers result from several factors:

- 1) not all non-married employees have domestic partners;
- 2) those non-married employees who do have domestic partners often have domestic partners who work

and are covered under their own work-related insurance benefits; and 3) some non-married employees who do have domestic partners who are not covered under any other insurance forego the benefits out of fear of publicly claiming to be lesbian or gay.

To this list could be added the fact that the premiums of many of these early plans were often initially higher for gay, lesbian, and unmarried heterosexual participants; as well as the fact that, due to IRS regulations and in contrast to the tax laws regarding spousal benefits, the portion of the premium picked up by the employer is treated as imputed income, thus adding a further element of discrimination.

Interestingly, we found a slightly lower range of participation in our survey of the benefit options extended to domestic partners of employees at four institutions of higher learning that currently have such plans. A summary of this survey follows.

Pitzer College, which is a member of The Claremont Colleges directly reimburses an employee for the purchase of private health care coverage for a domestic partner "up to the dollar subsidy that the college makes available under the qualified group health plan(s) to a statutorily recognized spouse." This program also allows for the inclusion of dependent children of a domestic partner. Reimbursement is made on a monthly basis, "regardless of the manner in which the premium is paid." Out of Pitzer College's total number of 200 employees (of which 100 are faculty and 100 are staff), only one employee has opted to participate, and that is for an opposite-sex partner. Since a

direct payment is made, the question of continuing coverage after a change in employment status under the Consolidated Omnibus Budget Reconciliation Act (COBRA) is irrelevant. The Director of Personnel at Pitzer College indicated that there has been no adverse public or alumni reaction to the institution of this program. However, this solution still leaves the employee at a disadvantage vis-a-vis his or her co-workers, since it typically costs far more to purchase an equivalent health care plan as an individual than it would cost to participate as a member of an established employee-based plan and such payment to the employee would be taxable.

The University of Iowa, in a three-year pilot program at its Iowa City campus only, recently instituted such a plan for its 9,000 faculty and professional staff (another 6,000 of its unionized employees are ineligible). Of this total, only 16 have elected to purchase such coverage for their same-sex partners, i.e., approximately 0.2%. One possible reason for such a low figure is due to the fact that no portion of the premium for this coverage is picked up by the institution. In our view, this is a totally inadequate remedy for benefit discrimination, since the University of Iowa pays, depending on the type of health care plan selected by the employee, from 70% to 100% of the premium incurred for legal spouses. The University of Iowa Manager of Staff Benefits indicated that there has been no adverse public reaction to this program, and that it now appears likely that at the end of this trial period the University will begin to assume

the same portion of the premium that it currently does for legal spouses. As regards COBRA, the University has chosen to extend the same continuation rights that a spouse would have.

At Stanford University, only 25 employees of a total 11,000 employees and retirees have elected to participate in their wide range of health care plans, i.e., approximately 0.2% of the total. An additional three couples have simply registered their relationships in order to take advantage of other benefits, such as the use of facilities, etc. In all of these plans the amount of the premium assumed by Stanford University is equal to what it would be for legal spouses. Since it wished to establish some actuarial experience, however, Stanford's board chose not to extend any COBRA benefits whatsoever. Tuition waivers for dependent children are offered, but only one such dependent has been enrolled. Stanford University's Director of Benefits/Personnel Services reported no adverse reaction within the University community to the fact that such benefits were extended only to same-sex domestic partners, nor was there any adverse public or alumni reaction.

Finally, the University of Chicago recently adopted such a program for its 6,200 employees. Of these, 16 couples have registered their relationships, but only 8 of these have elected to purchase health care coverage for their same-sex domestic partners, i.e., approximately 0.1%. The amount of the premium assumed by the institution is the same as for a legal spouse, and although tuition waivers are available for the dependent children

of domestic partners, as of this date no such waivers have been used. The Benefits Manager there reported a generally favorable response in the press and elsewhere to this program. However, a few alumni did express displeasure, and a commentary in a conservative insert in the school paper was critical.

Based on these figures, we feel that it is reasonable to estimate that the rate of participation at NIU will range from 0.1% to 0.4% of the total employee base, in actual numbers somewhere between 3 and 13. Since roughly 80% of our employees select the high option when purchasing dependent coverage, the range of Northern Illinois University's potential financial outlay would appear to be:

<u>Participants</u>	x	<u>University Contribution</u>	<u>Total</u>
		(one dependent) (two dependents)	
3		\$1644.00/yr.	\$ 4,932.00
3		\$1980.00/yr.	5,940.00
13		1644.00/yr.	21,372.00
13		1980.00/yr.	25,740.00

(Where \$1644/yr. is based on health plus dental (\$123 + 14) x 12, and \$1980/yr. is based on health plus dental (\$145 + 20) x 12.)

It is our view that the above information demonstrates that the extension of benefit options as discussed is not only the most just course of action but that it is fiscally feasible as well.

The State of Illinois Insurance Code currently precludes coverage to anyone not specifically identified as the spouse or child of an employee. Historically, there was a time (prior to 1987) when an employee could elect to cover any individual living in their home who could be called a "dependent" by IRS standards.

This changed in 1987 with the advent of the Irrevocable Insurance Code. In view of these apparent obstacles, the implementation of such a plan by the Board of Regents would obviously require some of the imaginative commitment that it has brought to bear on the resolution of numerous other problems of this kind, where it has shown that both organizational injustices and threats to institutional integrity can be effectively dealt with in a fiscally responsible manner--the most recent example of which is its Optional University Plan for Early Retirement. A number of options present themselves for exploration:

- a) The Board of Regents or the University could elect to purchase health and life coverage independently and therefore allow participation as it pleased;
- b) As in the case of Pitzer, the Board of Regents could elect to make direct payments to employees in order to reimburse them for their purchase of private health care coverage for a domestic partner;
- c) The University or Board of Regents might be able to elect to interpret "spouse" differently than its fellow universities; or
- d) The University and/or Board of Regents could attempt to encourage the state legislature to alter the existing insurance code to be more reflective of the current trend toward the recognition of domestic partnership.

Administration of a Domestic Partnership Benefits Plan

The most significant element for administering such a program is what can be termed the "Declaration of Domestic Partnership." The Declaration that we propose is a result of the Task Force's recognition of both the institution's need, in the absence of formal legal acknowledgement of these relationships,

for some sort of statement or affidavit of domestic partnerships, as well as a recognition of the fact that it is unfair to impose stricter requirements on these relationships than are currently placed on those between employees and their legal spouses. The argument in support of more stringent restrictions has generally revolved around the fears of fraud and abuse. The Task Force, however, agrees with Lambda Legal Defense Fund:

There is no reason to assume there will be more fraud and abuse of the benefits system than currently exists in marriage. Not only are there sham marriages, but spouses are never asked to produce a certificate in order to claim benefits.

Most domestic partnership plans impose more restrictions on the domestic partner than are asked of married heterosexual couples. Among other qualifications, these domestic partnership restrictions include cohabitation and partner exclusivity, as well as waiting periods before registration and benefit eligibility, and after termination. It is important to note that imposing an excessive number of restrictions on domestic partners not imposed on marital spouses would still be marital discrimination, and still would not address the issue of equity.

As for difficulties encountered in the actual administration of these benefits, one institution (the University of Iowa) reported that its third-party administrator (Blue Cross and Blue Shield) initially had some trouble reprogramming its computer system to differentiate between domestic partners and spouses, but that this was eventually resolved; and both Stanford and the University of Chicago counseled other institutions to work closely with their legal and payroll departments to identify the relevant tax liability issues to employees for whom such benefits must by Federal law be claimed as imputed income.

Supervisory Training

While the need for broad-based educational efforts for all members of the University community are discussed in detail in a later section of this report (see General/Campus-wide/Other Issues--Co-Curricular Education), the special needs of academic and non-academic supervisory staff warrant mention here. Supervisors have the opportunity to set the tone and establish parameters of acceptable conduct within their respective areas of authority. When a supervisor fails to take a strong stance against harassing or discriminatory behavior, others in that unit can feel that the behavior is acceptable, or that efforts to challenge it would be futile. Establishing and maintaining an appropriate work environment in regard to issues of sexual orientation can be a difficult and sensitive task. For this reason, we feel that the establishment of mandatory, ongoing training be designed specifically for supervisors to assist them in the development of skills and techniques to effectively address sexual orientation issues in their respective work sites.

Search Committees

Since the attitudes of faculty members and administrators are central to the establishment of a desirable campus environment, it is crucial that applicants to these positions be determined to be receptive to the needs of gays, lesbians, and bisexuals. We therefore recommend that search committees evaluating applicants for faculty and administrative positions

include an appropriate representative from the President's Commission on the Status of Gays, Lesbians, and Bisexuals, at least until such time as the required educational activities recommended elsewhere in this report have been shown to have developed an adequate level of sensitivity toward the concerns of gays, lesbians, and bisexuals among all members of the University community.

Recommendations

- P-1 Staff orientation programs should be expanded and made inclusive of gay-, lesbian-, and bisexual-related services and issues
- P-2 The formal recognition by the Board of Regents of same-sex and opposite-sex domestic partnerships
- P-3 The extension by the Board of Regents of the full range of benefit options to same-sex and opposite-sex domestic partners and dependents available to married partners and dependents
- P-4 The development and implementation of ongoing mandatory training programs for supervisors to heighten awareness of gay, lesbian, and bisexual employee issues and concerns
- P-5 The inclusion of a representative of the NIU gay/lesbian/bisexual community on all search committees seeking to fill faculty or administrative positions

GENERAL/CAMPUS-WIDE/OTHER ISSUES

Publications

Publications for Students - The University has in the past produced orientation brochures for African-American and Latin American students. These publications have recently been replaced with a newsletter entitled Voices, which focuses on academic programs only. These publications provide potential and incoming students from various minority groups a sense of belonging and a focus on campus with which they can identify. There are currently no references in any such publication aimed at potential students that speak explicitly to the gay, lesbian, and bisexual community.

We recommend that the University continue to produce publications for incoming high school seniors for African-Americans and Latin Americans, and also begin to produce such publications for people with disabilities and for gays, lesbians, and bisexuals. These publications should focus on the social life and support services available on campus as well as specialized academic programs. Such publications would be available from the Admissions Office and would be displayed with other publications when admissions counselors visit high schools and community colleges.

Because of the reluctance of many gays, lesbians, and bisexuals, especially at the high school level, to identify

themselves, it might be awkward for a student to pick up a publication specifically geared toward gays, lesbians, and bisexuals which is displayed by a counselor. A gay, lesbian, or bisexual high school student living at home might also be reluctant to have such a brochure mailed to his or her home. For this reason, inclusion of some material in the University's Catalogs and Handbooks is also important.

We therefore recommend that the general NIU Undergraduate and Graduate Catalogs include a specific listing for gays, lesbians, and bisexuals which provides information on academic programs as well as counseling and other support services. This section of the Catalogs might also refer individuals to various offices, other documents, etc. To make such a listing more easily accessible, the index to all such publications should include "homosexuals," "gays," "lesbians," and "bisexuals" so that students can readily find such information.

The first extensive contact incoming and transfer students typically have with the University is through orientation. The Office of Orientation and Student Assistance distributes the Student Handbook as well as the Family Handbook to provide incoming students and their families with general information about all aspects of University life. Other than a listing of the Lesbian, Gay, Bisexual Coalition in a list of student organizations in the Student Handbook, there is no information for the gay, lesbian, or bisexual student. The index to the Student Handbook includes "Black Studies, Center for," "Latinos,

Office of University Resources for," "Women, University Resources for" and "Students with Disabilities, Services for." There is no similar listing for gays, lesbians, and bisexuals. We recommend that the Student Handbook and the Family Handbook include a listing which provides information for incoming gay, lesbian, and bisexual students. This listing should include information on academic programs, social life and support services available to gays, lesbians, and bisexuals. These items should be included in the index as well. In addition, the President's letter in both these publications should include a strong statement affirming the University's commitment to enhancing diversity, specifically delineating all the categories protected by the NIU Constitution including sexual orientation.

Other Publications - There are five major documents which delineate pertinent campus policies and procedures: the Business Procedure Manual, the Academic Procedure Manual, the Faculty Handbook, the Operating Staff Handbook, and the Supportive Professional Staff Policy Document (this last document was in preparation at the time of our survey). In general, we found these documents to be affirming and inclusive when appropriate. The Faculty Handbook was exemplary in this regard, since in our reading it made clear (in the section on Academic Freedom) that it is incumbent on each and every member of the University community to help foster an atmosphere in which the free and unharassed exchange of ideas can take place.

The chief finding of our review was that there exist three different versions of the University's non-discrimination policy statement, only two of which make explicit mention of those who are additionally protected under the terms of the University's Constitution and Bylaws as well as the federally protected classes of individuals (See appendix H). This leads us to recommend that the University's anti-discrimination policy statement should appear in all published documents in a manner that is both consistent and comprehensive. In the current "Policy Statement" on affirmative action in the Academic Procedures Manual, Section I, Item 10-1 (1 July 81) no mention is made of the equal treatment afforded by the Constitution and Bylaws of the University to either current or prospective members of the University community regardless of political views or affiliations, or sexual orientation. (A similar omission occurs in Section I, Item 10-4, 1 July 81, under Part IV., Section A.) A more comprehensive anti-discrimination statement appears in the policy relating to SPS in the NIU Academic Procedures Manual in both Section I, Item 12-5, 21 Nov. 88, (regarding the availability of the informal grievance procedure to any current or prospective University member) and Section I, Item 12-7, 21 Nov. 88, (regarding cases to be considered by the Special Hearing Board), although neither of these passages includes a statement regarding political views or affiliations.

Since inclusivity of lesbian, gay, and bisexual persons is the expressed goal of the University, it became clear from our

findings, as well as from comments summarized in the focus groups and private interviews, that in many cases the University encourages the invisibility of lesbian, gay, and bisexual persons by not allowing them to identify their sexual orientation on forms and applications should they elect to do so. As one participant succinctly put it when asked what could be done to enhance the climate and better meet the needs of gays, lesbians, and bisexuals, "Require all surveys from NIU to be inclusive of lesbians, gays, and bisexuals (e.g., use 'relationship status' instead of 'marital status,' with 'partnered' as an option)." Perhaps the most glaring example of this omission is found in the University's own Equal Employment Opportunity Information Request (See Appendix I). It should be noted that a necessary consequence of this is that it demonstrates that the University makes no attempt whatsoever to document, as it does for other classes, discrimination in hiring against gay, lesbian, or bisexual persons.

We recommend that all pertinent University forms, surveys, applications, etc., be revised so as to allow gay, lesbian, and bisexual individuals both to self-identify and to document their relationship status should they so choose. By doing so, the University will demonstrate a serious willingness to value both openness and acceptance of these persons.

Reserve Officers Training Corps (ROTC)

The ROTC was established on the NIU campus in the spring of 1968. In 1982, the Reagan administration affirmed its intention to enforce the ban on gays, lesbians, and bisexuals from military service, and the Pentagon adopted new, strict guidelines intended to keep non-heterosexuals out of the armed forces. This policy also worked to ferret out those already in the services.

Although the presence of ROTC was always an issue of some debate on campus, its policy regarding the exclusion of non-heterosexuals did not come to the forefront until the spring of 1988 when the University adopted a revised Constitution which guaranteed "all members of its community fair, impartial, and equal treatment regardless of...sexual orientation...or other factor unrelated to their scholarly or professional performance." The adoption of this Constitution brought the University into immediate and absolute contradiction with the official Department of Defense policy regarding these individuals. The Department of Defense statement provides: "Homosexuals are considered unsuitable for military service and are not permitted to serve in the Armed Forces in any capacity. His/her presence in any military unit would seriously impair discipline, good order, morale and security." Many individuals, homosexual and heterosexual alike, commented in our survey about the philosophical inconsistency of having ROTC on Northern's campus, for example:

I fail to understand why ROTC is allowed to continue its discrimination on the basis of sexual orientation at a university that claims it does not discriminate. ROTC should comply with university policy or be discontinued as a campus organization. Cease duplicity.

Get rid of ROTC--it sends a clear message that we tolerate the homophobes in Washington and Springfield telling us what to do on our campus.

One cannot print an anti-discriminatory disclaimer on every piece of literature and then support (and support monetarily) an organization like ROTC.

In response to this anomaly, the Faculty Assembly (now the Faculty Senate) voted overwhelmingly on February 28, 1990, to demand that the "Army ROTC Program be removed from the curriculum of Northern Illinois University." One week later on March 7, 1990, the University Council voted to inform the Secretary of Defense and the Chairman of the Joint Chiefs of Staff that if the Department of Defense failed to remove its policy against homosexuals serving in the Armed Forces of the United States by March 7, 1992, the University would "...initiate action to terminate the contract between Northern Illinois University and the Army ROTC program..." The Executive Secretary of the University was directed to notify the Secretary of Defense regarding this University Council action, which was accomplished on March 27, 1990, by then Executive Secretary J. Carroll Moody. On April 19, 1990, Colonel Ted B. Borek of the United States Army responded by explaining the rationale behind the Department's policy and citing the various court cases supporting this policy. Colonel Borek concluded:

Accordingly, we do not plan to reassess the Department's policy on homosexuality, though we will comply with any final court orders on the subject. Homosexual conduct is by no means generally accepted in our society. States and localities can recognize and accept the special nature of military service and the demonstrated legality of our policy.

Although we would be disappointed if Northern Illinois University were to initiate action to terminate its contract for the Army ROTC program, I do not foresee circumstances under which the Department of Defense policy on exclusion of homosexuals will be modified.

During the period since this exchange of letters, the University Council in each of two different years has asked the Dean of the College of Professional Studies to send letters to all students entering the ROTC program, alerting the students to the possibility that the ROTC program might not be in existence by the time they expect to graduate. Except for requesting these letters, neither the University Council nor the Faculty Senate has taken any further action on the ROTC issue, although various questions have been raised about it in these bodies by individual members from time to time.

In the interim, a state senator introduced legislation prohibiting any public institution of higher education in Illinois from banning ROTC. The legislation was adopted as Public Act 87-788 and became effective on January 1, 1992.

The Board of Regents shall not bar or exclude from the curricula, campuses, or school facilities under its jurisdiction any armed forces training program or organization operated under the authority of the United States government because the program or organization complies with rules, regulations, or policies of the United States government or any agency, branch, or department thereof. 110 ILCS 705/8b(b) (1992)

Despite the fact that this legislation constituted a rare intrusion into the curricular decisions of the University by the legislature, no public action whatsoever was taken by the University Council, Faculty Senate, or the University administration to oppose its passage. Due to the sensitive nature of the legislative funding process in Illinois, the University may have felt ham-strung in attempting to affect the legislative process. President LaTourette has nevertheless been outspoken in his condemnation of the discrimination in the armed forces and is a regional leader of the American Association of State Colleges and Universities in the effort to get the Department of Defense to change its position.

The Task Force survey demonstrated that the conflict between the University Constitution and the existence of ROTC on campus has been noted by many within the campus community. Nearly two-thirds (65%) of the survey respondents indicated support for continued University opposition to the ROTC program on the basis of its exclusionary policies. In addition, many respondents commented that the University must enforce its ban to be consistent with its Constitution. This ban has dramatic symbolic importance. Failure to ban ROTC raises questions as to the force and validity of the constitutional provision. The University's current level of support of ROTC is not mandated by statute and is inconsistent with its Constitution.

Given that the banning of the ROTC program would be illegal until such time as the Public Act 87-788 is overturned, action

should be taken which would change the status of ROTC on campus without violating the law. The University should re-evaluate its policy regarding the amount charged to the United States Army for use of space or other overhead relating to the ROTC program. Finally, the University should actively work to encourage legislators to repeal P.A. 87-788.

Obviously, should the Department of Defense alter its presently exclusive policy regarding full participation and benefits for gays, lesbians, and bisexuals, this concern would become moot. Therefore we strongly urge a continuation of the efforts of President LaTourette and others to support President Clinton's efforts to lift the ban on bisexuals and homosexuals in the military.

Major Roger Seymore, Director of the NIU ROTC program, has publicly expressed his willingness to incorporate gay, lesbian, and bisexual issues into the training provided to ROTC participants and to involve the LGBC in the development and delivery of this information. This offer is recognized and appreciated as being a significant effort on his part to ensure that graduates of the program are cognizant of these issues and that their future performance as officers in the armed services will help to ensure the absence of discriminatory and harassing behavior in their military units. The LGBC is encouraged to take advantage of this important opportunity.

Facilities

The facility needs for gays, lesbians, and bisexuals on campus will be dictated in large part by programmatic requirements. In response to the needs of other groups, the University has designated buildings or parts of buildings for University Resources for Women, the Black Student Union, and University Resources for Latinos. The Center for Black Studies shares a facility with the Black Student Union. Women's Studies and the Center for Latino and Latin American Studies have facilities separate from their corresponding resource centers. The Student Association has provided office space for the Lesbian Gay Bisexual Coalition, formerly the Gay Lesbian Union, for a number of years.

The needs of gays, lesbians, and bisexuals on campus raise some unique facility problems. Although in an ideal world, a highly visible facility would be beneficial both to afford easy access to those who need to avail themselves of the benefits of such a space and to demonstrate the University's commitment to supporting the aspirations of these members of our community; for many, the primary concern is discretion and confidentiality. The present office of the LGBC allows individuals to visit the office almost anonymously. A separate building, as other groups have, might or might not afford this anonymity to users of the facility. In addition to the desire of non-heterosexuals in general to be able to use the facility discretely and confidentially, there is the need on the part of some faculty and

staff to access services without revealing their identity to students. For this reason a unified facility as is provided for African-Americans might not satisfy the needs of gays, lesbians, and bisexuals.

If a coordinator is appointed, he or she might or might not wish to share office space with the student organization. Certainly if the coordinator has a role to play for faculty and staff, the offices should be separate. There is an argument to be made that even if the coordinator focuses primarily on student matters, separate offices would afford him or her greater flexibility in advising students as well as staff. Such a facility should include a reception area with work space for a clerical assistant, an office for the coordinator, an office for the LGBC (if a joint space is deemed appropriate), a conference/group counseling room, a library/resource room, and an individual counseling room, as well as storage space.

Co-Curricular Education

The need for educational programming to expand awareness of sexual orientation issues among all facets of the University community was made apparent by all the various research efforts conducted by the Task Force. In addition to the numerous specific incidents reported in the qualitative portion of our research, the quantitative research findings clearly showed that our campus environment is sometimes less than supportive or welcoming to gays, lesbians, and bisexuals. For example, over a

third (35%) of all respondents to the survey reported having seen anti-gay/lesbian/bisexual graffiti on the campus; and more than half (54%) had heard anti-gay/lesbian/bisexual jokes or slurs. These behaviors are not limited to any specific location or group of people. Indeed, 14% of all respondents reported having heard faculty members make jokes or denigrating comments about gays, lesbians, or bisexuals in class. Given these results, it is no wonder that the University is perceived by many gays, lesbians, and bisexuals to be a place where they are not welcome. Finally, 50% of respondents agreed that educational activities should be developed to train faculty and staff on gay, lesbian, and bisexual issues and concerns.

Since University policy clearly prohibits discrimination based on sexual orientation, and since the research data clearly illustrates the continued existence of discriminatory and harassing behavior directed against individuals on the basis of sexual orientation, we recommend that a variety of educational programs be developed for students, staff, and faculty to facilitate understanding and awareness of these issues. Further, since attendance at similar activities designed to address the issues of racial minorities and women is perceived to have not been well-attended by those individuals most needing this information, we recommend that such training be required for ALL faculty, staff, and students.

These activities should be designed to best meet the needs of each specific audience and include a participatory component.

For example, in fraternities and sororities, workshops should include all group members as well as officers and advisors, and include specific issues most likely to apply to the attitudes and activities of Greeks.

All such educational activities should include an emphasis on the importance of reporting incidents of discrimination and harassment based on sexual orientation, and the mechanisms for doing so. The Task Force survey found that only about one in five (19%) of the people witnessing such incidents reported them. Comments associated with that questionnaire item showed that a large portion of the University community was unaware of how or where to report such violations. Obviously, when incidents are not reported, meaningful actions cannot be taken to ensure that such behavior is not perpetuated. We believe that only intensive educational efforts designed to acquaint members of the University community with precisely what constitutes unacceptable behavior and what to do should such behavior be witnessed will effectively diminish these incidents.

We therefore recommend that a single office be designated for receiving reports of alleged discrimination and harassment based on sexual orientation. This would reduce confusion and simplify the process of ascertaining the number of such incidents. Such an office should be capable of treating such reports with appropriate sensitivity and confidentiality. One obvious entity to receive such reports would be the Office of the

Coordinator of Gay, Lesbian, and Bisexual Programs recommended and discussed elsewhere in this report. A viable alternative would be the Office of the Ombudsman.

Institutional Response to Homophobic Behavior

The University Constitution's protection of individuals from discrimination on the basis of sexual orientation is a vital first step in the quest for a safe and just campus, but it is only a first step. Many survey respondents commented on the need to manifest our commitment to equal treatment and respect for gays, lesbians, and bisexuals by deeds as well as words. Others were not even aware of the protection guaranteed by the Constitution. The University must be dedicated to a constant, widespread, and visible commitment to the goal of human rights for gays, lesbians, and bisexuals. By its actions and words the University administration should set the pace for the campus as a whole in terms of creating a positive climate in proactive ways.

Educational efforts and the coordination of reporting functions will be futile without meaningful institutional responses to reports of harassment. Homophobic remarks and other inappropriate behavior should be treated as serious and unacceptable. Just as racial slurs by employees or students are not tolerated and subject the offender to significant disciplinary sanctions, so too should reported incidents of homophobic behavior be addressed by the Judicial Office or through the faculty and staff investigatory and disciplinary

system as appropriate. The absence of such a formal institutional response constitutes tacit approval of such unacceptable behavior.

When the members of the University fail to see the results of meaningful actions that are taken by the institution in response to homophobic behavior, perceptions that nothing was done are perpetuated. For this purpose we recommend that the outcomes of campus judicial hearings addressing charges associated with discrimination and harassment based on sexual orientation be as widely and completely publicized as possible. While the Family Educational Rights and Privacy Act (also called the Buckley Amendment) prohibits the disclosure of certain information (such as the names of those involved) regarding such cases, general notice of the charge and sanction assigned, as well as conglomerate statistics at the end of each semester, could be publicized in "The Northern Star" and elsewhere.

Establishment of a Commission

We recommend that an ongoing Presidential Commission on the Status of Gays, Lesbians, and Bisexuals be established. Such commissions already exist to address the concerns of people with disabilities, racial minorities, and women. A commission would be useful for several reasons. The very existence of such a commission would illustrate the University's commitment to its policy of non-discrimination on the basis of sexual orientation.

A commission could also assist in the implementation of the recommendations of the Task Force. Since some of these recommendations will necessitate the development of ongoing monitoring and programmatic efforts, its members could facilitate these processes. It could serve as a search committee for the Coordinator of Gay, Lesbian, and Bisexual Programs and also as an advisory body to that office. It could engage in future research activities as deemed necessary to obtain additional data regarding specific aspects of the University with regard to gay, lesbian, and bisexual issues and concerns, and conduct periodic audits of offices and departments concerning services and programs. In short, we believe that a commission is necessary to continue the work begun by the Task Force.

Other Services and Programs

It is assumed that needs assessment activities undertaken by a presidential commission and/or a coordinator of gay, lesbian, and bisexual programs will identify and define additional services and programs necessary for the continued demonstration of support for gays, lesbians, and bisexuals. Our research of such programs at other colleges and universities has resulted in two types of such efforts. We encourage the continued exploration, and eventual development and implementation, of these and other similar programs at NIU.

Ally Program - The establishment of a voluntary ally program for those who wish to visibly demonstrate their support for gay, lesbian, and bisexual members of the University community would be highly beneficial. Not only have ally programs proven effective at other institutions of higher education, they have also been instituted in other communities as well. An example is the DeKalb organization called Parents and Friends of Lesbians and Gays (PFLAG). Such a program on our campus would allow for meaningful participation in a variety of endeavors designed to improve the campus environment and to provide visible support for gays, lesbians, and bisexuals. Participants could be identified to members of the gay, lesbian, and bisexual community, and serve as safe and supportive contacts for those individuals.

Mentoring Program - A number of mentoring programs are currently in existence on our campus. These include programs for Black male students, incoming freshmen, and departmental programs for non-tenured faculty members. We believe that a broad-based mentoring program for gays, lesbians, and bisexuals, including faculty, staff, and students who have volunteered to participate and have received specialized training regarding the issues and concerns of non-heterosexuals would be useful in providing the support necessary for the increased retention of gays, lesbians, and bisexuals in our community. Such a program would allow for a new member of the University community to elect to be assigned a mentor who could provide a safe and supportive relationship for non-heterosexual faculty, staff, and students.

Obviously, these concepts require additional thought and development. We strongly encourage the President's Commission on the Status of Gays, Lesbians, and Bisexuals and the Coordinator of Gay, Lesbian, and Bisexual Programs to engage in the consideration of these and other programs and services designed to improve the perception of acceptance and inclusiveness on the campus.

Compliance by External Entities

We recommend the development and institution of a policy requiring that all external organizations, including prospective employers conducting campus interviews, who seek to utilize University facilities sign an anti-discrimination agreement certifying that they do not discriminate on the basis of sexual orientation (or any other factor prohibited by University policy). Compliance beyond signatures should be monitored, and violators barred from exercising campus privileges.

Recommendations

- G-1 Development of a brochure for use in University admission recruitment efforts that describes the academic and non-academic opportunities and support services for gay, lesbian, and bisexual students
- G-2 Inclusion of a listing of services and resources for gay, lesbian, and bisexual students in the NIU Graduate Catalog, Undergraduate Catalog, and the Student Handbook, as well as the appearance of the terms "gays," "lesbians," and "bisexuals" in the indexes of these publications

- G-3 Inclusion in the President's letter in the Student Handbook of an affirmation of the University's commitment to diversity and intolerance of discrimination, including a specific listing of those groups mentioned in the NIU Constitution
- G-4 Consistent wording in all publications of the University's anti-discrimination statement (Such wording should be comprehensive, and specifically cite gays, lesbians, and bisexuals.)
- G-5 Where relevant, all University forms, surveys, and applications should be revised to allow gay, lesbian, and bisexual individuals to voluntarily indicate their sexual orientation and relationship status
- G-6 Meaningful efforts on the part of the University to urge the state legislature to repeal Public Act 87-788
- G-7 Meaningful efforts on the part of the University to urge federal officials to lift the ban on gays, lesbians, and bisexuals in the armed services
- G-8 Development and implementation of workshops for students participating in ROTC on gay, lesbian, and bisexual issues
- G-9 Development of required co-curricular educational programs for all segments of the University community on gay, lesbian, and bisexual concerns
- G-10 Centralization of University functions designed to receive reports of discrimination and harassment based on sexual orientation to a single office
- G-11 Publication of the outcomes of discrimination and harassment charges made against members of the University community
- G-12 Establishment of an ongoing presidential commission on the status of gays, lesbians, and bisexuals
- G-13 Development of other support services and programs, including an ally program and a mentoring program
- G-14 Development of procedures designed to ensure that any individual or organization utilizing campus facilities complies with University policies on non-discrimination

CONCLUSION

The President's Task Force on Discrimination Based on Sexual Orientation has determined that the concerns which compelled the President to form the organization were justified. We have found that individuals of all sexual orientations perceive that at least some areas of the University are not receptive to the inclusion of gays, lesbians, and bisexuals as members of our community. We have further determined that this perception is supported by the occurrence of numerous incidents of discrimination and harassment with unacceptable frequency on our campus. As a result of these findings we have developed and presented recommendations designed to diminish this intolerant and unacceptable behavior and the perceptions which it engenders.

There is an important point, raised frequently by heterosexual survey participants and also by members of the Task Force, which merits explicit clarification. We are not calling for the establishment of special rights and privileges for gay, lesbian, and bisexual students, faculty, and staff above and beyond those accorded to other members of the University community. Rather, our recommendations are designed to ensure these individuals the dignity and respect accorded to all who choose to further their educational and professional development at Northern Illinois University. We believe that all individuals, regardless of race, color, religion, sex, age,

marital status, national origin, political affiliation, disability, status as a Vietnam-era veteran, as well as sexual orientation, should be able to fully participate in all facets of University life without bias or prejudice. We further assert that adoption and implementation of these recommendations are necessary to create such a campus environment.

The Task Force acknowledges that its recommendations are numerous and extensive. Many of them will certainly require significant planning and development, as well as funding, in order to be effectively implemented. Furthermore, some of the recommendations, such as those involving the cooperation of such external entities as the Board of Regents, the state legislature, and the Department of Defense, are beyond the administrative authority of the NIU campus. Others, such as those involving academic programs, will necessarily and appropriately require much additional consideration and expertise than we are able to provide. Given these and other factors, it is assumed that the further development and eventual implementation of some of these recommendations will be a somewhat gradual process. While this may be seen by some members of our community to be unacceptable, it is nonetheless absolutely necessary if the results are to be meaningful and ultimately successful.

We recognize that our efforts over the past eighteen months are only a beginning. The achievement of a campus environment that is wholly accepting of gays, lesbians, and bisexuals will necessarily require ongoing efforts by a wide range of campus

constituencies. It is our sincere hope that the issues and recommendations identified in this report will serve to initiate these efforts, and subsequently result in a campus community that is more diverse, equitable, and accepting of all its members.

APPENDIX A

Definitions

These definitions have been developed to provide the reader with an understanding of how the following terms have been used in the context of this report. They may not be adequately broad to incorporate all other contexts in which the words might be used.

Bisexual - A person whose sexual orientation results in his or her attraction to members of both the same and the opposite sex. Bisexuality is a separate and distinct sexual orientation from heterosexuality, lesbianism, and gayness.

Domestic Partner - A person, regardless of sexual orientation, marital status, or gender, who maintains a spousal-equivalent relationship with another. The earmarks of such a relationship typically include cohabitation and a shared emotional bond.

Gay - Although sometimes used to be inclusive of both male and female homosexuals, the term as utilized in this report refers only to male homosexuals.

Gay/Lesbian Alliance (GLA) - An organization for gay, lesbian, and bisexual members of the NIU community. Comprised of faculty, staff, and graduate and older students, the group meets regularly to address issues of common concern and to provide support for its members.

Heterosexism - The belief that heterosexuality is universal and/or the only normal and valid sexual orientation. This belief can be institutionalized and result in discrimination against gays, lesbians, and bisexuals when policies are implemented that make certain opportunities or benefits more easily available to heterosexuals than to others.

Heterosexual - A person who is sexually attracted to members of the opposite sex.

Homophobia - A fear of homosexuality in one's self or in others. Also a fear or hatred of people who are not heterosexuals.

Homosexual - A person who is sexually attracted to persons of the same sex.

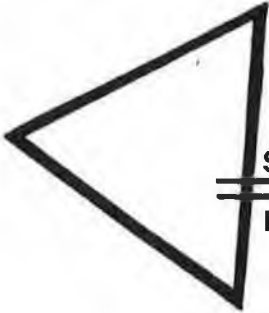
Lesbian - A woman who is sexually attracted to other women.

Lesbian/Gay/Bisexual Coalition (LGBC) - Formerly known as the Gay/Lesbian Union (GLU), this is an officially recognized student organization formed to address issues of concern to non-heterosexual students.

Sexual Orientation - The predisposition influencing a person's sexual attraction to others. While some argue that this predisposition is psychological, and therefore subject to change, current research suggests that it may be biological or physiological in nature.

Sexual Preference - A term used in place of sexual orientation by those who reject biological or physiological origins of sexual orientation.

Proposal for Presidential Commission



Northern Illinois University

GAY/LESBIAN UNION

Student Activities Center, DeKalb, Illinois 60115

Room 256A, Holmes Student Center. 815-753-0584

John La Tourette
President
Northern Illinois University

President La Tourette,

The Gay/Lesbian Union awaits our upcoming meeting on October 30, with much excitement. To guide our discussion and demonstrate the purpose for the request of this meeting we have prepared a proposal and other materials for you to read at your convenience. The concern of the Gay/Lesbian Union for the welfare of students of alternative sexual orientations has directed this Proposal for a Presidential Commission on Gay/Lesbian/Bisexual Concerns. The commitment of Northern Illinois University to the welfare of it's students has afforded the Gay/Lesbian Union this gracious opportunity to freely voice our concerns.

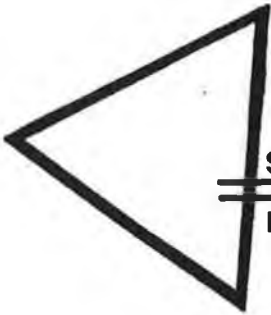
Also, included with your copy of the proposal, the Gay/Lesbian Union has included education materials of it's own design and listings of some of our educational offerings, any of which you are welcomed to attend. In this same folder you will find select copies of In Every Classroom, a report of Rutger's University's Presidential Commission for Gay/Lesbian/Bisexual concerns. In every Classroom will be refered to at several points in the Gay/Lesbian/Union's proposal.

Thank you for your time and concern.

Respectfully,

David Huggins & Cory Parham
Co-Presidents
Gay/Lesbian Union

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Northern Illinois University
GAY/LESBIAN UNION

Student Activities Center, DeKalb, Illinois 60115

Room 256A, Holmes Student Center. 815-753-0584

SPEAKING EVENTS: FALL '1991

- September 16, Stevenson South: "Premarital Sex"*
- September 18, Alpha Kappa Lambda: "Education as an Agent for Change"*
- September 25, UP&A: Forum on Sexuality (invited to sit on panel)*
- October 5, Safe Passage: "Sexual Orientation Issues and Domestic Violence"*
- October 14, Sociology 170: "Education as an Agent for Change"
(invited to speak by Professor James Thomas)*
- October 15, Human-Family Resources: "Marriage and 'Alternative Life-styles'"*
- October 23, EPSy 509: "Counseling Issues for the Homosexual"*
- October 23, RA Program-Lincoln Hall: "Panel Discussion on Sexual Orientation"*
- October 29, Nursing 302: "General Discussion (educational)"*
- November 4, Womes Issues: "Homosexuality and Women's Issues"*

Proposal for a Presidential Commission
on
Gay/Lesbian/Bisexual Concerns

Respectfully submitted to John La Tourette
President, Northern Illinois University
by the Gay/Lesbian Union (753-0584)

David Huggins (756-2195) and Cordelia Parham (758-5942)
Co-Presidents

Purpose of this document:

To demonstrate the necessity for a Presidential Commission on the needs of gay, lesbian, and bisexual students, faculty and staff and to make suggestions for the organization of such a commission.

In an institution of higher education, it is necessary for academic study to be pursued in a comfortable and safe environment, free of prejudice and discrimination. Such a task is beyond the scope of any one student organization and should be attended to by the university itself. Therefore, a Presidential Commission is necessary and fitting to fulfill this need.

Goals:

The proposed goals of such a commission are as follows:

*Northern Illinois University will ensure a safe and protected environment for all students, faculty and staff, including those members of alternative sexual orientation. This includes safety in living environments, the campus itself, classrooms, and activities.

*Northern Illinois University will take an active role in combating homophobia and heterosexism through education and policy (for a definition of homophobia and heterosexism, see page 15 of Rutgers University's study, In Every Classroom which is appended to this document).

*Northern Illinois University will create and maintain an equitable environment in which all students, faculty and staff are treated with respect and dignity.

*Northern Illinois University will encourage cross-curricular study of all sexual orientations, as well as a specific area of study and research on gay, lesbian, and bisexual issues.

Objectives:

To create a harassment/discrimination/assault reporting system which provides for anonymity. The system should involve collection and analysis of data and facilitation solutions (see page 80 of In Every Classroom).

To create an office of University Resources for Gay/Lesbian/Bisexual Concerns with at least one full time paid staff member (see pages 81-85 In Every Classroom).

To develop an education program which aggressively addresses homophobia and heterosexism in university offices, classrooms, living environments, the Greek system and University Police.

To establish a support system for victims of harassment, discrimination, or assault related to sexual orientation.

To investigate and evaluate the appropriateness of other universities' programs for gay, lesbian, and bisexual students, faculty and staff for the Northern Illinois campus.

To examine Northern Illinois University's benefits and services to ensure equal access for gay, lesbian, and bisexual students, faculty, and staff.

To promote examination by each department of its curriculum in order to see how issues dealing with gay/lesbian/bisexual culture should be included and to create course offerings in this area.

Demographics:

The population to be served by this commission will be, in fact, the entire university community, for an environment that infringes on the rights of one group is not a healthy environment for any group.

Accurate statistics for the gay/lesbian/bisexual population at Northern Illinois University do not exist. However, the Illinois Gay/Lesbian Task Force has estimated the gay and lesbian portion of this state's population to be ten percent in rural areas and up to 15 percent in urban areas. Dr Alfred Kinsey of Indiana University's Kinsey Institute has comprehensively researched the extent of the population of gay, lesbian, or bisexual individuals. (see the attached summary sheet entitled "Human Sexuality") This research has estimated the homosexual population to be ten percent, with a significant percent of the population being bisexual. These statistics are regarded to be accurate across population groups.

Compare these statistics to other minority groups to which Northern Illinois University has devoted many resources:

Latinos constitute 3.28% of NIU population*

Blacks represent 6.88% of NIU population*

Women are 55.5% of NIU population*

*statistics from 1991 Northern Facts

Rationale:

Some evidence demonstrating homophobia and heterosexism at the Northern Illinois University campus is listed below:

Alpha Kappa Lambda fraternity members harassed a gay individual verbally and violently on August 29 and 30, 1991. As part of this harassment the gay individual's door was kicked in.

An attitude survey of 44 Alpha Kappa Lambda members at the education event provided in response to the harassment mentioned above revealed that 23/44 individuals would not feel comfortable discussing a person's homosexuality with them, 37/44 would not feel comfortable seeing any sort of open expression of affection between a gay couple, 32/44 think it is okay to tell a "fag joke" and 23/44 are uncomfortable when they are around someone they believe is homosexual. (see survey in G/LU section)

The continual harassment of gay, lesbian, and bisexual students in residence halls. (no accurate statistics until reporting system is effective)

Harassment of Gay/Lesbian Union members after social events such as dances.

The "kill a faggot" sign posted in Neptune Hall during 1991 Gay/Lesbian Awareness week.

Campus response to Gay/Lesbian Awareness week, in particular the overwhelming negativity surrounding "Jeans Day" each year.

Threatening and harassing phone calls to the Gay/Lesbian Union office and its officers.

Tampering with Gay/Lesbian Union mail.

Verbal harassment of Gay/Lesbian Union members who openly express their sexual orientation.

Therefore, the first goal of the commission would be to study the information currently available on resolving these problems. Second, would be to assess the needs of the gay, lesbian, and bisexual students, faculty and staff regarding safety, socialization, and academic opportunities. Third, to assess the needs of the heterosexual students, faculty and

staff in understanding, demonstrating sensitivity, and relating to people of alternative sexual orientations.

Current Resources:

Northern Illinois University's current commitment to support gay, lesbian, and bisexual students, faculty and staff is summarized below:

*The Student Association supports the existence of the Gay/Lesbian Union by funding it at a level of \$1786 per year.

The education program of the G/LU involves an average of eight hours per week devoted to fighting homophobia and heterosexism through class speaking, designing fliers, pamphlets, education programs and coordination.

G/LU supports gay, lesbian, and bisexual individuals through Sexual Orientation Support (S.O.S.) groups. Each of four student facilitators devotes approximately two hours per week to leading their groups plus an additional hour per week in consultation with a Counseling and Student Development Center therapist.

Gay/Lesbian Union office hours total a minimum of 30 hours per week. The office is staffed by about a dozen volunteers. We serve as the only current recognizable resource center for gay/lesbian/bisexual concerns at Northern Illinois University.

The monthly Prideletter publication takes 5 hours per week to plan, write, produce and circulate. Circulated to individuals, organizations, and various NIU offices and other campus locations, this newsletter serves as a vehicle for education and expression of ideas. An example newsletter is attached.

Special recognition weeks such as Coming Out Week and Gay/Lesbian Awareness Week take countless hours to plan, coordinate, and promote.

Coordination of all Gay/Lesbian Union activities take each of the two Co-Presidents at least ten-fifteen hours per week. Added to this are all the things the Secretary, Treasurer, Public Relations Chair, Special Interest Chair, and Office Manager

contribute, bringing the total commitment of G/LU officers to a staggering 60-80 hours every week.

*All gay, lesbian, and bisexual students faculty and staff benefit from protection under University's non-discrimination clause.

*Housing Services and the Division of Student Affairs is co-sponsoring of the National Association of Student Personnel Administrators (NASPA) 1991-92 Teleconference entitled, "Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual Students."

*Counseling & Student Development previously had one therapist on staff who had a specialty area with the concerns of gay, lesbian, and bisexual people. According to Kathy Hotelling, director of CSDC, whether or not this position of specialty will continue is tentative. Currently it remains unfilled.

*The Division of Student Affairs is in the process of developing a reporting system for incidents of discrimination, assault, or harassment of gay, lesbian, and bisexual persons.

*The Gay/Lesbian Union and the gay/lesbian/bisexual community receives positive support and direction from some university departments. In particular, University Programming & Activities, Counseling & Student Development, Health Enhancement Services, Housing Services, Judicial Office, and the Office of Student Affairs, to name a few.

*Founders Memorial Library currently houses a modest collection of books dealing with gay/lesbian/bisexual concerns and subscribes to relevant journals and other periodicals. Many of these materials are not available in the public stacks and must be requested.

While NIU is already providing the services and supports mentioned above, these resources are not formally coordinated and alone cannot adequately address the needs of gay, lesbian, and bisexual people of this university and the problems they face.

Recommendations for Structure:

We suggest a presidential commission of approximately 15 members representing the areas listed below.

- Office of the President
- Office of the Vice President of Student Affairs

- Judicial Office
- Office of the Ombudsman
- Personnel Office
- Two members from the Gay/Lesbian Union, one male, one female
- Gay/Lesbian Alliance
- Affirmative Action Office
- Housing Services
- University Police
- Academic advisor to the G/LU, Dr. Joseph Harry.
- Representative of the Greek system
- Representative of the Student Association, Amy Kise, Academic Affairs Advisor is recommended.
- Student Legal Assistance
- Committee on the Undergraduate Academic Environment

We propose the membership of the commission be distributed among the students, faculty, and staff. Every effort should be made to represent the diversity of the institution by including people of color, women, those with disabilities, non-traditional and graduate students on the commission.

APPENDIX C

Task Force Charge

Northern Illinois University □
DeKalb, Illinois 60115-2854

Office of the President
Lowden Hall 301
(815) 753-1271

FAX (815) 753-8686

January 13, 1992

Mr. Tim Griffin
Ombudsman
N.I.U.

Re: Task Force on Discrimination Based on Sexual
Orientation

Dear Mr. Griffin:

In 1988, Northern Illinois University completed an extensive review of its Constitution and Bylaws. In Article IX of the Constitution it was affirmed that all members of the university community be afforded fair, impartial, and equal treatment regardless of any factor, including sexual orientation, unrelated to scholarly or professional importance.

Interested students and staff have approached me with their concern about issues affecting gays, lesbians and bisexuals on our campus as well as incidents of harassment or discrimination directed against these groups. Any such incidents, of course, are a clear violation of the university's constitutional principals and must be deplored by all of good faith. I have decided to appoint a Task Force on Discrimination Based on Sexual Orientation. You have been suggested as a member of that Task Force and I hope that you will agree to serve.

The Task Force is charged with evaluating the frequency, form, and circumstance under which such discrimination and/or harassment takes place and what regulations, programs and processes are currently in place for addressing same. The Task Force is to recommend any additional procedures, training, and/or educational interventions which are needed to address and eliminate any such discrimination and/or harassment.

I have asked our Ombudsman, Tim Griffin, to Chair this Task Force and he has scheduled an organizational meeting of the Task Force on Thursday, January 23, 1992 at 3:30 p.m. in Room 506 of the Holmes Student Center. One of the first orders of business will be to develop procedures through which the Task Force can efficiently operate and to create an agenda for its first few months.

Mr. Tim Griffin
January 13, 1992
Page Two

Please contact Ms. Anne Groves of my staff (at 753-9500) to let her know whether you will be able to serve on this important project and whether you can attend the meeting on January 23.

Very truly yours,


NORTHERN ILLINOIS UNIVERSITY

John E. La Tourette
President

APPENDIX D

Participating Task Force Members

- *Fred Blakey, Personnel Officer, Operating Staff Resources
- Donald Buckner, Associate Vice President of Student Affairs
- Preston Came, Student (1991-92 only)
- Dan Chamberlain, Student (1991-92 only)
- Margie Cook, Graduate Student (1992-93 only)
- *Steve Duchrow, Director of Cultural Entertainment,
University Programming and Activities
- *Norden Gilbert, Associate University Legal Counsel
- **Tim Griffin, University Ombudsman
- Kathy Guimond, Lieutenant, Public Safety
- Joseph Harry, Professor, Sociology
- Kathy Hotelling, Director, Counseling and Student
Development Center
- David Huggins, Student (1991-92 only)
- Dale Ingersoll, Graduate Student (1991-92 only)
- Carl Jardine, Director of Student Housing Services
- Lisa King, Admissions Counselor, CHANCE Program
- Sondra King, Associate Professor, Human and Family Resources
- Amy Kise, Student (1991-92 only)
- Paul Middleton, Student (1992-93 only)
- Marilyn Monteiro, Director, Affirmative Action
- Cory Parham, Student
- Jenine Povlsen, Assistant Judicial Officer
- Susan Powell, Psychologist, Counseling and Student
Development Center
- Terry Powell, Student (1991-92 only)
- *Rich Rice, Building Operations Technician, Health Services
- Robert Ridinger, Associate Professor, University Libraries
- *Kate Romano, Benefits Counselor, Insurance
- Dawn Scheffner, Counselor, Career Planning and Placement
- George Shur, University Legal Counsel
- Sherman Stanage, Professor, Philosophy
- Kelly Thornburg, Graduate Student (1991-92 only)
- Brian Turkaly, Student (1992-93 only)
- Sonya Wiley, Graduate Student
- Lajuana Williams, Graduate Student (1992-93 only)

- * Committee Chair
- ** Task Force Chair

APPENDIX E

Survey Instrument

October 1992

TO: Faculty/Staff and Students

FROM: NIU Presidential Task Force on Discrimination Based on Sexual Orientation
Tim Griffin, Chair (753-1414)

SUBJECT: YOUR ASSISTANCE IN COMPLETING THE FOLLOWING SURVEY

Article IX of the Northern Illinois University Constitution affirms that all members of the university community shall be afforded fair, impartial and equal treatment without regard to a number of factors including sexual orientation. Last Spring President La Tourette appointed a Task Force to study issues particularly affecting gay, lesbian and bisexual persons on our campus as well as reports of incidents of harassment and discrimination based on sexual orientation. The Task Force was charged with gathering and evaluating relevant data and reporting back to the President with the Task Force's findings and recommendations. The following survey is an important part of that process.

If you are a student, your name was randomly selected to receive the survey. All faculty and staff are receiving it. We hope you will take a few minutes of your time to complete and return the questionnaire. Most questions are framed so that they are applicable to everyone irrespective of their sexual orientation or their status as a student or staff member. For those questions which do not apply to you, simply leave those numbers blank on the enclosed answer sheet.

Please be assured that we understand and value the importance of the anonymity of those who complete this survey. Therefore, LEAVE BLANK the sections on the standard answer sheet asking for name, ID number, department, course, date, etc. There then will be no way for others to know who filled out a given answer sheet. NIU's Public Opinion Laboratory will process answer sheets and report the group data to the Task Force.

Please return the completed Answer Sheet and the Comment Sheet in the enclosed envelope **BY OCTOBER 30**, if possible. Thank you in advance for your assistance in providing information related to an important human rights issue. **IMPORTANT: FOLD ANSWER SHEET IDENTICALLY** to the way it was mailed to you.

NOTE CAREFULLY: The Task Force will be conducting discussion groups for lesbian, gay and bisexual students, faculty and staff in early to mid-November (with separate groups for males and females, as well as separate groups for employees and students). These groups will be strictly confidential and will give the Task Force additional information to be considered in formulating our recommendations to the President. Anyone interested in participating in such a discussion, please call the Office of the Ombudsman, 753-1414, and leave a first name and telephone number (the discussion group facilitator will call you back to detail arrangements).

=====

NORTHERN ILLINOIS UNIVERSITY
TASK FORCE SURVEY

Instructions: On your ANSWER SHEET please mark the letter that corresponds to your answer to a particular question. LEAVE BLANK the identifying data section of the ANSWER SHEET (name, etc.). You will find that some questions do not apply to your experience. That's OK. Just go on to the next questions that do. If you have no opinion about an item, that's OK too. Just continue on. Remember, most people have completed this questionnaire in 15 to 20 minutes. Thanks for taking time to do so. Reminder: Please use a #2 pencil. Also you can use the COMMENT SHEET to expand on any of your answers.

I. DEMOGRAPHIC INFORMATION

Please respond on your ANSWER SHEET to all the items that apply to you.

1. Age: (A) 17-21 (B) 22-29 (C) 30-39 (D) 40-49 (E) 50+
2. Gender: (A) Female (B) Male
3. Ethnic Group: (A) African-American (B) Asian American or Pacific Islander (C) Hispanic American (D) White (E) Other
4. Student Status: (A) Freshman (B) Sophomore (C) Junior (D) Senior (E) Other
5. Teaching Faculty: (A) Tenured (B) Non-tenured Regular (C) Temporary (D) Part-time (E) Other
6. Operating Staff: (A) Yes (B) No
7. Supportive Professional Staff: (A) Yes (B) No
8. Sexual Orientation: (A) Bisexual (B) Gay Male (C) Heterosexual (D) Lesbian/Gay Woman (E) Not sure
9. Student Residence: (A) Fraternity/Sorority (B) Off-campus (C) Residence Halls (D) Other
10. Relationship Status: (A) Married (B) Partnered (C) Single

II. CAMPUS LIFE

These questions concern your experience, and your opinion of, campus life as they relate to sexual orientation. In responding to these questions (11-18), please use the following responses and mark the appropriate space on your ANSWER SHEET.

(A) Witnessed only (B) Victim of (C) Both (D) Neither

Since coming to NIU, have you ever witnessed or experienced any of the following related to sexual orientation:

11. Verbal harassment or assault
12. Physical harassment or assault ("gay-bashing")
13. Threats of physical assault or harassment
14. Vandalism
15. Sexual harassment or assault
16. Anti-gay, anti-lesbian or anti-bisexual graffiti
17. Anti-gay, anti-lesbian or anti-bisexual slurs or jokes
18. Peers or potential friends refusing to associate with you because of your sexual orientation
19. If you experienced any of the above, did you report it? (A) Yes (B) No

If you did not report the incidents, can you tell us why? (Use COMMENT SHEET at the appropriate space.) If you did report the incidents, to whom did you report them and what was the response? (Use COMMENT SHEET.)

In responding to these questions (20-23), please answer (A) Yes or (B) No and mark the appropriate space on your ANSWER SHEET.

20. Do you ever avoid certain people, places or activities because of the perceived sexual orientation of the people involved?
21. Do you ever avoid certain people, places or activities because of your sexual orientation?
22. If you are gay, lesbian, or bisexual, have you ever said you were not just to avoid trouble?
23. Do you think sexual orientation is reason to deny someone access to jobs, benefits or advancement?
24. If you are lesbian, gay or bisexual, which of the following most closely describes the extent to which others know of your sexual orientation?
(A) I am "out" to no one. (D) I am "out" to a lot of people.
(B) I am "out" only to relatives. (E) I am "out" to everyone.
(C) I am "out" to a select group of relatives and friends.

III. CURRICULUM AND ACADEMIC AFFAIRS

These questions concern curriculum, the classroom, teaching and research. In responding to these questions (25-31), please use the following scale and mark the appropriate space on your ANSWER SHEET.

(A) Strongly Disagree (B) Disagree (C) Agree (D) Strongly Agree

25. Readings on the gay, lesbian and bisexual experience should be included in introductory courses in the social sciences, biological sciences, humanities and the professional schools.
26. Student course evaluations should include the question: "Did the instructor provide a comfortable atmosphere for learning, free of racism, sexism, homophobia and religious intolerance and did the instructor encourage respect and recognition of diversity?"
27. The university should sponsor, on a regular basis, seminars focused upon scholarship on gay, lesbian and bisexual issues and topics.
28. The University Libraries should maintain a selection of gay, lesbian and bisexual information.
29. Workshops should be developed to train existing faculty and staff on issues and concerns relevant to the gay, lesbian and bisexual community.
30. There are courses I have taken at NIU that include material on the gay, lesbian and bisexual experience.
31. The university should offer courses that include material on the gay, lesbian and bisexual experience.

In responding to these questions (32-35), please answer (A) Yes or (B) No and mark the appropriate space on your ANSWER SHEET.

32. I have avoided taking certain courses because I thought that the instructor was gay, lesbian or bisexual.

33. I have been in courses in which the instructor has made jokes or negative comments about gay, lesbian and/or bisexual persons.
34. I have avoided taking or dropped certain courses because of the anti-gay, anti-lesbian and/or anti-bisexual reputation of the instructor.
35. If the subject of sexual orientation comes up in class, do you generally feel that you can talk comfortably about your own sexual orientation?

IV. UNIVERSITY LIFE ISSUES

These questions concern your experiences in, and opinions of, university organizations and activities as they relate to sexual orientation. In responding to these questions (36-42), please use the following scale and mark the appropriate space on your ANSWER SHEET.

(A) Strongly Disagree (B) Disagree (C) Agree (D) Strongly Agree

36. I have felt excluded at times from university organizations, groups or committees, other than ROTC, because of my sexual orientation.
37. I have felt excluded from ROTC because of my sexual orientation.
38. I believe members of the organization(s) I belong to would be uncomfortable if a member disclosed his or her gay, lesbian or bisexual orientation to the group.
39. University organizations should all be required to be open to gay, lesbian and bisexual individuals.
40. In general, student organizations at NIU are accepting of gay, lesbian and bisexual individuals.
41. Campus programs (such as movies, lectures, plays, concerts, etc.) appropriately reflect the ideas, interests and experiences of gays, lesbians and bisexuals.
42. I believe the coverage of the Northern Star regarding gay and lesbian issues is fair and unbiased.
43. Have you ever *not* attended a campus event (dance, athletic event, etc.) because you thought you might feel uncomfortable due to your sexual orientation? (A) Yes (B) No

Which events did you avoid? (Use COMMENT SHEET at the appropriate space.)

In responding to these questions (44-47), please use the following scale and mark the appropriate space on your ANSWER SHEET.

(A) Very Comfortable (B) Comfortable (C) Uncomfortable (D) Very Uncomfortable

Based upon your direct observation or experience, do you feel the following areas, departments or organizations are comfortable places for gays, lesbians and bisexuals?

44. Intercollegiate Athletics (as a participant)
45. Fraternities/Sororities
46. Residence Halls
47. Student Association

V. UNIVERSITY EMPLOYMENT

These questions concern your experience in, and opinion of, the workplace as they relate to sexual orientation.

48. On a scale of A (poor) to E (excellent), how would you rate the environment in your office or department for lesbians, gay men and bisexuals?

In responding to these questions (49-53), please answer (A) Yes or (B) No and mark the appropriate space on your ANSWER SHEET.

49. Do you think that lesbians or gay men would experience discrimination or harassment in your office or department if they were open about their sexual orientation?
50. Do you feel that you or someone whom you know has ever been passed over for promotion in your department or office on the basis of sexual orientation?

1. Do you feel that family sick leave and bereavement leave policies are fair to lesbians, gay men and bisexuals?
52. Do you feel that family sick leave and bereavement leave are administered in a way that is fair to lesbians, gay men and bisexuals?
53. Should the university allow its gay, lesbian and bisexual employees the option to purchase health insurance for their domestic partners?

VI. ORGANIZED LIVING GROUPS

These questions concern your experiences in, and opinions about, living groups as they may pertain to your sexual orientation. In responding to these questions (54-56), please use the following scale and mark the appropriate space on your ANSWER SHEET.

(A) Supported (B) Ignored (C) Harassed

If you are gay, lesbian or bisexual, which of the above best describes how you have been treated in the residence halls by:

54. A roommate
55. Other residents
56. Staff members
57. In an NIU living unit, have you ever been pressured into silence about your sexual orientation?
(A) Frequently (B) Sometimes (C) Rarely (D) Never

In responding to these questions (58-59), please answer (A) Yes or (B) No and mark the appropriate space on your ANSWER SHEET.

58. If you had a roommate whom you discovered was gay, lesbian or bisexual, would you ask for a different roommate?
59. If you did experience or witness any harassment or discrimination in the residence halls, did you report the incidents to any authority?

If you did not report the incidents, can you tell us why? (Use COMMENT SHEET at the appropriate space.) If you did report the incidents, to whom did you report them and what was the response? (Use COMMENT SHEET.)

VII. PHILOSOPHY AND ADMINISTRATION

These questions concern the philosophy of the university as it affects issues of sexual orientation. They also pertain to attitudes, policies, actions and awareness of the administration as they may affect members of the gay, lesbian and bisexual community. In responding to these questions (60-65), please use the following scale and mark the appropriate space on your ANSWER SHEET.

(A) Strongly Agree (B) Agree (C) Disagree (D) Strongly Disagree

60. It is the obligation of the university administration to help assure that the campus is a safe, secure, and accepting place for its gay, lesbian and bisexual members.
61. The university administration should not be involved in concerns of gay, lesbian and bisexual faculty, staff and students.
62. The university should continue to oppose the Department of Defense's (R.O.T.C.) policy excluding gays, lesbians and bisexuals from military service.
63. The administration of the university has made it clear to all that it will not tolerate discrimination against, or harassment of, members of the university community who are gay, lesbian or bisexual.
64. The administration of the university has helped make the campus and all of its elements a more secure place for gays, lesbians and bisexual faculty, staff and students.
65. The university should do more to make NIU a better place for its gay, lesbian and bisexual members.

What, if anything, do you think the administration of the university should do to improve the quality of life for gay, lesbian and bisexual faculty, staff and students? (Please answer at appropriate space on COMMENT SHEET.)

Thank you for completing the questionnaire. CAUTION: FOLD ANSWER SHEET IDENTICALLY to the way it was mailed to you. Please return, to the PUBLIC OPINION LABORATORY at NIU, both your COMMENT SHEET and ANSWER SHEET in the enclosed, addressed (and if off-campus, stamped) envelope. (Campus mail may be mailed at residence hall main desks and at any university office.)

COMMENT SHEET

PLEASE RETURN THIS COMMENT SHEET WITH YOUR ANSWER SHEET.

Question 19. If you did not report the incidents, can you tell us why?

If you did report the incidents, to whom did you report them and what was the response?

Question 43. Which event(s) did you avoid?

Question 59. If you did not report the incidents, can you tell us why?

If you did report the incidents, to whom did you report them and what was the response?

What, if anything, do you think the administration of the university should do to improve the quality of life for gay, lesbian and bisexual faculty, staff and students?

Other Comments.

PLEASE USE THE BACK OF THIS SHEET OR OTHER SHEETS FOR ADDITIONAL COMMENTS.

APPENDIX F

Survey Results

Question 1
Age

Q1	Age	Value	FREQ	PCT	ADJ %	CUM %
	17-21	1	293	24.7	25.0	25.0
	22-29	2	161	13.6	13.7	38.7
	30-39	3	248	20.9	21.1	59.8
	40-49	4	257	21.7	21.9	81.7
	Over 50	5	215	18.1	18.3	100.0
	Did not respond	9	13	1.1	Missing	
		Total	1187	100.0	100.0	

Question 2
Gender

Q2	Gender	Value	FREQ	PCT	ADJ %	CUM %
	Female	1	738	62.2	63.0	63.0
	Male	2	433	36.5	37.0	100.0
	Mis-marked	8	3	.3	Missing	
	Did not respond	9	13	1.1	Missing	
		Total	1187	100.0	100.0	

Question 3
Ethnic Group

Q3	Ethnic Group	Value	FREQ	PCT	ADJ %	CUM %
	African-American	1	28	2.4	2.4	2.4
	Asian American	2	28	2.4	2.4	4.8
	Hispanic	3	24	2.0	2.1	6.8
	White	4	1073	90.4	91.7	98.5
	Other	5	17	1.4	1.5	100.0
	Did not respond	9	17	1.4	Missing	
		Total	1187	100.0	100.0	

Question 4
Student Status

Q4	Student Status	Value	FREQ	PCT	ADJ %	CUM %
	Freshmen	1	78	6.6	14.7	14.7
	Sophomore	2	94	7.9	17.7	32.5
	Junior	3	121	10.2	22.8	55.3
	Senior	4	130	11.0	24.5	79.8
	Grad or Law	5	107	9.0	20.2	100.0
	Did not respond	9	657	55.3	Missing	
		Total	1187	100.0	100.0	

Question 5
Teaching Faculty

Q5 Teaching Faculty

	Value	FREQ	PCT	ADJ %	CUM %
Tenured	1	157	13.2	43.4	43.4
Tenure Track	2	74	6.2	20.4	63.8
Temporary	3	68	5.7	18.8	82.6
Part-Time	4	16	1.3	4.4	87.0
Other	5	47	4.0	13.0	100.0
Did not respond	9	825	69.5	Missing	
Total		1187	100.0	100.0	

Question 6
Operating Staff

Q6 Operating Staff

	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	359	30.2	51.1	51.1
No	2	343	28.9	48.9	100.0
Mis-marked	8	9	.8	Missing	
Did not respond	9	476	40.1	Missing	
Total		1187	100.0	100.0	

Question 7
Supportive Professional Staff

Q7 Supportive Professional Staff

	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	157	13.2	29.1	29.1
No	2	382	32.2	70.9	100.0
Mis-marked	8	37	3.1	Missing	
Did not respond	9	611	51.5	Missing	
Total		1187	100.0	100.0	

Question 8
Sexual Orientation

Q8 Sexual Orientation

	Value	FREQ	PCT	ADJ %	CUM %
Bisexual	1	33	2.8	2.9	2.9
Gay Male	2	30	2.5	2.7	5.6
Heterosexual	3	1029	86.7	91.8	97.4
Lesbian Woman	4	22	1.9	2.0	99.4
Not Sure	5	7	.6	.6	100.0
Did not respond	9	66	5.6	Missing	
Total		1187	100.0	100.0	

Question 9
Student Residence

Q9 Student Residence

	Value	FREQ	PCT	ADJ %	CUM %
Frat, Sor.	1	23	1.9	4.6	4.6
Off Campus	2	250	21.1	50.1	54.7
Residence Hall	3	211	17.8	42.3	97.0
Other	4	15	1.3	3.0	100.0
Mis-marked	8	1	.1	Missing	
Did not respond	9	687	57.9	Missing	
Total		1187	100.0	100.0	

Question 10
Relationship Status

Q10 Relationship Status

	Value	FREQ	PCT	ADJ %	CUM %
Married	1	526	44.3	45.5	45.5
Partnered	2	182	15.3	15.7	61.2
Single	3	449	37.8	38.8	100.0
Mis-marked	8	4	.3	Missing	
Did not respond	9	26	2.2	Missing	
Total		1187	100.0	100.0	

Question 11

Since coming to NIU, have you ever witnessed or experienced verbal harassment or assault?

Q11 Verbal Harassment		Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only	1	234	19.7	20.5	20.5	
Victim of	2	53	4.5	4.6	25.1	
Both	3	84	7.1	7.3	32.5	
Neither	4	772	65.0	67.5	100.0	
Mis-marked	8	7	.6	Missing		
Did not respond	9	37	3.1	Missing		
Total		1187	100.0	100.0		

Question 12

Since coming to NIU, have you ever witnessed or experienced physical harassment or assault ("gay-bashing")

Q12 Physical Harassment		Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only	1	54	4.5	4.8	4.8	
Victim of	2	9	.8	.8	5.6	
Both	3	7	.6	.6	6.2	
Neither	4	1065	89.7	93.8	100.0	
Mis-marked	8	10	.8	Missing		
Did not respond	9	42	3.5	Missing		
Total		1187	100.0	100.0		

Question 13

Since coming to NIU, have you ever witnessed or experienced threat of physical assault or harassment?

Q13 Threat of Physical Assault		Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only	1	98	8.3	8.6	8.6	
Victim of	2	16	1.3	1.4	10.0	
Both	3	17	1.4	1.5	11.5	
Neither	4	1005	84.7	88.5	100.0	
Mis-marked	8	10	.8	Missing		
Did not respond	9	41	3.5	Missing		
Total		1187	100.0	100.0		

Question 14

Since coming to NIU, have you ever witnessed or experienced vandalism

Q14 Vandalism		Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only		1	159	13.4	14.0	14.0
Victim of		2	52	4.4	4.6	18.6
Both		3	27	2.3	2.4	21.0
Neither		4	896	75.5	79.0	100.0
Mis-marked		8	11	.9	Missing	
Did not respond		9	42	3.5	Missing	
Total			1187	100.0	100.0	

Question 15

Since coming to NIU, have you ever witnessed or experienced sexual harassment or assault?

Q15 Sexual Harassment		Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only		1	105	8.8	9.2	9.2
Victim of		2	47	4.0	4.1	13.4
Both		3	44	3.7	3.9	17.2
Neither		4	942	79.4	82.8	100.0
Mis-marked		8	10	.8	Missing	
Did not respond		9	39	3.3	Missing	
Total			1187	100.0	100.0	

Question 16

Since coming to NIU, have you ever witnessed or experienced anti-gay, anti-lesbian or anti-bisexual graffiti?

Q16 Anti-Gay, Lesbian, Bisexual Graffiti		Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only		1	387	32.6	34.0	34.0
Victim of		2	6	.5	.5	34.5
Both		3	14	1.2	1.2	35.8
Neither		4	731	61.6	64.2	100.0
Mis-marked		8	10	.8	Missing	
Did not respond		9	39	3.3	Missing	
Total			1187	100.0	100.0	

Question 17

Since coming to NIU, have you ever witnessed or experienced anti-gay, anti-lesbian or anti-bisexual slurs or jokes?

Q17 Anti-Gay, Lesbian, Bisexual Jokes					
	Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only	1	599	50.5	52.4	52.4
Victim of	2	13	1.1	1.1	53.5
Both	3	35	2.9	3.1	56.6
Neither	4	497	41.9	43.4	100.0
Mis-marked	8	8	.7	Missing	
Did not respond	9	35	2.9	Missing	

Total		1187	100.0	100.0	

Question 18

Since coming to NIU, have you ever witnessed or experienced peers or potential friends refusing to associate with you because of your sexual orientation?

Q18 Non-Association Bec. of Orientation					
	Value	FREQ	PCT	ADJ %	CUM %
Witnessed Only	1	19	1.6	1.7	1.7
Victim of	2	27	2.3	2.4	4.2
Both	3	8	.7	.7	4.9
Neither	4	1053	88.7	95.1	100.0
Mis-marked	8	11	.9	Missing	
Did not respond	9	69	5.8	Missing	

Total		1187	100.0	100.0	

Question 19

If you experienced any of the above, did you report it?

Q19 Any Experiences Reported					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	118	9.9	17.4	17.4
No	2	561	47.3	82.6	100.0
Mis-marked	8	34	2.9	Missing	
Did not respond	9	474	39.9	Missing	

Total		1187	100.0	100.0	

Question 20

Do you ever avoid certain people, places or activities because of the perceived sexual orientation of the people involved?

Q20	Avoid Sit. Bec. Others	Orientation			
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	306	25.8	26.5	26.5
No	2	850	71.6	73.5	100.0
Mis-marked	8	3	.3	Missing	
Did not respond	9	28	2.4	Missing	
Total		1187	100.0	100.0	

Question 21

Do you ever avoid certain people, places or activities because of your sexual orientation?

Q21	Avoid Sit. Because Your	Orientation			
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	146	12.3	12.9	12.9
No	2	982	82.7	87.1	100.0
Mis-marked	8	4	.3	Missing	
Did not respond	9	55	4.6	Missing	
Total		1187	100.0	100.0	

Question 22

If you are gay, lesbian, or bisexual, have you ever said you were not just to avoid trouble?

Q22	Deny Orientation to Avoid	Trouble			
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	53	4.5	17.9	17.9
No	2	243	20.5	82.1	100.0
Mis-marked	8	3	.3	Missing	
Did not respond	9	888	74.8	Missing	
Total		1187	100.0	100.0	

Question 23

Do you think sexual orientation is a reason to deny someone access to jobs, benefits or advancement?

Q23	Orientation Reason to Deny	Job			
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	106	8.9	9.5	9.5
No	2	1013	85.3	90.5	100.0
Mis-marked	8	4	.3	Missing	
Did not respond	9	64	5.4	Missing	
Total		1187	100.0	100.0	

Question 24

If you are lesbian, gay, or bisexual, which of the following most closely describes the extent to which others know of your sexual orientation?

Q24	Extent Others Know of Orientation	Value	FREQ	PCT	ADJ %	CUM %
	Out to No One	1	32	2.7	14.5	14.5
	Out to Relatives	2	37	3.1	16.7	31.2
	Out to Select Group	3	114	9.6	51.6	82.8
	Out to Many	4	32	2.7	14.5	97.3
	Out to Everyone	5	6	.5	2.7	100.0
	Did not respond	9	966	81.4	Missing	
	Total		1187	100.0	100.0	

Question 25

Readings on the gay, lesbian and bisexual experience should be included in introductory courses in the social sciences, biological sciences, humanities and the professional schools?

Q25	GLB Readings in Intro Courses	Value	FREQ	PCT	ADJ %	CUM %
	Strongly Disagree	1	220	18.5	19.7	19.7
	Disagree	2	284	23.9	25.4	45.2
	Agree	3	429	36.1	38.4	83.6
	Strongly Agree	4	183	15.4	16.4	100.0
	Mis-marked	8	2	.2	Missing	
	Did not respond	9	69	5.8	Missing	
	Total		1187	100.0	100.0	

Question 26

Student course evaluations should include the question: "Did the instructor provide a comfortable atmosphere for learning, free of racism, sexism, homophobia and religious intolerance and did the instructor encourage respect and recognition of diversity?"

Q26	Addition to Course Evaluation	Value	FREQ	PCT	ADJ %	CUM %
	Strongly Disagree	1	169	14.2	14.9	14.9
	Disagree	2	145	12.2	12.8	27.7
	Agree	3	411	34.6	36.2	63.9
	Strongly Agree	4	410	34.5	36.1	100.0
	Mis-marked	8	1	.1	Missing	
	Did not respond	9	51	4.3	Missing	
	Total		1187	100.0	100.0	

Question 27

The university should sponsor, on a regular basis, seminars focused upon scholarship on gay, lesbian and bisexual issues and topics?

Q27	Univ. Sponsor Sem. on GLB Topics				
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	209	17.6	19.1	19.1
Disagree	2	396	33.4	36.2	55.4
Agree	3	369	31.1	33.8	89.1
Strongly Agree	4	119	10.0	10.9	100.0
Mis-marked	8	1	.1	Missing	
Did not respond	9	93	7.8	Missing	

Total		1187	100.0	100.0	

Question 28

The University Libraries should maintain a selection of gay, lesbian and bisexual information?

Q28	Library Have GLB Information				
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	126	10.6	11.2	11.2
Disagree	2	148	12.5	13.2	24.5
Agree	3	607	51.1	54.2	78.7
Strongly Agree	4	239	20.1	21.3	100.0
Mis-marked	8	3	.3	Missing	
Did not respond	9	64	5.4	Missing	

Total		1187	100.0	100.0	

Question 29

Workshops should be developed to train existing faculty and staff on issues and concerns relevant to the gay, lesbian and bisexual community?

Q29	Workshops to Train Fac., Staff				
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	166	14.0	15.1	15.1
Disagree	2	347	29.2	31.5	46.6
Agree	3	428	36.1	38.9	85.5
Strongly Agree	4	159	13.4	14.5	100.0
Mis-marked	8	1	.1	Missing	
Did not respond	9	86	7.2	Missing	

Total		1187	100.0	100.0	

Question 30

There are courses I have taken at NIU that include material on the gay, lesbian and bisexual experience.

Q30 Courses Should Inc. Info. on GLB Exper.

	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	227	19.1	32.2	32.2
Disagree	2	298	25.1	42.2	74.4
Agree	3	126	10.6	17.8	92.2
Strongly Agree	4	55	4.6	7.8	100.0
Mis-marked	8	2	.2	Missing	
Did not respond	9	479	40.4	Missing	
Total		1187	100.0	100.0	

Question 31

The university should offer courses that include material on the gay, lesbian and bisexual experience.

Q31 Univ. Should Offer Courses on GLB

	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	196	16.5	18.3	18.3
Disagree	2	280	23.6	26.1	44.4
Agree	3	440	37.1	41.0	85.4
Strongly Agree	4	157	13.2	14.6	100.0
Mis-marked	8	1	.1	Missing	
Did not respond	9	113	9.5	Missing	
Total		1187	100.0	100.0	

Question 32
I have avoided taking certain courses because I thought that the instructor was gay, lesbian or bisexual.

Q32 AVOIDED COURSES OF GLB INSTRUCTOR					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	70	5.9	9.0	9.0
No	2	710	59.8	91.0	100.0
Mis-marked	8	11	.9	Missing	
Did not respond	9	396	33.4	Missing	

Total		1187	100.0	100.0	

Question 33
I have been in courses in which the instructor has made jokes or negative comments about gay, lesbian, and/or bisexual persons.

Q33 INSTRUCTOR MADE NEG. COMM. RE GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	108	9.1	14.1	14.1
No	2	658	55.4	85.9	100.0
Mis-marked	8	19	1.6	Missing	
Did not respond	9	402	33.9	Missing	

Total		1187	100.0	100.0	

Question 34
I have avoided taking or dropping certain courses because of the anti-gay, anti-lesbian and/or anti-bisexual reputation of the instructor?

Q34 AVOID COUR. BEC. OF ANTI-GLB INSTRUCT.					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	53	4.5	7.1	7.1
No	2	696	58.6	92.9	100.0
Mis-marked	8	11	.9	Missing	
Did not respond	9	427	36.0	Missing	

Total		1187	100.0	100.0	

Question 35
If the subject of sexual orientation comes up in class, do you generally feel that you can talk comfortably about your own sexual orientation?

Q35 TALK COMFORTABLY ABOUT ORIENTATION					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	585	49.3	79.4	79.4
No	2	152	12.8	20.6	100.0
Mis-marked	8	82	6.9	Missing	
Did not respond	9	368	31.0	Missing	

Total		1187	100.0	100.0	

Question 36

I have felt excluded at times from university organizations, groups or committees, other than ROTC, because of my sexual orientation.

Q36 Felt Excluded Bec. of Orientation					
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	470	39.6	56.2	56.2
Disagree	2	322	27.1	38.5	94.6
Agree	3	19	1.6	2.3	96.9
Strongly Agree	4	26	2.2	3.1	100.0
Did not respond	9	350	29.5	Missing	

Total		1187	100.0	100.0	

Question 37

I have felt excluded from ROTC because of my sexual orientation.

Q37 Excluded From ROTC Bec. of Orientation					
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	306	25.8	56.3	56.3
Disagree	2	200	16.8	36.8	93.0
Agree	3	16	1.3	2.9	96.0
Strongly Agree	4	22	1.9	4.0	100.0
Did not respond	9	643	54.2	Missing	

Total		1187	100.0	100.0	

Question 38

I believe members of the organization(s) I belong to would be uncomfortable if a member disclosed his or her gay, lesbian or bisexual orientation to the group.

Q38 Mem. of Org. Uncomfortable With GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	147	12.4	18.9	18.9
Disagree	2	250	21.1	32.1	51.0
Agree	3	272	22.9	34.9	85.9
Strongly Agree	4	110	9.3	14.1	100.0
Mis-marked	8	1	.1	Missing	
Did not respond	9	407	34.3	Missing	

Total		1187	100.0	100.0	

Question 39

University organizations should be required to be open to gay, lesbian or bisexual individuals.

Q39 Univ. Orgs. Required to Be Open to GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	143	12.0	13.8	13.8
Disagree	2	111	9.4	10.7	24.5
Agree	3	401	33.8	38.7	63.2
Strongly Agree	4	381	32.1	36.8	100.0
Did not respond	9	151	12.7	Missing	
<hr/>					
Total		1187	100.0	100.0	

Question 40

In general, student organizations are accepting of gay, lesbian and bisexual individuals.

Q40 Student Orgs. Accepting of GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	93	7.8	12.6	12.6
Disagree	2	282	23.8	38.1	50.7
Agree	3	327	27.5	44.2	94.9
Strongly Agree	4	38	3.2	5.1	100.0
Mis-marked	8	1	.1	Missing	
Did not respond	9	446	37.6	Missing	
<hr/>					
Total		1187	100.0	100.0	

Question 41

Campus programs (such as movies, lectures, plays, concerts, etc.) appropriately reflect the ideas, interests and experiences of gays, lesbians and bisexuals.

Q41 Campus Prog. Reflect GLB Experience					
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree	1	62	5.2	9.4	9.4
Disagree	2	239	20.1	36.1	45.5
Agree	3	325	27.4	49.1	94.6
Strongly Agree	4	36	3.0	5.4	100.0
Did not respond	9	525	44.2	Missing	
<hr/>					
Total		1187	100.0	100.0	

Question 42

I believe the coverage of the Northern Star regarding gay and lesbian events is fair and unbiased.

Q42	Northern Star of GLB Issues Unbiased	Value	FREQ	PCT	ADJ %	CUM %
Strongly Disagree		1	111	9.4	12.9	12.9
Disagree		2	206	17.4	24.0	36.9
Agree		3	484	40.8	56.3	93.2
Strongly Agree		4	58	4.9	6.8	100.0
Mis-marked		8	1	.1	Missing	
Did not respond		9	327	27.5	Missing	
Total			1187	100.0	100.0	

Question 43

Have you ever not attended a campus event (dance, athletic event, etc.) because you thought you might feel uncomfortable due to your sexual orientation?

Q43	Not Attended Event Bec. of Orientation	Value	FREQ	PCT	ADJ %	CUM %
Yes		1	77	6.5	9.1	9.1
No		2	769	64.8	90.9	100.0
Mis-marked		8	18	1.5	Missing	
Did not respond		9	323	27.2	Missing	
Total			1187	100.0	100.0	

Question 44

Based upon your direct observation or experience, do you feel *intercollegiate athletics* (as a participant) are comfortable places for gays, lesbians and bisexuals?

Q44 Athletics Comfortable for GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Very Comfortable	1	51	4.3	8.3	8.3
Comfortable	2	186	15.7	30.1	38.3
Uncomfortable	3	218	18.4	35.3	73.6
Very Uncomfortable	4	163	13.7	26.4	100.0
Did not respond	9	569	47.9	Missing	

Total		1187	100.0	100.0	

Question 45

Based upon your direct observation or experience, do you feel *Fraternities/Sororities* are comfortable places for gays, lesbians and bisexuals?

Q45 Frat., Sor. Comfortable for GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Very Comfortable	1	26	2.2	4.3	4.3
Comfortable	2	92	7.8	15.3	19.6
Uncomfortable	3	211	17.8	35.1	54.7
Very Uncomfortable	4	272	22.9	45.3	100.0
Mis-marked	8	1	.1	Missing	
Did not respond	9	585	49.3	Missing	

Total		1187	100.0	100.0	

Question 46

Based upon your direct observation or experience, do you feel *Residence Halls* are comfortable places for gays, lesbians and bisexuals?

Q46 Residence Halls Comfortable for GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Very Comfortable	1	35	2.9	5.5	5.5
Comfortable	2	235	19.8	37.1	42.6
Uncomfortable	3	297	25.0	46.8	89.4
Very Uncomfortable	4	67	5.6	10.6	100.0
Did not respond	9	553	46.6	Missing	

Total		1187	100.0	100.0	

Question 47

Based upon your direct observation or experience, do you feel the *Student Association* is a comfortable places for gays, lesbians and bisexuals?

Q47 SA Comfortable for GLB		Value	FREQ	PCT	ADJ %	CUM %
Very Comfortable	1	53	4.5	9.4	9.4	
Comfortable	2	305	25.7	54.4	63.8	
Uncomfortable	3	162	13.6	28.9	92.7	
Very Uncomfortable	4	41	3.5	7.3	100.0	
Mis-marked	8	3	.3	Missing		
Did not respond	9	623	52.5	Missing		
Total		1187	100.0	100.0		

Question 48

On a scale of 'A' (poor) to 'E' (excellent), how would you rate the environment in your office or department for lesbians, gay men and bisexuals?

Q48 Office Environment for GLB		Value	FREQ	PCT	ADJ %	CUM %
Poor	1	74	6.2	8.6	8.6	
Fair	2	94	7.9	10.9	19.5	
Good	3	286	24.1	33.1	52.6	
Very Good	4	210	17.7	24.3	76.9	
Excellent	5	199	16.8	23.1	100.0	
Did not respond	9	324	27.3	Missing		
Total		1187	100.0	100.0		

Question 49

Do you think that lesbians and gay men would experience discrimination or harassment in your office or department if they were open about their sexual orientation?

Q49 Would GL Experience Discrim. if Open					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	298	25.1	32.4	32.4
No	2	621	52.3	67.6	100.0
Mis-marked	8	10	.8	Missing	
Did not respond	9	258	21.7	Missing	
Total		1187	100.0	100.0	

Question 50

Do you feel that you or someone whom you know has ever been passed over for promotion in your department or office on the basis of sexual orientation?

Q50 Denied Promotion Due to Orientation					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	61	5.1	7.2	7.2
No	2	785	66.1	92.8	100.0
Mis-marked	8	3	.3	Missing	
Did not respond	9	338	28.5	Missing	
Total		1187	100.0	100.0	

Question 51

Do you feel that family sick leave and bereavement leave policies are fair to lesbians, gay men and bisexuals?

Q51 Sick Leave Fair to GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	406	34.2	58.2	58.2
No	2	291	24.5	41.8	100.0
Mis-marked	8	7	.6	Missing	
Did not respond	9	483	40.7	Missing	
Total		1187	100.0	100.0	

Question 52

Do you feel that family sick leave and bereavement leave are administered in a way that is fair to lesbians, gay men and bisexuals?

Q52 Sick Leave Administered Fairly to GLB					
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	359	30.2	57.2	57.2
No	2	269	22.7	42.8	100.0
Mis-marked	8	9	.8	Missing	
Did not respond	9	550	46.3	Missing	
Total		1187	100.0	100.0	

Question 53

Should gay/lesbian employees of the university have the option to purchase health insurance for their domestic partners?

Q53	Should GLB Get Health Ins. for Partner	Value	FREQ	PCT	ADJ %	CUM %
Yes		1	554	46.7	65.1	65.1
No		2	297	25.0	34.9	100.0
Mis-marked		8	7	.6	Missing	
Did not respond		9	329	27.7	Missing	

	Total		1187	100.0	100.0	

Question 54

If you are gay, lesbian or bisexual, which of the above best describes how you have been treated *by a roommate* in the in the residence halls.

Q54	Treatment from Roomate	Value	FREQ	PCT	ADJ %	CUM %
Supported		1	19	1.6	46.3	46.3
Ignored		2	19	1.6	46.3	92.7
Harassed		3	3	.3	7.3	100.0
Mis-marked		8	6	.5	Missing	
Did not respond		9	1140	96.0	Missing	

	Total		1187	100.0	100.0	

Question 55

If you are gay, lesbian or bisexual, which of the above best describes how you have been treated by *the other residents* in the in the residence halls.

Q55	Treatment from Other Residents	Value	FREQ	PCT	ADJ %	CUM %
Supported		1	7	.6	26.9	26.9
Ignored		2	9	.8	34.6	61.5
Harassed		3	10	.8	38.5	100.0
Did not respond		9	1161	97.8	Missing	

	Total		1187	100.0	100.0	

Question 56

If you are gay, lesbian or bisexual, which of the above best describes how you have been treated by *the staff members* in the in the residence halls.

Q56	Treatment from Staff Members	Value	FREQ	PCT	ADJ %	CUM %
	Supported	1	14	1.2	48.3	48.3
	Ignored	2	12	1.0	41.4	89.7
	Harassed	3	3	.3	10.3	100.0
	Mis-marked	8	1	.1	Missing	
	Did not respond	9	1157	97.5	Missing	

	Total		1187	100.0	100.0	

Question 57

In an NIU living unit, have you ever been pressured into silence about your sexual orientation?

Q57	Silent About Orientation in Dorms	Value	FREQ	PCT	ADJ %	CUM %
	Frequently	1	9	.8	4.4	4.4
	Sometimes	2	6	.5	3.0	7.4
	Rarely	3	6	.5	3.0	10.3
	Never	4	182	15.3	89.7	100.0
	Mis-marked	8	1	.1	Missing	
	Did not respond	9	983	82.8	Missing	

	Total		1187	100.0	100.0	

Question 58

If you had a roommate whom you discovered was gay, lesbian or bisexual, would you ask for a different roommate?

Q58	Ask For Diff Room if They Were GLB	Value	FREQ	PCT	ADJ %	CUM %
	Yes	1	268	22.6	41.5	41.5
	No	2	378	31.8	58.5	100.0
	Mis-marked	8	1	.1	Missing	
	Did not respond	9	540	45.5	Missing	

	Total		1187	100.0	100.0	

Question 59

If you did experience or witness any harassment or discrimination in the residence halls, did you report the incidents to any authority?

Q59	Report Harass. or Discrim. in Halls				
	Value	FREQ	PCT	ADJ %	CUM %
Yes	1	52	4.4	28.0	28.0
No	2	134	11.3	72.0	100.0
Mis-marked	8	6	.5	Missing	
Did not respond	9	995	83.8	Missing	

Total		1187	100.0	100.0	

Question 60

It is the obligation of the university administration to help assure that the campus is a safe, secure, and accepting place for its gay, lesbian and bisexual members.

Q60	Univ. Obligation to Make NIU Accepting				
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Agree	1	537	45.2	47.3	47.3
Agree	2	450	37.9	39.6	86.9
Disagree	3	78	6.6	6.9	93.8
Strongly Disagree	4	71	6.0	6.3	100.0
Did not respond	9	51	4.3	Missing	

Total		1187	100.0	100.0	

Question 61

The university administration should not be involved in concerns of gay, lesbian and bisexual faculty, staff and students.

Q61	Univ. Not Involved in GLB Issues				
	Value	FREQ	PCT	ADJ %	CUM %
Strongly Agree	1	120	10.1	10.8	10.8
Agree	2	148	12.5	13.3	24.1
Disagree	3	493	41.5	44.4	68.6
Strongly Disagree	4	349	29.4	31.4	100.0
Mis-marked	8	3	.3	Missing	
Did not respond	9	74	6.2	Missing	

Total		1187	100.0	100.0	

Question 62

The university should continue to oppose the Department of Defense's (R.O.T.C.) policy excluding gays, lesbians and bisexuals from military service.

Q62 Univ. Should Oppose ROTC Policies

	Value	FREQ	PCT	ADJ %	CUM %
Strongly Agree	1	403	34.0	37.1	37.1
Agree	2	308	25.9	28.3	65.4
Disagree	3	188	15.8	17.3	82.7
Strongly Disagree	4	188	15.8	17.3	100.0
Mis-marked	8	3	.3	Missing	
Did not respond	9	97	8.2	Missing	
<hr/>					
Total		1187	100.0	100.0	

Question 63

The administration of the university has made it clear to all that it will not tolerate discrimination against, or harassment of, members of the university community who are gay, lesbian or bisexual.

Q63 Univ. Wont Tolerate GLB Discrim.

	Value	FREQ	PCT	ADJ %	CUM %
Strongly Agree	1	194	16.3	18.5	18.5
Agree	2	554	46.7	53.0	71.5
Disagree	3	263	22.2	25.1	96.7
Strongly Disagree	4	35	2.9	3.3	100.0
Did not respond	9	141	11.9	Missing	
<hr/>					
Total		1187	100.0	100.0	

Question 64

The administration of the university has helped to make the campus and all of its elements a more secure place for gays, lesbians and bisexual faculty, staff and students.

Q64 Univ. Made Campus Better for GLB

	Value	FREQ	PCT	ADJ %	CUM %
Strongly Agree	1	93	7.8	10.1	10.1
Agree	2	543	45.7	59.0	69.1
Disagree	3	255	21.5	27.7	96.8
Strongly Disagree	4	29	2.4	3.2	100.0
Did not respond	9	267	22.5	Missing	
<hr/>					
Total		1187	100.0	100.0	

Question 65

The university should do more to make NIU a better place for its-gay, lesbian and bisexual members.

Q65	Univ Should Do More for GLB Members	Value	FREQ	PCT	ADJ %	CUM %
	Strongly Agree	1	191	16.1	19.8	19.8
	Agree	2	350	29.5	36.3	56.1
	Disagree	3	306	25.8	31.7	87.9
	Strongly Disagree	4	117	9.9	12.1	100.0
	Mis-marked	8	2	.2	Missing	
	Did not respond	9	221	18.6	Missing	
	Total		1187	100.0	100.0	

Discussion Group DataLESBIAN AND BISEXUAL STUDENTS:
QUESTIONS AND RESPONSES

Four students participated in a 2-hour discussion group. Two of the four were undergraduates and two were graduate students. Three were Caucasian and one was African-American. All of the women identified as lesbian or gay.

Two additional women were interviewed individually. Both were undergraduate Caucasian women, one of who identified as lesbian and the other as bisexual.

For each of the questions, discussion group responses will be presented first, followed by responses for those interviewed individually.

1) What is the environment like at NIU for you as a lesbian or bisexual woman?

Those in the group agreed that the campus is generally not accepting; that the environment is one of ignorance, not one of malice. One of the women interviewed individually felt that the administration is "pretty okay" (i.e., won't be expelled for coming out), but that the student population tends to hold extreme views (i.e., either very supportive or very homophobic). This woman also felt that the GLU is strong, but that there isn't enough visibility among lesbian, gay, and bisexual students. The other women interviewed individually described the campus as "very homophobic" and has felt alienated by the exclusion of lesbians, gays, and bisexuals in the curriculum (feels that Women's Studies makes an effort to be inclusive, but that lesbian, gay, and bisexual issues are usually an after thought even in these courses). This woman has also felt uncomfortable in the GLU because she's bisexual.

2) Have you ever experienced harassment or discrimination at NIU based on your sexual orientation? Please explain.

None had experienced physical violence, but all had witnessed written derogatory statements about lesbians and gays and some had experienced verbal harassment (i.e., name-calling). One of the women interviewed individually experienced verbal harassment as an RA (i.e., heard three or four other RAs make negative comments about "queers," witnessed "disapproving looks" by other RAs). This same woman also heard negative comments make by senior staff on one occasion. This woman decided to leave her RA position and feels her decision to leave was partly related to the discrimination/harassment she experienced.

3) Where have you experienced this harassment or discrimination?

- Bathrooms and classrooms (written derogatory comments)
- Health Services (heterosexist forms and questions asked by staff)

- Off-campus bar/restaurant where GLU dances are held
- Residence Halls -- two women who live in the halls both felt unsafe being out. The woman who was an RA reported that there were mainly two to four male RAs who made jokes and negative comments about lesbians and gays, though not directed at her. This usually occurred within the context of staff meetings. This woman also experienced other RAs asking negative questions/making negative comments about her friends. She felt that the Senior Staff in the residence halls were generally okay.

4) Have you approached any offices, agencies, or individuals on campus to discuss and/or report this discrimination or harassment? Please explain.

- One woman went to the Ombudsman about a professor who make jokes about "queers/fags"; doesn't think anything happened to this professor.
- The former RA talked to her supervisor in Housing about one RA in particular, who told her that she "needed to understand" this other RA, that it was his "style". This supervisor eventually told the RA that his comments were offensive to others, but he continues this behavior (though not as frequently).
- One woman who had experienced heterosexist sexual harassment by a faculty member reported it to the chair of this faculty member's department, but nothing was done.

5) Based on your experience, which campus office, agencies, or groups do you feel are not responsive or are homophobic?

- Health Services -- heterosexist forms, lack of awareness among staff.
- Psychology Department -- research was done on women's sexuality, but was heterosexist and didn't include lesbian and bisexual women's experiences.
- University Resources for Women -- have a reputation of not welcoming lesbian women. (Note: This was mentioned only in the group and was based on reputation, not the direct experience of any of the women.)
- Housing -- discrimination and harassment in the residence halls; no training of RAs regarding lesbians, gay, and bisexual concerns.
- Campus Activities Board -- one incident in which negative/biased comments were made about a gay performance artist.
- Sororities

6) Have you had positive or supportive experiences at NIU based on your sexual orientation?

- Involvement in GLU speaker's bureau
- Women Loving Women Group at CSDC

- Involvement in Lesbians United for Fun (LUFF)
- Women's Studies courses -- is responsive/receptive, but not proactive
- Positive experiences with certain individuals in specific departments, but not with any one department as a whole.
- Positive experiences coming out to some people (including for the former RA who had positive experiences coming out to three RAs)
- One woman received a note on her "obviously lesbian car" welcoming her to NIU

8) What, if anything, needs to be done at NIU in terms of services, resources, etc. to enhance the climate and/or better meet your needs as a lesbian or bisexual student?

A. Education and Training

1. Institute proactive education programs for faculty and mandatory class/course for students.
2. Encourage curriculum integration.
3. Provide outreach programs to improve the campus climate.
4. Provide sensitivity training to: University Police, Student Legal Services, Campus Ministries, Resident Assistants (mandatory, early in the academic year), University Health Service staff.

B. Housing

1. Use initial residence hall survey indicating preference of lesbians, gays, bisexuals, or heterosexuals for roommates, with the possibility of creating an all lesbian or gay floor.
2. Offer off-campus housing information for lesbians and gays.
3. Provide housing for lesbians/gays, their partners, and children.

C. Cultural/Recreational Activities

1. Sponsor fine arts activities that represent gays and lesbians (e.g., poetry, dance, art).
2. Sponsor programs, special events, and trips for lesbians and gays.
3. Sponsor recreational activities for lesbians and gays (e.g., all lesbian or gay volleyball).

D. Miscellaneous

1. Create a lesbian resource center.
2. Offer support groups for lesbians and gays.
3. Provide health insurance to partners of lesbians

- and gays.
4. Support an anti-discrimination policy in DeKalb.
5. Increase cohesion among the lesbian, gay, and bisexual community.

E. GLU/LGBC

1. Increase the visibility of GLU.
2. Change the name of the GLU to make it inclusive of bisexuals.
3. Have Awareness Week earlier in the academic year to head off potential problems.
4. Hold GLU dances on campus.

LESBIAN AND BISEXUAL FACULTY/STAFF:
QUESTIONS AND RESPONSES

Four women participated in the discussion group for faculty/staff. Two were Supportive/Professional staff, one was Operating Staff, and one was a faculty member. All of the women were Caucasian and identified as lesbian or gay.

1) What is the environment like at NIU for you as a lesbian or bisexual woman?

All of the women felt that NIU is not a safe place to be "out"- i.e., they fear discrimination and harassment. Consequently, none of the women are out at NIU, other than to some other lesbian or bisexual women on campus. One woman acknowledged questioning how much of this fear is based in reality vs. her own internalized homophobia.

2) Have you experienced harassment or discrimination at NIU based on your sexual orientation? What kind?

The operating staff person reported that while supervising student workers she had witnessed them making degrading and homophobic comments about GLU flyers. The faculty member reported that when interviewing at NIU, another faculty member had highlighted only her research and publications related to lesbian and gay issues, ignoring her other work. She perceived this as negative attention.

3) Where have you experienced his harassment or discrimination?

As noted already, one woman experienced this at her work site, while the other experienced it in her academic department.

4) Have you approached any offices, agencies, or individuals on campus to discuss and/or report this harassment or discrimination? Please explain.

Since none of the women are out, they haven't approached anyone.

5) As a lesbian or bisexual woman, have you had positive or supportive experiences at NIU?

The women agreed that NIU seems to have a philosophy of nurturing lesbians and gays, but isn't nurturing in reality. There is cohesion among some lesbian faculty/staff, but this is a "private" group. This group can be somewhat supportive interpersonally, but not in dealing directly with the homophobia and heterosexism on campus.

6) What, if anything, could be done at NIU (e.g., services, resources, benefits) to enhance the climate and/or better meet the needs of lesbian, gay, and bisexual employees?

a) Provide lesbians, gays, and bisexuals with the same benefits as heterosexuals (e.g., extend health benefits to partners of lesbians and gays; provide lesbian and gay employees with funeral leave and leave of absence for death or illness in partner or partner's family; openly invite partners to university functions such as the President's Ball).

b) Establish mandatory educational programs regarding lesbian, gay, and bisexual concerns for the NIU Administration, including the President and all department chairs/directors.

c) Include mandatory educational programs as part of new employee orientation.

d) Integrate lesbian and gay information and materials into the curriculum.

e) When filling faculty/staff positions at NIU, question applicants about their experience and/or attitudes regarding working with diverse populations.

f) Require all surveys from NIU to be inclusive of lesbians, gays, and bisexuals (e.g., use "relationship status" instead of "marital status", with "partnered" as an option).

g) Use University Resources for Women as a gathering place for all women, including as a gathering place or information center for lesbian women (e.g., provide information on housing).

h) Have each department/division submit to the Task Force a list of the ways in which they affirm lesbians, gays, and bisexuals (e.g., provide direct services, include in curriculum).

APPENDIX H

NIU Non-Discrimination Statements (3)

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer.

Northern Illinois University is an equal opportunity institution and does not discriminate on the basis of race, color, religion, sex, age, marital status, national origin, disability, or status as a disabled or Vietnam-era veteran. The Constitution and Bylaws of Northern Illinois University afford equal treatment regardless of political views or affiliation, and sexual orientation.

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NORTHERN ILLINOIS UNIVERSITY
EQUAL EMPLOYMENT OPPORTUNITY INFORMATION REQUEST

Universities which receive federal funds are required to collect certain data regarding applicants for positions. Please help us by completing this form. Fold the form, tape or staple it, and return it directly to the Affirmative Action Office. **DO NOT RETURN TO THE EMPLOYING DEPARTMENT.**

This information will be used to monitor the success of our recruitment efforts and, in the case of handicapped individuals, will allow us to solicit additional information regarding appropriate accommodation. Your participation is **VOLUNTARY**; information will be kept confidential in the Affirmative Action Office, and refusal to participate will **not** subject you to any adverse treatment.

Name _____ Sex _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Position applied for _____
TITLE DEPARTMENT

How did you learn about this vacancy?

_____ Professional Journal Job Listing; Name _____

_____ Newspaper/Magazine; Name _____ Word of Mouth

_____ Vacancy Notice Bulletin Board; Name _____ Other

Please indicate the appropriate group category:

_____ Black (non-Spanish): Persons with origins in any of the black racial groups of Africa.

_____ Oriental/Asian or Pacific Islander: Persons with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Island.

_____ American Indian or Alaskan Native: Persons with origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

_____ Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

_____ Caucasian/White (non-Spanish): Persons with origins in any of the original peoples of Europe, North Africa, or the Middle East.

1. Are you a Vietnam era veteran having more than 180 days of active duty, any part of which occurred between August 5, 1964, and May 7, 1975, with a discharge other than dishonorable? _____

2. Are you a disabled veteran with a 30 percent disability under the Veterans Administration laws, or were you discharged or released for a disability incurred or aggravated in the line of duty? _____

3. Do you have an emotional, mental, physical, or other type of handicap or history of any of these? _____

4. Are you 40 years of age or over? _____

